INTRODUCTION

On December 4-5, 2019, a virtual certification inspection was completed on Maple Leaf Foreign Nationals School-Wuhan in Wuhan, Hubei Province, People’s Republic of China (PRC) referred to as the School or MLFNS-W 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 Susan Dick and Peter Drescher, who served as the Team Chair.

The School’s BC program has an enrolment of 105 students, in Grades K-9. MLFNS-W is a satellite school affiliated with the Maple Leaf Education Park, which is located approximately a fifteen-minute drive away. MLFNS-W had started at the Education Park before moving to a newly renovated building in October 2017. The Education Park is also the location of the Maple Leaf International School – Wuhan (MLIS-W), a BC program offering Grades 10-12 and a Chinese elementary and middle school. The entire complex enrolls approximately 4100 students.

During their virtual visit to the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s superintendent, BC Principal, BC teachers, the Chinese administrative officer and several students.

The Owner/Operator, China Maple Leaf Educational System Ltd. (CMLES), is responsible for the BC program. CMLES operates twelve (Grades 10-12) BC programs across the PRC as well at three foreign national schools (Grade K-9) and 57 Chinese Pre-K elementary and middle schools. CMLES operates two high schools in British Columbia on the campus of Thompson
Rivers University in Kamloops and Kwantlen Polytechnic University in Richmond. Additional schools have been opened on Ontario and Australia. More than 8000 students are enrolled in BC programs operated by CMLES.

The China Maple Leaf Education System’s educational philosophy is based on the premise that every child has a strong desire to learn and to develop an understanding of their world. They seek to offer students a supportive educational community which blends the innovative and inquiry-based western educational model with the culturally rich and disciplined traditional Chinese educational model to enable students to meet the challenges of living and working in an internationally diverse society.

MLFNS-Wuhan’s mission statement is as follows:

MLFNS-Wuhan provides a rigorous and engaging program of study, to all students, regardless of race, colour, or country of origin. Each and every day, we strive to promote healthy student development academically, socially, emotionally, and physically in a learning environment where students and teachers are treated with dignity and respect.

MLFNS-Wuhan strives to provide a sound English educational program that will equip students well for their future education and life in a global world. It blends the best of Western educational philosophy and Chinese cultural elements to provide a multicultural learning experience for students.

The Team would like to thank Maple Leaf Foreign Nationals School-Wuhan for its cooperation and preparedness for the inspection visit.

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<tr>
<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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<td>☐ Requirement Met  ☐ Requirement Not Met  ☒ Not Applicable</td>
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Comment:
There were no requirements listed in the previous inspection report. The School gave due consideration and acted on the suggestions provided in the report. The School is to be commended for its focus on delivering a quality education program and its commitment to growth, change and improvement.

Commendation:
The School is to be commended for its focus on delivering a quality education program and its commitment to growth, change and improvement in response to the suggestions provided in the previous inspection report.
BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.

☑ Requirement Met  ☐ Requirement Not Met

Comment:
The Team reviewed the business plan filed by the Owner/Operator and confirms that there is a sustainable plan to maintain a quality BC program.

The School has managed to avoid the declining enrolment trend afflicting many international schools, having shown continuous enrolment growth every year from 49 students in 2016/17 to its present day 105 students. The School anticipates that enrolment will grow to 120-130 students before the end of this school year. Students represent about 20 different nationalities, and the typical length of stay for a student is 1-3 years. 56% of the students would be considered English language learners, based on BC’s ELL standards. Nearly 40 of the MLFNS-W students are children of parents who work at the school or at the high school and middle school campuses. The School has an enrolment capacity of 120 students, but a first-floor building renovation will raise that capacity to between 160-200 students.

Wuhan has become a favoured destination for many foreign companies wanting to locate in China and there is competition from only one other international school at this time. The potential for future enrolment growth looks promising.

The Principal takes an active role in marketing the School, attending various local government or promotional events and connecting with three local consulates (France, South Korea, USA) and the Wuhan branch of the Canadian Trade Office. The online presence of the school is also being enhanced through its website and social media. Word of mouth is a strong recruitment tool, with a significant number of families extolling the virtues of the School and attracting other families. Parents have volunteered to work in the library, at student events and field trips. Building a strong sense of community involving families and the school contributes to the appeal as a preferred choice for expats and their children.

The School actively communicates and engages with parents in many different ways. This includes the customary open house, meet the teacher afternoon, and student-led conferences, along with monthly “Student Presenting Assemblies” parent information sessions, and “Month Learning Plans” sent to parents. Technology is leveraged as well with the use of Schoology and ClassDojo learning management platforms, a revised website that allows for the posting of school stories, and a promotional video that showcases the School.

