

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA QINGDAO SECONDARY SCHOOL

QINGDAO, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 17-18, 2022

INTRODUCTION

On October 17 and 18, 2022, a virtual certification inspection was completed on Canada Qingdao Secondary School (CQSS) in Qingdao, Shandong 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 Cathy Lowenstein, who served as Chair for this virtual inspection.

The School's BC program has a total enrolment of 149 students with 52 students in grade 10, 46 students in grade 11, and 51 students in grade 12. The enrolment is up slightly from 49 students in 2021. The BC program is housed within Shandong Province Qingdao No. 9 High School which is a well-known Chinese secondary school established in 1900. The entire school, which houses the 2,300 student Chinese program, BC program, a small American and Japanese program enrolls approximately 2,500 students in total.

The BC program was recently relocated to the fourth floor of a building on the international campus. The campus has numerous sports facilities, science labs, art rooms, computer labs, a library, auditorium, and other educational spaces. CQSS has access upon request to use these facilities. CQSS has the regular use of seven classrooms with SMART Boards, two staffrooms, an administration office, a CQSS library, and a computer lab. Most students at CQSS live in the dormitories on campus and return home on weekends.

During the virtual inspection of 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 Owner/Operator, Offshore School Representative (OSR), BC Principal, BC Vice-Principal, BC teachers, BC Academic Advisor, host school Vice-Principal, Administrative Assistant and a small group of students in grades 10-12.



The Owner/Operator, Mr. John Zhu, representative of Canadian-Sino Education Exchange Centre (CSEEC) is responsible for the BC program. CSEEC operates three other BC offshore schools in China. The Owner/Operator has an additional company based out of Vancouver that owns and operates one Group 4 independent school.

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

- a mission statement which describes the attention to "creating global citizens who are focused on high academic achievement. By working in a safe and caring environment, students can find success in all aspects of life."
- clear rules and guidelines for all students to promote consistency across all domains of the school both in and out of the classroom. Students have gained a clear understanding of the expectations and have adhered closely to this.
- the commitment to embracing two educational curriculums: the Chinese high school system and the BC graduation program. The goal is to have students achieve success in both curriculums and prepare for future studies outside of China.
- all teaching staff being onsite this year, which bodes well for continued strength in teaching and learning.

The Team would like to thank Canada Qingdao Secondary School for its hospitality, cooperation and preparedness for the virtual inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<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 from the 2021 inspection report. The requirement was specific to course planning documents for Mandarin 10, 11 and 12 and Physical Health Education (PHE)10 which required updating in order to comply with the current BC curriculum framework. Evidence was provided during the 2022 virtual inspection that all updates had been successfully completed.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input checked="" type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met



Comment: The Team reviewed the business plan that was filed with the Ministry and confirms that CQSS continues to operate as a viable program with stable enrolment trends. Robust growth is expected in the years ahead as indicated in the Annual Report. While the School has had significant turnover of staff and leadership this past year, they have set some significant goals for improvement and stability for all staff and students.

Students are assigned to the BC program by the Qingdao Bureau of Education. This current year, the School admitted 52 students into the grade 10 program, which is a slight increase from 147 students in 2021. There continues to be some impediments to recruitment which centers around the rigorous competition from other schools in the local area.

Very recent marketing strategies have helped to inform and educate families who are considering a BC education for their children. With the help of the host school, there is focused advertising for students to take the prerequisite English entrance exam. In 2018 there was the creation of a marketing video which received positive feedback from the community. The school is continuing with similar plans for recruitment through various means such as brochures, word of mouth, television commercials, and open houses to prospective parents and students. The School hosts English training programs around the city as well as multiple summer camps in July and August which welcome prospective students and provide an idea of what the BC program has to offer. BC teachers who are available over the summer work at these camps to bolster interest in the BC program. The School's reputation for students gaining entry into a variety of top ranked universities has assisted in marketing efforts. In 2021, over 80% of graduates received offers from the top 50 universities around the world. One of the distinct advantages of the CQSS program is that it allows students to acquire both their Chinese high school diploma and the BC Dogwood diploma after three years of study.

