

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

SINO CANADA SCHOOL

SUZHOU, JIANGSU PROVINCE

PEOPLE'S REPUBLIC OF CHINA

DECEMBER 2-4, 2020

INTRODUCTION

On December 2–4, 2020, an online certification inspection was completed on Sino Canada High School (SCS) in Suzhou, Jiangsu Province, 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 Ms. Wendy Hyer and Mrs. Beverly Pulyk (Chair).

The School's BC program has an enrolment of 494 students, with 127 students in grade 10, 199 students in grade 11 and 168 students in grade 12. There are an additional 80 students attending the Chinese school on campus that are enrolled in Prep 2, a foundational English Language Learner program for students that are working to develop sufficient English skills to enter the BC program. SCS and a Chinese K-12 school operate under the umbrella name of Sino Canada School (SCS), with a total enrolment of 1746 students. Both the BC and Chinese schools are located on the same campus; some facilities are shared between the schools.

During the virtual inspection of the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, Chinese principal, BC teachers, Chinese academic advisors and members of the Student Union.

The Owner/Operator, Feng Hua Investment Group, Inc., is responsible for the BC program and owns/operates two additional Chinese schools located elsewhere in China.



As noted in the BC Offshore School Program Annual Report for the School Year 2020/2021 (the Annual Report), the BC program’s philosophy, objectives and special features are captured in our graduate profile articulating the aspirations and goals we have for each student that graduates. Sino Canada School’s mission is to equip students with a powerful and diverse set of skills that will ensure success in an unpredictable and rapidly changing future. By the time the students graduate, the School expects the students to have developed the following five attributes:

- An appreciation for learning
- Respect and caring for self
- Respect and caring for others
- Social responsibility
- Sense of belonging.

Each attribute is further defined with three or four statements specific to that attribute.

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

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment: No requirements for the School were noted in the previous inspection report. The School responded to all five suggestions from the previous report during the follow-up check-in held on October 2, 2020. A number of the areas noted continue to be addressed by administration.</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 type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment: The Team confirms the Business Plan noted in the Annual Report. The School has seen a decline of enrolment over a number of years; administration shared that the decline has been attributed to the increasing availability of other international schools in the area as well as the impact of the current pandemic.</p>		



The new administrative team is reviewing internal marketing structures with a goal to enhance marketing for the BC program. The focus will be on what, how and where the School is messaging and reaching out to perspective parents. Students in the BC program have the option to graduate with a BC diploma or both the BC and Chinese diplomas. SCS equestrian program, indoor swimming pool, theatre, fitness centre, fencing facility, sports fields, and extensive extra-curricular programs enhance students' education beyond the classroom. The hope is that the School's enrolment will begin to rebound next year.

The majority of the students live on campus while their parents live in various geographical areas; as such, the School utilizes technology to communicate with parents. Parents and students can log into PowerSchool to view the student's academic and behavioral progress at any time. Parent/teacher interviews are held virtually; academic advisors as well as student leaders fluent in English assist with translations. The academic advisors support students in choosing and preparing application for post-secondary education. The Team notes that approximately two-thirds of the last year's graduating students chose to study in Canada.

A new administrative team, from OSR to Principal and vice-principals were hired this year. This change was further complicated by the pandemic as some members of the leadership team and teaching staff were unable to be physically present at the School for the start of the school year due to travel restrictions. At the time of the inspection, only a few teachers continue to teach remotely from their home countries. With most staff now onsite, the staff as a whole is beginning to review existing goals for the school to determine what goals should be continued or developed going forward. The Team noted dedicated personnel capable of working together to develop a strong, cohesive staff with a new collective vision for the School.

As with schools around the world, SCS staff quickly adapted to remote learning in order to continue to effectively deliver the BC program to students. Moodle, Teams and Zoom platforms were employed to support online learning. SCS twins with Pine Tree Secondary School in Coquitlam; the pandemic affected students travelling to Canada this past summer.

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
---	--	--

Comment:

The Team confirmed that the Owner/Operator meets the requirements set forth in the Agreement.



During the course of the inspection, the Principal chose to update a few areas of the Annual Report to better reflect 2020/21. He resubmitted the report and this was appreciated by the Team.

