

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

CANADA BRITISH COLUMBIA INTERNATIONAL SCHOOL - CHENGDU

CHENGDU, SICHUAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 6 - 7, 2023

## INTRODUCTION

On November 6 and 7, a certification inspection was completed on Canada British Columbia International School – Chengdu (CBCIS-Chengdu) 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 if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement (the Agreement)*. The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Bob Esliger and Hugh Gloster, who served as Chair for this inspection.

The School's BC program has an enrolment of 65 students, in grades 10-12, which is consistent with enrolment numbers over the previous four years. The BC program is located on the campus of Shi Shi Middle School No. 4 in Chengdu, which is reportedly a well-regarded school in the region with a long and distinguished history. The host school is one of the oldest Chinese public schools having been first established in the Han Dynasty between 143 and 141 BC. The BC program is housed on the host school's Beihu campus, which began operation in 2010. The 160-acre campus includes a full range of facilities to accommodate the education program as well as residences that house almost all of the students. Extensive renovations have been done on the campus in the past year and more are planned to support the BC program in the coming year. The entire school, which houses the BC program, enrolls close to 4,000 students.

During the visit to the School, the Team reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Offshore School Representative (OSR), BC Principal, BC Vice-Principal, BC teachers, Party Committee Chairperson, International Program Director, BC Program Director, Foreign Teachers' Assistant, other Chinese support staff and a number of students representing the



grade 10-12 population. The Chair also met virtually with the Superintendent of the CBCIS group of schools prior to the start of the inspection.

The Owner/Operator, Sunny Bai, CEO of Beijing Kezhi Times International Consulting Co. Ltd., is responsible for the BC program. The Kezhi organization also operates BC offshore schools in Hefei, Kunming, Zibo, and has recently acquired a school in Wenzhou that is going through the certification process to become another British Columbia offshore school. Each of the CBCIS family of schools is associated with Lowell High School in Vancouver, British Columbia. This is a Group 4 independent school that offers the International Baccalaureate Diploma Program and accepts students from the other Kezhi schools for both short term and longer programs in BC. The Owner/Operator is also involved in other educational institutions in China and has relationships with other Canadian provinces.

The Owner/Operator was not present for the inspection but was represented by the OSR and the Superintendent in charge of the educational program for all schools in the CBCIS organization.

The BC program's philosophy, objectives and special features have remained consistent in recent years and these include:

- 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;
- enabling all students to develop their potential to acquire the knowledge, skills and attitudes necessary for success in their future lives;
- inspiring students to develop high standards, strong work habits and accountability in a multicultural environment; and
- 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 hospitality, cooperation and preparedness for the inspection visit.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School had one requirement in the previous inspection report that related to a teacher certification issue. This situation was resolved in a timely manner following the inspection.</p> <p>A number of suggestions were made last year to further enhance the program offered at CBCIS-Chengdu, and information was provided in the School's Annual Report that each of these had received attention by the administration and staff.</p>			

**BUSINESS PLAN 1.0****The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, confirming the sustainability of the program.** Requirement Met Requirement Partially Met Requirement Not Met**Comment:**

CBCIS-Chengdu continues to operate as a sustainable program with good support from the Owner/Operator and the host school. Overall enrolment numbers have remained relatively constant for the last four years, with the BC program typically recruiting up to the targets set by the host school.

Plans are currently being made to renovate and expand classroom space to accommodate more students as part of the grade 10 intake in future years.

The School typically has the most success recruiting students from local private middle schools, as these students usually have a stronger foundation in English and come from families interested in sending their children to universities in other countries after graduation. The BC program enjoys a very good reputation for having students be successful which helps with recruitment, as there are other options in the surrounding area as well as an Advanced Placement (AP) program on campus that students can enrol in.

Graduates from the BC program in the previous year all received acceptance to post-secondary programs, with close to 50% of the graduating class attending universities in Canada – either in Ontario or BC.

During the inspection, the Team discussed with the administration the work being done to improve outcomes for students. The School is starting to collect student achievement results with the intent of tracking data over time. This information will then be used to establish goals and areas of focus to be addressed. In the short-term, the focus is on strategies for supporting English language learners and on enhancing students' language proficiency to prepare them for success in post-secondary programs. Providing quality feedback to students was also shared as something teachers are working to improve this year.