The School has identified the following three goals as its highest priorities for this year:

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CERTIFICATION INSPECTION REPORT
10396788 MAPLE LEAF FOREIGN NATIONALS SCHOOL - WUHAN
• Continue to implement and expand school-wide literacy efforts to support student learning
• Strengthen student and staff community building efforts
• Strengthen policies and procedures for student support

Each priority identifies four to six specific strategies directed at goal attainment.

Commendation:
The Team commends the School for its marketing efforts in making their presence known throughout the expat community by building relationships with families, consular representatives and corporations. The building of a sense of community to include families has served the school well in ensuring a high level of parent support for the School.

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).

☒ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirmed that the Owner/Operator, Dr. Sherman Jen, founder and chairman of China Maple Leaf Education Systems Ltd., meets all the requirements as set forth in the certification agreement. CMLES is a publicly traded corporation which operates more than 50 Chinese preschools, elementary and middle schools, three foreign national schools (English) and sixteen high schools (English) in China, Canada and Australia.

China Maple Leaf Educational Systems vision and direction is articulated in a detailed five-year systems growth plan.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in section 5.03 of the Agreement.

☒ Requirement Met ☐ Requirement Not Met

Comment:
MLFNS-W has written approval from the Wuhan Municipal Education Bureau dated August 20, 2018 to operate a BC offshore school. The approval has an expiry date of June 30, 2020.
2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

☑ Requirement Met  ☐ Requirement Not Met

Comment:
MLFNS-W is housed on the second and third floors of a three-storey building, located approximately a 15-minute drive from the MLIS – Wuhan campus. The facility is comprised of classrooms, a teacher room, a cafeteria, a gymnasium, a library, a computer lab, administrative offices, a cafeteria and two outdoor play areas. The first floor of the building is currently vacant and has been earmarked for school expansion in the near future and will likely include a larger library and gymnasium space. The facilities are deemed appropriate to house the BC program.

The Team reviewed local building, safety and cafeteria codes and permits. The Team confirms that local requirements are being met.

The Team verified that emergency drills are conducted four times per year. The School has well-detailed policies to respond to emergency situations. CMLES has provided system-wide policy that supports students and teachers in the event of temporary or permanent closure to one of the system’s 15 BC programs. The Team confirms that additional plans were reviewed by the offshore school representative for accuracy and functionality.

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

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The Offshore School Representative (OSR) is an experienced education administrator with more than 20 years of experience as teacher and principal in public and independent schools in British Columbia and almost 10 years’ experience as independent school inspector. He has acted as OSR for Maple Leaf for many years.

The OSR is supported by a Dalian, China-based BC program superintendent and deputy superintendent, both of whom have extensive experience as educators and administrators in British Columbia.

The Team notes that due to the size of the CMLES organization and its multiple school campuses, many OSR duties such as teacher recruitment and regular contact with schools have been delegated to other individuals (superintendent and deputy superintendent) or departments (human resources) to carry out. The Team also notes that the OSR acts as the
Superintendent for ML Global Educational Systems as well as serving on the CMLES Board of Directors as Executive Director. The Team reviewed the OSR requirements stated in section 14 of the Agreement and is concerned that there may be a conflict of interest. It would be prudent for CMLES to seek clarification from the Ministry of Education regarding the status of its OSR.

2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

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Comment:
This is the Principal’s third year as principal of MLFNS-W. He has worked with CMLES for ten years. He had previously served as a vice principal, education coordinator, Social Studies department head, and curriculum writer.

The Team reviewed the duties and responsibilities as outlined in Schedule B of the Agreement with the Principal. The Principal attends to both the leadership imperatives and management tasks of his role. School operational routines appear to be well defined and the principal has nurtured a collaborative work culture among his staff.

The Principal’s effort to ensure that the School remains on a positive growth trajectory and continues to deliver a quality program while having to deal with significant staff turnover is indeed commendable. He is a highly energetic, resourceful, instructional leader, who not only attends to the needs of his staff but also remains focussed on building a strong sense of community and supportive relationships with families. The School is being well served by his leadership.

Commendation:
The Team commends the Principal for his effort to ensure that the School remains on a positive growth trajectory and continues to deliver a quality program. He not only attends to the needs of his staff and students but also remains focussed on building a strong sense of community and supportive relationships with families.

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

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Comment:
The Principal is assisted by a school-based administrative support team of two full-time staff - a school secretary and an administrative officer. They have both been instrumental in
building relationships with the parent community and the larger expat community of Wuhan. In addition, the School shares the services of the MLJS-W based admissions office, finance department, IT and general affairs department. The School is also supported by the Dalian-based superintendent’s office with administrative, financial and curricular development assistance.