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 verifies that the Owner/Operator has the following written approvals to operate:

- Approval for the establishment of SCS from the People’s Government of Jiangsu Province dated June 13, 2003 (a certified translation). There is no expiry for this approval.
- The official agreement to establish SCS from the Suzhou Municipal Education Bureau dated July 30, 2003 (a certified translation). There is no expiry for this approval.
- A letter dated May 22, 2018, from the Suzhou Municipal Education Bureau to BC Ministry of Education (RE: 5.03 & 5.04 of Agreement).
- A National Emblem Business License valid from Sept 18, 1997 to Dec 31, 2020. The renewal of this license has recently been received by the Owner/Operator.

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:

SCS is located within a large self-contained, park-like, gated community setting with security guards located at the entrance to the property. The property at one time had been theme park prior to the Owner/Operator purchasing the property to develop a school. The campus includes two classroom buildings (one mainly for the BC program and one for the Chinese program), gymnasium, auditorium, two swimming pools and fitness area, equestrian centre, staff residences, dormitories, outdoor courts (i.e. tennis, basketball), field and a Food Street. The building for the BC program supports approximately 50 classrooms, computer labs, science labs, Foods room, Fine Arts rooms and Lecture Theatre.

The Team reviewed a number of building safety documents:

- Four reports (dated 2003, 2008, 2014, 2016) from the Suzhou Police Station RE: Fire Safety Inspection Results of the Constructed Structure. A report exists for each year a building on campus was required to be inspected according to law.



- A number of current Food Operation Certificates allowing various food services to operate on the Food Street. Issue and expiry dates on these certificates varied. Due to the number of similar food certificate, one certificate was fully translated. Dates on the Chinese documents were evident in Chinese and English.

The Team verified emergency planning documents such as earthquake, fire, lockdown, evacuation, COVID-19, and unplanned temporary or permanent closure of the School. The OSR acknowledged she had reviewed the plans. Students at SCS practice fire and evacuation drills four times a year. To date, the earthquake and lockdown drills developed have yet to be practiced as lockdown and earthquake situations do not happen in this area of China. Following a discussion with the Principal, he saw value in the need to practice these drills this year as a way of preparing students for situations they may potentially encounter when studying in other areas around the world.

Approximately 95% of the students live on campus with most of the students returning home on weekends. Chinese staff members supervise students outside of school hours. BC teachers and administration communicate with the Chinese support staff as needed about issues affecting students. A nurse provides on-site medical services 24 hours per day and a psychologist is available to support students' mental health.

Once the Principal arrived at SCS, he examined the facilities on campus through the eyes of a perspective parent and immediately identified areas that could use improvements. Based on information reviewed during the inspection, the Team deems the facilities suitable to support the BC program.

2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Offshore School Representative, appointed by the Owner/Operator, began her two-year appointment in 2020, prior to the start of the school year. As part of the OSR's role, she also acts as the Superintendent for the School. The OSR held this position with SCS from 2006 to 2018; as such, this is of benefit in supporting the School through this year's leadership transition.

The OSR's extensive teaching and administrative experience in BC and previous experience as an OSR, provide her with the requisite background knowledge and expertise for this position. The Team confirmed that the OSR meets all of the requirements set out in Section 14 of the Agreement. The OSR is aware of her obligation to report to the Ministry of Education critical



information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operations.

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 was appointed to his position at SCS effective the 2020/21 school year. His previous experience as a principal in both BC and China will serve him well as he works collaboratively with the staff to develop a new vision for the School. The Team confirms that he is responsible for the principal duties noted in section 2.07 of the BC Offshore School Program Annual Report.

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 Principal of the School is supported by the following people: two vice-principals, department heads, administrative secretary, human resources secretary, and two Academic Advisors. Sino Canada School's finance and admissions departments support both the BC and Chinese programs. As mentioned in the previous section, the OSR also acts as the Superintendent supporting the BC staff at SCS.

PowerSchool Student Information System is used to store and transmit school and student data to the BC Ministry of Education; it is managed by the administrative team.

The School meets the level of Internet connectivity as required by the BC Ministry of Education.