At the CBCIS system level, the Superintendent outlined the ongoing work being done to facilitate teacher collaboration and sharing using the Teams platform. In each case, teachers are asked to contribute fully developed lessons and/or units that reflect the concept/competency-based curriculum each semester. This helps all the CBCIS schools to enhance classroom instruction and student engagement.

The School is looking to develop a longer term approach to school improvement planning in the future and will be considering trend-lines over time to assist in this regard.



## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the Agreement.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team confirmed that the Owner/Operator meets all the requirements as set forth in the Agreement.</p> <p>The Kezhi organization that operates the Canada British Columbia International Schools (CBCIS) employs a full-time Superintendent who provides leadership in areas such as curriculum implementation and associated professional development. Several benefits of this system-level coordination were noted during the inspection.</p> <p>The staff at CBCIS-Chengdu commented on the positive support they received from the Kezhi staff and particularly from the BC Program Director.</p>		
<p>Commendation:</p> <p>The Owner/Operator is commended for the amount of ongoing support that is being provided to CBCIS-Chengdu.</p>		

<b>2.03 The Owner/Operator has written approval from the appropriate government entity to operate the School, as outlined in section 5.03 of the Agreement.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team reviewed the documentation provided for the inspection that confirmed support to operate the BC program, including:</p> <ul style="list-style-type: none"> <li>• an approval letter dated May 5, 2014 from the Education Bureau of Chengdu City to operate a BC program within the School;</li> <li>• a Business License to operate, that is valid until 2030; and</li> <li>• a Letter of Approval dated December 1, 2018 from Chengdu Shishi High School, authorized by the Chengdu Bureau of Education, to continue operation of the BC program. This letter is valid until December 1, 2023.</li> </ul>		

**2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team was given a full tour of all the facilities used by the School at the start of the on-site inspection. Copies of building, cafeteria/food service and fire safety compliance documents were also made available to the Team, and based on this information, the facilities were viewed as being suitable for offering the BC program.

CBCIS-Chengdu operates out of the international building on campus. The School also has access to other facilities from the host school including science labs, an auditorium, lecture halls, a library, a sports field and a gymnasium. Other facilities such as the dormitories and the cafeteria are shared with the host school. Extensive renovations had taken place on campus in the past year and provided students with many attractive gathering and specialty spaces. The School also looks forward to planned future renovations to the BC program floor to increase the size of some of the classroom spaces.

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-Chengdu can be accommodated in a variety of ways – either locally, in alternate classroom spaces approved by the Education Bureau, or remotely, as was done during forced closures caused by the COVID-19 pandemic. Depending on the circumstances, students could also 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 the host school. An on-site medical clinic, staffed by qualified medical practitioners provided by the host school, also serves the BC program students and staff.

**2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in Schedule B, Part II of the Agreement.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Offshore School Representative (OSR) is well qualified for the position, having spent 12 years as an educator in BC offshore schools in China, followed by multiple years as an educational consultant. He has also worked in international education at the post-secondary



level in BC and has an extensive network of contacts throughout China. He has served as the OSR for CBCIS-Chengdu since 2015.

The OSR fulfills the responsibilities as outlined in the Agreement and works in partnership with the Superintendent to provide support to the School. Clearly articulated role descriptions exist for both positions and the School reported being well supported by both the OSR and Superintendent.

The OSR's knowledge of every teacher on staff, including their backgrounds and areas of expertise, has been helpful in ensuring the ongoing integrity of the BC program. When vacancies have needed to be filled, this has typically been done in a timely manner to ensure the continuity of the educational program. The OSR is also conscious of the need for succession planning and brings an awareness of available staff within the CBCIS system and beyond to the role when needing to replace key personnel.

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 was responsive to all requests for information, both prior to and during the on-site visit.

Commendation:

The OSR is commended for the work done to support the School and identify creative solutions to ensure a full complement of teachers are available to deliver the BC program.

### **2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.**

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Principal has a Bachelor of Arts degree and a post graduate certificate in education from his native South Africa. He taught in his homeland prior to accepting the challenge of working in an offshore environment in 2016. Prior to coming to Chengdu, he was a teacher and vice-principal at the CBCIS school in Hefei from 2018-2021. Following that, he was appointed as Principal of CBCIS – Chengdu and is now in his third year in his current assignment.