CQSS belongs to a group of schools that collaborates and shares resources, facilitating teacher planning and professional development. Johnathan Academy in Vancouver provides the School with planning resources as well as some professional development. The CQSS staff remains committed to ongoing development and enhancement of English language learning for all students.

The School communicates with parents and students through several online forums, the official school website and through online social media (WeChat) groups. Each grade has individual WeChat accounts for communicating parent and student information. Teachers continue to communicate with their students through Microsoft Teams and WebTess which is a student information system. Parents and students can review work, view grades, monitor achievement or ask for clarification or assistance from teachers.

One of the goals for this current year is to ensure that there are no instances of plagiarism. The School has put a process in place to support students in learning how to conduct research, cite and quote material and ultimately produce unique and original work.



This year, CQSS has instituted a Peer Mentorship program where a teacher will select students to be mentors in the classroom. They will support more academically at-risk students under the supervision of the teacher. The School continues to work on creating a strong relationship with the host school to enable more productive sharing of facilities.

CQSS has instituted some extracurricular activities now that the COVID-19 restrictions have been eased to help build a stronger sense of community and have students partake in activities and clubs that are new and exciting.

INSPECTION CATALOGUE 2.0

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

CQSS has received authorization from the Province of British Columbia to operate as a certified BC program. The School has continued to meet the requirements under the Agreement.

The Owner/Operator is highly supportive of and committed to the success of CQSS and has a strong strategic commitment to offering a quality educational program. He generously ensures that competent and dedicated teachers and professional support staff and resources are present at the School to continue to build a quality BC graduation program.

The Principal, Offshore School Representative and Owner/Operator collaboratively participated and supported the virtual inspection.

Commendation:

The Team commends the Owner/Operator for offering a quality educational program and for generously ensuring competent and dedicated professional support staff, and resources are present to build a quality BC graduation program.

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.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team verified that the School has a letter on file from the Qingdao Education Bureau that authorizes Canadian-Sino Education Centre (CSEEC), in conjunction with Qingdao No. 9



School to operate a British Columbia Offshore School program. The program is operated in accordance with the requirements set out in the Agreement. This letter of approval is valid from December 2017 to December 2022. The School is encouraged to apply for a new approval letter over the course of this current school year, so that the updated approval letter is in place before the current one expires. The letter references no objections to the three items noted in 5.03 of the Agreement.

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

2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety 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 verifies that the School facilities are deemed to be suitable to support the BC program. 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 is in compliance with local regulations and all inspections are up to date.

The Team reviewed the emergency plans and protocols that would transpire should there be an emergency that would cause unplanned temporary or permanent closure of the School. The OSR was integral in the development of these plans.

The inspection team viewed the plans for fire and earthquake drills as well as health and safety protocols for the pandemic. These plans have been incorporated into the School's emergency systems as well as being stated in relevant handbooks.

The plans have been vetted by the OSR for accuracy and functionality.

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 section 14 of the Agreement.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Offshore School Representative (OSR) is an experienced leader in BC offshore school programs. He is the approved OSR for other CSEEC schools and has had many years of



significant experience to guide and support the School. His vast experience, knowledge and leadership enabled CQSS to remain stable under trying conditions caused by the COVID-19 pandemic. The longstanding and successful partnership of the OSR and the Owner/Operator and has enabled the School to remain a strong and viable BC offshore school. The new Principal appreciated the support of the OSR in settling into his new position. The OSR was present during the virtual inspection and provided background and context to school matters where needed.

The Team examined the OSR's job description and confirms that he has the right to legally represent the Owner/Operator in dealings with the Ministry. The job description outlines the responsibility of the OSR to the Owner/Operator and to the School and teachers. These responsibilities are in conformity with section 14 of the Agreement.

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

Commendation:

The Team commends the longstanding, sustainable and successful partnership of the OSR and the Owner/Operator that has enabled the School to remain a strong and viable BC offshore school.