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:

Most student files are stored digitally with all students' demographic information stored in one file, English language entrance assessment records in a second file, and BC Ministry of Education's Personal Information Consent form in a third file. The Permanent Student Record (1704) and report cards are stored electronically as part of PowerSchool. The School is able to print a complete record for a student as needed. The original registration form is stored in the admission office. The students' Personal Information Consent forms for 2020/21 were in print format and will be digitized in the near future. During the course of the inspection the Principal deemed it important to reorganize the digital files into one folder for ease of access.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms all items in Sections 2.10 through 2.18 of the BC Offshore School Program Annual Report.

The Team confirms that all authorized persons under *The Agreement* possess valid and current certification under the Ministry of Education. The School employs 34 BC teachers (including administration). Four teachers whose BC Certificate of Qualification applications are in process, have a valid letter of exemption from the Ministry of Education. The five teachers who possess subject-restricted independent school teaching certificates are teaching BC courses within their restriction. In addition to the 34 BC teachers, there are four Chinese teachers who teach Mandarin 10-12. The Team verified that these teachers are locally certified. A criminal record check is required in China in order to be certified as a teacher.

The BC staff have been very appreciative of the Chinese staff from Sino Canada School for supervising in the BC classrooms during the time that a number of BC teachers were unable to travel to China, requiring them to provide remote online learning to students.

The Team completed a random review of teacher files stored in the HR Office. The files reviewed indicate they contain the necessary employee information. During the inspection, all staff signed the 2020/21 BC Ministry of Education Personal Information Consent Form.



The terms and conditions of employment are included in the teacher and principal contracts, with the exception of language regarding the “availability of instructional supplies”.

The Teacher COQ verification response file submitted as part of the Annual Report was for the 2019/20 school year. During the inspection, the OSR submitted information to the TCB in order to acquire the 2020/21 teacher verification response file.

Professional development for staff consist of three days at the beginning of the year for orientation, review of school policies and Ministry requirements, as well as staff and student expectations. There are two half-day Pro-D days held during the year where teachers lead seminars for each other. In addition, staff support each other within their departments and three times a year teachers meet with other educators in local international schools. This year two staff recently attended a Maker Space Conference and brought back ideas to rest of staff. Through discussion with staff, the Principal will be finalizing professional development for the remainder of this school year.

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:

Curriculum maps have been created by staff and uploaded to a curriculum mapping tool called “Atlas Rubicon”. Teachers noted that this is a helpful tool, especially for incoming teachers as it allows access to planning documents and a suite of resources, assisting teachers in planning for instruction and assessment. As well, teachers make use of both Moodle and WeChat to share resources and collaborate. Moodle has also opened portals that provide support to students. Documentation and conversations demonstrate that the redesigned curriculum continues to be effectively implemented in grades 10-12.

Curricular documents and conversations with teachers in various departments provided examples of individual and group project-based learning, some of which allowed for student choice. Other forms of student learning included direct instruction, note-taking, assignments, class discussion, debate, role playing, lab experiments, and virtual simulations. Use of visuals, language games, word walls, KWI charts, Think-Pair-Share and exit slips are strategies employed by some teachers to engage students. The Team observed that teaching staff seem genuinely enthusiastic about the BC curriculum, particularly the greater flexibility regarding pedagogy and assessment.

Staff indicated that they incorporate the First Peoples Principles of Learning into their teaching, however, explicit teaching of the principles to students continues to be a challenge for some teachers. A few teachers are using sharing circles to develop English language



acquisition and as a group self-reflection tool. Examples of in-class activities that highlight Indigenous knowledge/worldviews included a Reader Theatre activity requiring students to select a legend from different cultures, the history and impact of residential schools and the effect of stereotypes and bias on Indigenous people. SCS also offers English First Peoples 12. The Team encourages the School to further explore teaching and learning resources for integrating First Peoples Principles of Learning.

Teachers provided examples of how they were utilizing the Core Competencies in planning for instruction and most were using staff designed rubrics to assess as well as engage students in the self-assessment of the Core Competencies.

A strong extra-curricular program offers students a wealth of opportunities to explore various interests and to develop academically and athletically. Staff identified the after-school clubs, sports and events as one of strengths of the BC program.