The Principal meets all the necessary requirements to assume the position and continues to take on a teaching assignment to assist in the delivery of the BC program.

The Team witnessed the strong sense of community the Principal has been successful in creating amongst staff, students and personnel from the host school. The School was also



reported to be benefitting from the continuity that comes from having each of the most recent principals remain in the role for multiple years.

**Commendation:**

The Principal is commended for creating a positive school culture that encourages teamwork and collaboration while also working effectively with personnel from the host school.

**2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.**

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 Vice-Principal and the Chinese International Director of the host school, BC Program Director, Foreign Teachers' Assistant and an experienced BC program Vice-Principal. Other Chinese support staff work with the BC Program Director to support student recruitment efforts as well as assisting students and families with university selections and applications.

Chinese homeroom teachers are also in place to support the students in each grade and to act as advisors/counsellors for them.

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 helps to coordinate the delivery of the educational program and facilitates collaboration and resource development and acquisition throughout the system.

**2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team examined student files and each included the original registration form and a copy of the Permanent Student Record (PSR) showing the Personal Education Number (PEN). The files also contained student report cards and English language assessments, along with the new student and parent consent forms based on the Ministry requirements.

The School is using Web 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. Internet connectivity was also reported to have been enhanced



since the previous inspection and was able to support both the administrative requirements as well as the education program.

The Team was able to verify that student records were 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 Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care.

The School has also hired a teaching assistant with a Bachelor of Science and previous teaching experience to work alongside a fully qualified science teacher. This collaboration was effective in providing students with an enriched classroom experience.

Teacher contracts were reviewed and found to be complete, addressing all required areas. Teacher files were also reviewed and appeared to be well organized, including updated consent forms. Evidence of up-to-date teacher and principal evaluations were found on file.

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

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

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team met with the administration and BC teachers to review course planning documents and confirmed that annual plans as well as unit and lesson planning documents contain all required components of BC's curriculum. The Team observed robust long and short-term curricular plans that were seen as 'living planning documents' that journal planning adjustments as teachers respond to student learning needs and changes in instructional time. Through this review the Team determined that teachers clearly understand and have fully implemented all components of BC's curriculum.

Although BC's curriculum is firmly in place, teachers expressed a desire to further deepen their knowledge and practice with the implementation of the First Peoples Principles of





Learning as they intersect with the teaching of Indigenous-focused content across the curriculum.

School administration takes a proactive approach to ensure weekly collaboration and professional development opportunities in addition to the School's involvement with the CBCIS system's Professional Learning Community (PLC) via Teams. Participation in and active contribution to this initiative is encouraged and has resulted in collaborative resource development and sharing.

**Commendation:**

The School is commended for their collaborative and robust planning processes which have resulted in the creation of living planning documents that demonstrate full implementation of all aspects of BC's curriculum.

**2.20 The School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The BC Principal administers the student admission process and makes final decisions regarding student entry into the program. At the beginning of the academic year the School conducts an initial assessment of students' English language proficiency and BC teachers collaborate to address student needs. Thereafter, the School's English teacher leads classroom-based reading and writing formative assessments to monitor ongoing student language acquisition.

Each course in the School, regardless of subject area, has a significant English language component whereby BC teachers provide students with structured opportunities to speak English in class through oral language activities and cooperative group work.

The Principal meets daily with BC teachers to discuss student progress and provide feedback to the head teachers. These many ongoing conversations serve to identify individual students and groups who require more intensive English language intervention strategies to assist in their English language development. As part of the collaborative planning done by BC teachers, cross-curricular learning activities are introduced to assist students with English language development.

The School continues to use a 'three ticket system' that was developed previously to encourage English speaking in all classes. The goal of this token system is to help students transition from requiring extrinsic rewards to build their English skills to developing a more intrinsic motivation and personal responsibility for their English language learning. Positive



supports are built into the system for students who do not regularly use English and the School is considering the expansion of this system into clubs and activities.