2.07 The Principal meets the requirements as outlined in section 2.07 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Principal is new to CQSS this school year. He is well positioned to lead an offshore school and has had considerable experience teaching and leading a school in China as well as in BC. His knowledgeable and supportive leadership style is an integral piece of the ongoing success of the School. The Team noted his perseverance in supporting the School to prepare for the inspection.

The Team examined the job description and contract of the Principal. These documents confirm that his duties are in conformity with the *BC Offshore School Program Operating Manual* and Schedule A of the Agreement. In summary, the Principal is responsible for administrating, supervising, and overseeing the BC program. This includes supervising the development of course overviews and the planning, evaluation and professional development of teachers. His role is to establish a solid program of learning to ensure that the School meets the requirements of the Ministry.



The Principal meets the responsibilities outlined in the current BC Offshore School Program Certification Agreement and Operating Manual.

Commendation:

The Principal is to be commended for his efforts to model innovation through initiative-taking and perseverance and collaboratively engaging with staff to build on their strengths and interests.

2.08 The School meets the administrative support requirements as outlined in section 2.08 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School meets the requirements for administrative support as outlined in section 2.08 of the Annual Report. Along with support from the OSR, and Owner/Operator, the School has a full complement of administrative support staff that work directly with the BC Principal. During the inspection, the Team had the opportunity to interview several of the administrative support staff and commend them for their conscientious due diligence in completing their respective duties.

An experienced English-speaking Administrative Assistant has responsibility for maintaining student records, data collection and daily administrative needs within the School. She is also responsible for the translation of documents and acts as an interpreter between the parents and the School. In addition, she manages WebTess, which is the student information system used to store and transmit school and student data to the Ministry.

Along with her administrative work, the Administrative Assistant acts as a liaison between CQSS and Qingdao No. 9 High School and between the School, Principal and parents. She also offers logistical support for BC staff in many aspects, such as internet access, bank cards, bus cards, and all apartment related variables. She supports the Principal and Vice-Principal in fulfilling necessary responsibilities to run the School.

The School employs an Academic Advisor who is a representative of CSEEC and acts as a formal liaison between the BC program and the host school. He assists the School by arranging visits by Canadian universities. He works closely with the BC Principal and supports the graduating class with university and study visa applications. The Chinese International Director, who is an advocate of the BC program, is also a link with the host school.

The School meets the level of internet connectivity as required by the Ministry. The Team found the internet connectivity to be sufficient during the inspection.



Commendation:

During the inspection, the Team had the opportunity to interview several of the administrative support staff and commend them for their conscientious due diligence in completing their respective duties.

2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Despite the limitations of a virtual inspection, the Team verified that all files contained the required elements stated in section 2.09 of the Annual Report. Student files, housed in the administration office, are maintained by an experienced administrative assistant. Student and parent consent forms have been updated for the 2022/23 school year.

2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:**Comment:**

The Team viewed current teacher contract and contact information, completed evaluations as per school policy, and a copy of the Authorized Person's work permit or visa. The School is using the WebTess student information system and it was reported that the permanent student record (1704) is stored electronically, with hard copies placed in student files. Despite the limitations of a virtual inspection, the Team was able to go through a student file with the Administrative Assistant and verify that student records were well-organized, up-to-date, and complete.

Employment contracts between teachers and the Owner/Operator clearly outline the terms of employment. The School's employment contracts acknowledge that the Province of British Columbia is not party to the contract of employment between the Owner/Operator and the teacher and that the Province is not liable in any event, instance or circumstance.

The Team verified that locally certified teachers (of approved exempted courses) have valid local certification and that criminal record checks were appropriately filed.

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



2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed the English language entrance assessment which includes listening, vocabulary, grammar, reading comprehension, and writing components. The Principal oversees the admissions process and is responsible for making final decisions on student intake.

Reading and vocabulary emphasis are part of the daily class routine to help enhance literacy and supplement English classes. All BC teachers make themselves available to help students with their work or to practice their English language skills in a safe learning environment. The Principal, together with the teachers, have developed a new English Competition based on the IELTS rubrics with the first component of the competition focusing on speaking. The goal is to scale-up this competition to be school-wide.