Teacher surveys noted that support for implementation of the revised curriculum is currently delivered through the department head structure. The department heads provide individual support to teachers and facilitate professional sharing and development of instructional resources. Teachers spoke to the dedication that their colleagues display and their commitment to supporting students and one another. Due to COVID-19, little school-wide professional development has taken place. Teachers expressed they would welcome the opportunity to enhanced professional development with external guest speakers and subject area experts to further explore their practice.

Commendation:

The Team commends the staff for their dedication to supporting each other and student learning through the challenges of the pandemic and transition to a new leadership team.

The Team commends the School for offering a multitude of extra-curricular activities for students, which contributes to a positive learning environment.

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:

The Team saw evidence of a comprehensive English program that supports English language acquisition. The entrance assessment consists of grammar, reading, writing and listening components. All students must score at least 62% on the assessment to be admitted directly into the BC program. Students who are unable to achieve this standard are enrolled in the BC Preparation Program I, comprised of ELL instruction and Communications 10, which are



both non-credit courses. Students in this program are enrolled in two electives in the BC program. Students are re-assessed up to two times per year to determine if they have achieved a level of language proficiency that would allow them to be admitted into a full BC program. The principal oversees the admissions process and is responsible for making final decisions with respect to student assessment and admission.

The Chinese elementary/middle school has introduced a BC Preparation 2 Program. Students take non-credit, basic English preparation programs and classes within their own school and participate in extra-curricular programs offered by the BC program. Local bilingual teachers and certified TOEFL/TESL foreigners teach the program.

Students in grades 10-12 are enrolled in 8 English credits per grade level to support their English language acquisition. Teachers indicated that they support English language acquisition in classes, in addition to teaching their curricular content. As well, teachers noted that they offer academic tutorials and sponsor clubs, teams and activities to further support language acquisition. English language proficiency is assessed within each curricular area, using school-developed rubrics. Sharing of strategies amongst teachers typically occurs during department and school-wide professional development days.

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 currently offers two BAA courses: Psychology 12 (YPSYC 12A) and Game Design 11 (YCAIS). Course overviews have been revised to reflect the revised curricular framework and have the appropriate Ministry of Education approvals.

Exempted courses include: Mandarin 10- 12. SCS has a letter of exemption on file allowing the delivery of these courses by locally certified teachers.

While the School has yet to grant credits using equivalency or challenge, the Team encourages SCS to develop an equivalency review policy in preparation for such requests.



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 School has adopted a digital curriculum mapping system, *Atlas Rubicon*, which provides a template that explicitly identifies the elements of the curricular frameworks, including course descriptions, unit calendars and curriculum maps. Curriculum maps include the following sections: Big Ideas, Core Competencies, Curriculum Competencies, Content, Unit Outlines, Essential and Guiding Questions, Performance Tasks (formative and summative), Key Vocabulary, Language Acquisition Strategies and Teacher Resources.

The Team reviewed course documentation, providing evidence that all courses taught by BC teachers meet the requirements of the new curricular frameworks. Although the translated course documents for Mandarin 10-12 provided content information, they did not reflect the language and elements of the BC curriculum.

Requirement:

The School is required to update the translated Mandarin 10-12 course outlines to reflect the language and elements of the BC Curriculum (Big Idea, Core Competencies, Curricular Competencies and Content).

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:

All students in the School are able to work toward earning both a Dogwood Diploma and Chinese High School Certificate. SCS provides 6 hours of BC program instruction per day over 187 days per year, with a total of 1122 hours of instruction per school year; this exceeds the Ministry's minimum requirement of 850 hours.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School uses achievement results to monitor student achievement. Interventions are put in place for students who are identified as academically at risk. The initial intervention involves the teacher, who meets with the student to discuss strategies to improve. Should a student receive an “in-progress” report, a parent/teacher interview is scheduled. Students requiring additional support have access to peer tutors and can attend teacher tutorials. As well, departments compare historic class averages with current class averages to reflect on their evaluation practices.

Consistency in evaluation practices are discussed at staff meetings and examined at the department level. Department members work collaboratively, creating common assessment tools and developing common exams. SCS has developed both an Assessment and Reassessment Policy.