The School staff handbook provides BC teachers with a set of English language teaching expectations inclusive of strategies that can be utilized across all content areas to support English language learning. These strategies include: adjusting instructional language; repetition and reinforcement of key content-area vocabulary; the use of visuals; clear communication of daily learning intentions; and the use of cooperative learning strategies.

Commendation:

The School is commended for its commitment to English language development and usage and helping students become confident, independent and owners of their own learning.

**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 Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

Comment:

The School does not offer any Board/Authority Authorized (BAA) courses at this time.

Exempted courses offered by locally certified teachers include Physical Health Education (PHE) 10, and Mandarin 10, 11, and 12. A letter granting permission for the exemptions is on file. The curricular and planning documents align with BC's curriculum and utilize the School's common templates. These planning documents have been translated and provided to the local PHE teacher to ensure curricular standards are met.

The Principal, in collaboration with the local PHE teacher, teaches the various health components of PHE 10 in the Career Life Education (CLE) course.

The School has an equivalency policy in place to review course material and potentially provide credit for courses taken outside the BC program.



**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 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 examined course planning documents for all courses offered at the School and confirm that they meet the requirements established by the Ministry. The School has implemented common course planning templates that are used by all BC teachers and contain all required components of BC's curriculum. Furthermore, each specific course taught at the School has a full set of planning documents including an annual plan, unit plans, and daily lesson plans which clearly outline specific course content, teaching strategies, and assessment methods which are all linked to the BC learning standards.

**2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, 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 Team confirms that the School provides five hours of instruction per day over 188 days per academic year totaling 930 hours of instructional time. This exceeds the BC Ministry of Education and Child Care's requirement of a minimum of 850 hours per year.

**2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

Comment:

Evidence that teachers are using a wide variety of teaching and assessments strategies was clear during the Team's classroom observations, review of course planning documents, as well as through BC teacher and student interviews. All planning documents contain descriptions of the formative and summative assessment strategies employed in the teaching and learning sequence.

BC teachers collect and record assessment data on a regular basis and rely on formative assessment results to not only ensure student learning but also to inform their instructional



practice. BC teachers collaborate regularly to monitor assessment results, identify student learning needs, and provide follow-up with students, administration, head teachers, and parents.

The School has developed an English language benchmark assessment for grade 12 students and is in the process of developing such a benchmark assessment for grade 11. This assessment process assists staff to work collaboratively to provide consistent support for English language acquisition in all curricular areas.

The BC Ministry's literacy and numeracy assessments are organized and invigilated by BC teachers. Prior to such assessments, computer settings are adjusted by the BC Principal to ensure that students cannot open additional tabs/windows or make use of electronic messaging services, dictionaries, or translators. BC teachers ensure students do not bring unauthorized materials into the assessment.

#### **2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

##### **Comment:**

The School provides each classroom learning environment with an interactive whiteboard and a stable Wi-Fi connection required for teaching and learning. The School's computer lab includes 40 workstations. Staff and students have regular access to these learning resources during class time, lunch break, and in evening study.

A newly developed library/multi-purpose learning space houses hardcopy resources as well as provides an area designed for cooperative learning activities. The host school also has a large, newly renovated library with a selection of English novels at the middle and high school level which BC teachers and students can access.

The School uses Canvas as a common online learning management system. Each student has their own Canvas account and can access their assessment data as well as course instructional materials. Parents also have access to their child's assessment data and course materials located in Canvas through their child's login credentials.

As an integrated learning management system, Canvas is utilized by the School as a means to create and house course learning resources, present assessment results, and design communication strategies for both the School and parent communities. At present there is not enough file storage space within Canvas which is causing limitations in the housing of artifacts to demonstrate ongoing student learning that both students and parents can access. This file storage limitation is also restricting BC teachers in their course development and learning resource storage within the platform.



BC teachers have access to a printer and photocopier in their collaborative office space as well as the use of the host school's printing room to print resources to support student learning.

During the inspection, BC teachers demonstrated their skill with utilizing the interactive whiteboards as part of their daily instructional practice while also using interactive educational software to create student games as a means through which to review course content in preparation for midterm exams.

There is an agreement between the host school and the BC program that provides access to use science laboratories, and this year the process of booking science labs has become more streamlined resulting in them being used more often.