The School does an excellent job of identifying at-risk students and ensuring the provision of additional supports. Classroom teachers gauge student progress in English language acquisition and offer support as needed. Students with language and/or course content challenges are also supported by Chinese teaching assistants (TAs) who serve as liaison between students, their classroom teachers, and parents to ensure the students' challenges are understood and addressed. A mentorship program has also been developed where staff pair student mentors with students and they sit together in class. The student mentors took part in a train-the-trainer workshop to develop necessary peer helping skills.

Commendation:

The BC teachers and Chinese TAs are to be commended for their ongoing support of students who are experiencing learning challenges through their direct teaching assistance program, the TA model, and the development of the student Peer Mentoring Program.



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 for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team confirms that the School meets the course credit requirements (equivalency, challenge, exemptions, and Board/Authority Authorized (BAA) courses) as outlined in section 2.21 of the Annual Report. Exempted courses offered by locally certified teachers include Physical Health Education (PHE) 10, and Mandarin 10, 11 and 12. Letters granting permission for the exemptions are on file. The curricular and planning documents for all these courses align with the BC curricular framework and include all components of BC's curriculum including the First Peoples Principles of Learning.

The School does not offer Board Authorized/Authority (BAA) courses.

2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. € 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 reviewed all course planning documents, overviews, and sample unit and lesson plans, and determined that all grade 10-12 course planning documents meet the requirements of BC's curriculum.

Through a review of documents as well as through teacher and student interviews it was confirmed that a wide range of instructional strategies and assessment practices are being used at the School. Students are given the opportunity to demonstrate their learning through creating models, posters, PowerPoint presentations, oral presentations, written reports, essays, lab experiments, and projects.

In keeping with BC's curriculum, teachers are limiting their use of direct instruction and incorporating more group and individual student learning experiences. Teachers also meet individually with students to provide specific instruction and support. Students in grades 11 and 12 are permitted to bring their personal devices to class and are encouraged to use them for learning.



Through the Principal, classroom teachers take part in continued professional development sessions that are focused on assessment, teaching strategies, and the incorporation of the First Peoples Principles of Learning. These elements are clearly developed and documented in the common course planning document templates.

That the school continue the important work of standardizing one common template for the School's course planning documents so they can be specific and unique to each course.

2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 of the Annual Report 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 Team confirmed that the School exceeds the required 845 instructional hours for the 2022/23 school year. CQSS provides 193 days of instruction with 4 hrs 40 minutes of instructional hours per day with additional hours for Physical Health Education 10 and Mandarin 10-12. This results in grade 10 receiving 1094 and grades 11 and 12 receiving 989 instructional hours.

2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Through a review of course planning documents and interviews with staff, the Team confirmed that formative and summative assessment practices are being utilized. Students demonstrate their learning in a variety of ways and receive regular and frequent feedback. Teachers use an interactive gradebook program called WebTess and it is believed that the grades reported accurately reflect student performance. Student performance results are also used to identify students considered to be at-risk. Staff discuss specific strategies for addressing the learning needs of these students and the students are monitored to ensure their needs are met.

The Team confirmed that appropriate security and invigilation procedures are in place for BC assessments. The Team verified that grade 10 students write the grade 10 Graduation Numeracy and Literacy Assessments and that grade 12 students write the Grade 12



Graduation Literacy Assessment and that the planning for this current school year is underway.

The BC teaching staff are supported in further developing their assessment practices through professional development and collaborative sessions.

Commendation:

The staff are commended for their concern and attention paid to identifying and supporting at-risk students and for the supports provided to enhance their learning.

2.24 The School meets the learning resources requirements as outlined in section 2.24 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Given the limitations of a virtual inspection, it was not possible to visit each classroom to witness the range of available teaching resources. However, through teacher interviews it became apparent that many digital resources are available while increasing the tangible learning resources is an ongoing goal. Teachers reported having access to library and computer lab resources but acknowledge there are challenges with access, specifically the recent relocation of the library and some non-functioning computers in the lab. Each classroom is also equipped with one computer and one Smartboard and students in grades 11 and 12 are encouraged to bring their personal laptops for use in their everyday class work. Grade 10 students don't need their computers in class and when necessary, utilize the computer lab. The host school computer labs are also available for teachers to book and visit with their classes.