Teacher interviews and submitted documents provide evidence that teachers are using multiple formative and summative assessment practises that align with the new curriculum. Formative assessment strategies include reflection journals, student observation, games, peer assessment, practice quizzes and exit slips. Summative assessment methods include presentations, performances, labs, reflection journals, video diaries, assignments, projects, portfolios, staff-developed rubrics, quizzes, unit tests and final exams. Teachers use staff-developed rubrics to engage students in self-assessment of English language development, quality of student work and in some of the Core Competencies. The Team encourages the School to further explore student self-assessment of the Core Competencies.

SCS applies rigorous security and invigilation procedures for BC Numeracy and Literacy assessments. These procedures include: training of invigilators prior to the exam, securing the E-room from students prior to the assessment, installing PEN’s and passwords for all students, confirming students’ PEN and name by checking ID, removing all unneeded items from the students’ possession, and requiring invigilators to submit completed exams and record confirmation numbers. All exam processes are overseen by the Principal.

Commendation:

The School is commended for growing the diversity of assessment methods in alignment with the new BC curriculum.

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



<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>Teacher input describes the library as a warm, welcoming community hub that hosts several school-wide events. It was reported that the Library has a varied collection of print and digital resources available to students for class-assigned and leisure reading. A yearly library budget is provided, allowing the library collection to expand each year. The SCS also employs two library assistants and a BC teacher-librarian, providing access to the facility from 7:30 am to 8:00 pm, Monday to Thursday. The School has plans to develop the library into a digital information hub complete with a maker space.</p> <p>Wi-Fi access is available in all instructional areas of the School. Each classroom has a projector and a computer with internet access. There are four computer labs that are equipped with 30 computers. In addition, each student at the school is required to have their own laptop and is therefore able to readily access online resources. Policy around acceptable use is noted in the parent/student handbook. The School has acquired a Moodle server for the local area network, meaning teachers and students can create a digital learning environment that does not rely on the public internet. Further, 400Mbps is provided, meeting the bandwidth requirements of the Ministry of Education. The Team confirms that students have ample access to computer technology at the School.</p>		

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

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School reports to parents six times each school year with two formal reports and one informal report per semester. Progress reports include attendance, work habits, letter grades, percentages and comments. Parent/teacher conferences are held after the first and third reports are issued. As previously mentioned in section 1.0 of the report, the academic advisors and student leaders fluent in English act as translators. As well, vice principals and academic advisors monitor student progress and, when necessary, communicate directly with parents to discuss their child's progress and strategies to support their child's learning.</p> <p>The School uses technology to communicate with parents on a regular basis. Both students and parents can access the student information system, PowerSchool, to get up-to-date information regarding their child's attendance, behavior and academic progress. Weixin, Weibo and QQ are platforms the School uses to celebrate student successes.</p>		



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 34-page parent/student handbook was recently updated by the new Principal. The handbook is written in both English and Chinese and readily available to parents and students on multiple online platforms. The Team confirms that the handbook meets the requirements as outlined in the Annual Report (i.e. Appeals and Dispute Resolutions Policy; policies related to student assessment, admissions, conduct, supervision).

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 20-page teacher handbook is updated annually by the Principal and meets all but one of the requirements as outlined in the Annual Report. This year, due to the pandemic and a complete administrative change, the Principal indicated that he will continue to revise the handbook as needed.

The statement noted in 2.27b of the Annual Report has recently been added to the teacher handbook.

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 does not offer distributed learning courses.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Sino Canada High School for the following:

- the dedication the staff has to supporting each other and student learning through the challenges of the pandemic and transition to a new leadership team.
- the School for offering a multitude of extra-curricular activities for students, which contributes to a positive learning environment.
- the School for growing the diversity of assessment methods in alignment with the new BC curriculum.

Requirements

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 5, 2021, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- The School is required to update the translated Mandarin 10-12 course outlines to reflect the language and elements of the BC Curriculum (Big Idea, Core Competencies, Curricular Competencies and Content). (Section 2.21)

NOTE FROM MINISTRY:

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

SUMMATIVE RECOMMENDATION

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