### **2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team verified that the School meets the Ministry's student progress report requirements. Formal student progress reports are issued four times per school year (mid-November, late-January, mid-April, and at the end of June). Chinese head teachers serve as translators during parent/student/teacher conferences and meetings. General announcements about the School's progress in academics are also conveyed through WeChat/QQ groups.

School administration meet weekly/biweekly with head teachers regarding individual student progress and the identification of students whose learning may be at risk. Students receive translated I-Plan (incomplete work) reports prior to reporting periods to inform parents of academic concerns. If/when parents need to be informed about their child's learning needs, meetings are organized by the head teacher to discuss the issue and create an intervention plan.

Large-scale parent meetings are organized several times per year at reporting periods to provide parents with updated information regarding such topics as school policies, curriculum changes/updates and assessment practices.



**2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team reviewed the School's 2023/24 parent/student handbook and confirms that the handbook meets the requirements as outlined in Section 2.26 of the Annual Report. Each section of the handbook has Chinese translations adjacent to the English content for easy reference.

The handbook includes a functional table of contents which organizes the necessary information for students and parents divided into five sections: 1) Mission and Philosophy, 2) School Staff, 3) School Organization and Procedures, 4) Student Conduct and Discipline, and 5) Assessment and Evaluation. The handbook also contains all necessary policies and procedures appropriately embedded within each corresponding section.

**2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team confirmed that the teacher handbook is comprehensive and meets the requirements as outlined in section 2.27 of the Annual Report. The handbook contains all necessary information required by teachers to aid in their understanding of their roles and responsibilities as a professional teacher in the BC offshore school program.

The handbook includes a functional table of contents which organizes the necessary information for teachers and is divided into five sections: 1) CBC International Schools in China, 2) Professional Responsibilities, 3) School Organization, 4) Assessment and Evaluation, and 5) School Policies and Procedures. The teacher handbook also contains all necessary policies and procedures appropriately embedded within each corresponding section.

**2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in Section 18 of the Agreement and Section 2.28 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met       Not Applicable

**Comment:**

The Team confirms that the School has met the requirements for offering Online Learning. The School offers two courses, Anatomy and Physiology 12 to four students, and Economics



12 to one student via Online Learning in the first semester. The Team confirms that these courses are provided by the Ministry-approved online learning service provider, Global Education - School District #73 Business Company.

In accordance with the School’s equivalency review policy, these courses are found to be compliant with BC’s curriculum learning standards and students may be granted credit for taking them.

An onsite facilitator who is a BC certified teacher supervises and provides support to the students. Students completing online courses typically do so on their personal laptops and use the school Wi-Fi. School computers are also available if a student does not have a personal laptop. A Chinese teacher assistant may help with any language barrier issues during study periods in the evening; however, that person does not plan, instruct, assess or report on student learning.

**2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in Section 2.29 of the Annual Report.**

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

The School is currently offering Calculus 12 to eleven students through Remote Instruction. The Team reviewed the following documentation that was on file pertaining to this delivery model:

- the original application and approval to allow this course to be delivered through Remote Instruction;
- the contract that was in place with the appropriately certified and qualified teacher who was to instruct the course;
- the teacher’s file that included the documentation to verify they had a signed contract to deliver the service, a copy of their COQ, resume and other pertinent information;
- a copy of the School’s master timetable listing the course being offered by the School;
- an indication of the assignment for in-class coverage by a member of the existing teaching staff; and
- an outline provided by the CBCIS Superintendent of the planning and supports that were in place to ensure the course was fully compliant with the Remote Instruction Policy.

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of CBCIS – Chengdu for:**

- the positive and proactive approach to the inspection process and the warm reception and hospitality provided to the inspection team.
- the amount of ongoing support that is being provided to CBCIS-Chengdu by the Owner/Operator.
- the work done by the OSR to support the School and identify creative solutions to ensure a full complement of teachers are available to deliver the BC program.
- the positive school culture created by the BC Principal that encourages teamwork and collaboration while also working effectively with personnel from the host school.
- the collaborative and robust planning processes which have resulted in the creation of living planning documents that demonstrate full implementation of all aspects of BC's curriculum.
- the commitment to English language development and usage and helping students become confident, independent owners of their own learning.

### SUMMATIVE RECOMMENDATION

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