Currently the School is using Microsoft Teams and WebTess to support student learning. The School tries to make use of free digital resources whenever possible.

2.25 The School meets the student progress report requirements as outlined in section 2.25 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School operates on a two semester and four term system. Report cards are issued at the end of each term (November, January, March, and June). Students are provided their report card on the last day of the week after the end of term to bring home to their parents. Ten days later, on the first day of the second week after issuance, the School holds a student-



parent-teacher conference where students of concern are required to attend, and any other parents who wish to speak to the teachers are also welcome to make an appointment.

Teaching Assistants (TAs) are assigned to each grade who communicate regularly with parents to update them on their child's progress. Parents are encouraged to call the School anytime to ask questions or set up in person meetings to discuss their child's progress.

Commendation:

The School is commended for the comprehensive and varied ways in which they meet Ministry requirements for student progress reports and keeping both parents and students informed of student progress.

2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the Annual Report for offshore schools.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The Team reviewed the 2022/23 parent/student handbook which describes admissions, BC's curriculum, the timetable, policies on reporting and grading, as well as the School's code of conduct. The policies for appeals and dispute resolution are also included. Detailed information regarding student behaviour and a metric defines expectations and consequences. The handbook is also translated into Mandarin.

The handbook covers all the essential information a family would need to know including all course descriptions, emergency procedures, and an appeals process.

2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the Annual Report for offshore schools.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The Team reviewed the School's 2022/23 teacher handbook which contains detailed information to enable teachers to be successful in their roles within the BC program and to function well in Chinese society. The handbook covers specific information about the School, the city of Qingdao, and other information to assist teachers in getting oriented in the area.

The School's mission and philosophy, the unique teaching environment of an offshore program in China, professional responsibilities, school organization, and school routines and procedures are also included. The handbook includes general policies regarding student attendance, assessment, and parent appeals. Specific to teachers is information on their



performance reviews, record keeping, the School's disciplinary code, and emergency procedures.

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 for offshore schools.

☐ Requirement Met
 ☐ Requirement Partially Met
 ☐ Requirement Not Met
 ☒ Not Applicable

Comment:
The School does not offer Online 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 for offshore schools.

☐ Requirement Met
 ☐ Requirement Partially Met
 ☐ Requirement Not Met
 ☒ Not Applicable

Comment:
The School does not offer Remote Instruction.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Canada Qingdao Secondary School for the:

- strategic commitment of the Owner/Operator in offering a quality educational program and for generously ensuring competent and dedicated professional support staff and resources are present to build a quality BC graduation program.
- longstanding, sustainable and successful partnership of the OSR and the Owner/Operator that has enabled the School to remain a strong and viable BC program.
- modelling of innovation by the Principal through initiative-taking and perseverance and collaboratively engaging with staff to build on their strengths and interests.
- conscientious due diligence of the support staff in completing their respective duties.
- enthusiasm and ongoing efforts by teachers and administrators to ensure that implementation of BC's curriculum is taking place at deep levels across all areas.



- demonstrated commitment of the teaching staff in helping students achieve success and the way they collaborate to bring BC's curriculum to life.
- ongoing commitment of the teaching staff and administration to their professional growth and the creation of a mutually supportive professional work culture.
- ongoing support of the BC teachers and Chinese teaching assistants (TAs) of students who are experiencing learning challenges through their direct teaching assistance program, the TA model, and the development of the student Peer Mentoring Program.
- work that staff have done to engage students with BC's curriculum daily.
- ongoing efforts regarding teaching and assessment practices as well as the incorporation of the First Peoples Principles of Learning that are evident in all planning documents.
- concern and attention to identifying and supporting academically at-risk students and for the supports provided to enhance their learning.
- comprehensive and varied ways in which the School meets Ministry requirements for student progress reports and keeping both parents and students informed of student progress.

SUMMATIVE RECOMMENDATION

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