Commendation:
The Team commends the administrative support team for their efforts in building relationships with the parent community and the larger expat community of Wuhan. They provide quality service to the BC Program.

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

☑ Requirement Met ☐ Requirement Not Met

Comment:
Student files are securely stored and are maintained by the school administrative secretary. She has had this responsibility for several years and ensures that files are well organized using well established routines to meet the requirements established by the Ministry. The structure of the virtual inspection made it difficult for the Team to do a thorough inspection of the files. However, the Team is confident that due to past practice by the same administrative secretary, previous positive inspection reports and personal assurances by the principal, the student files meet requirements.

2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

☐ Requirement Met ☒ Requirement Not Met

Comment:
The Team confirms that three out of nine authorized persons under the Agreement possess valid and current certification under the Ministry of Education. Two teachers are still awaiting certification and have been granted exemption until January 31, 2020. Two additional teachers are awaiting certification. They are also waiting for a temporary exemption which had been requested on November 12, 2019. A fifth teacher has had his request for certification rejected and had filed an appeal dated September 16, 2019. The results of that appeal are not known as yet. He does not have a temporary exemption pending his appeal. All professional staff have the appropriate work visas.
Mandarin is taught to all students from K-9 by locally certified teachers. The Team verified that they have valid local certification.

In addition to the five teachers new to the School, one teacher is in her second year and two teachers are in their fifth year.

With five of eight teachers being new to the school, the Principal is challenged to sustain momentum and ensure continuity in curriculum implementation and various other school initiatives and programs. The Principal ensures that new staff are oriented to the BC curriculum, and teaching colleagues support newcomers by sharing ideas and resources and welcoming them to visit their classrooms. The Principal makes extensive use of “Watching Others Work”, relieving teachers so that they are able to observe their colleagues teach. He also spends extensive amounts of time in classrooms, working with students and providing informal feedback to his staff.

All staff, including BC teachers, Mandarin teachers and the administrative staff complete professional growth plans. The Principal uses these plans to identify where he might be of assistance in identifying learning opportunities that will support the professional growth goals stated therein.

School-based professional development activities during 2018/19 focussed on Inquiry and assessment, core competencies/self-assessment, inquiry-based learning in Science and other topics. This year the focus has been on orienting new staff to the BC curriculum and established MLFNS-W learning strategies and initiatives (i.e. Daily 5, CAFÉ, Benchmarks). For the remainder of the year the focus will be on assessment and reporting and making connections/sharing ideas through networking with the other two Maple Leaf foreign nationals schools.

The staff is very collaborative. Their professional growth is well supported through CMLES systemic opportunities for staff development, their sharing of ideas in working together, and by the principal who makes a point of introducing relevant new ideas around teaching, learning and assessment. The Team is highly supportive of the idea of forming a network with the Maple Leaf foreign nationals schools in Dalian and Yiwu. The Team notes that work has been done to develop closer connections with those schools. The Team encourages staff to be active in making professional connections with their colleagues at the other schools for the purpose of sharing ideas and contributing to each others’ professional growth.

**Commendation:**
The Team commends the dedication demonstrated by the teaching staff to help students achieve success, their commitment to grow as professionals and their creation of a mutually supportive professional work culture.
Requirement:
All authorized persons under the Agreement must possess valid and current certification under the Ministry of Education or have a letter on file providing an exemption while certification is pending. The Owner/Operator must ensure that they are in compliance and must provide a status report to the Independent School and International Education Branch, Ministry of Education

2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
Momentum in fully embracing the new curriculum has been maintained despite the high percentage of new teachers this school year. Five out of the eight teachers are new and had received their training in jurisdictions outside of Canada. As teachers arrived at the School, the Principal and returning teachers helped to orient their new colleagues. For many of the new teachers, implementing the BC curriculum has been a steep learning curve given their previous experiences with different educational practices in the countries from which they came. The new teachers commented that they enjoyed the flexibility that the new curriculum offers, empowering them to be creative in designing learning activities that are interesting, engaging, and challenging for students.

The staff have fully embraced the underlying principles of the new curriculum and continue to collaboratively find ways to engage students in multiple ways of meeting learning standards and addressing the core competencies, while at the same time attending to the language development of the significant number of students who are identified as English language learners. This was evident to the Team in their conversations with staff and their review of curriculum planning documents.

Staff have opportunities to refine their curriculum offerings through collaboration, with time provided to do so when students are taking their Mandarin classes. They also are able to observe teaching and learning using the curriculum by engaging in peer observation, made possible when the Principal covers their classes.

Commendation:
The staff is commended for their purposeful and focussed efforts to deepen their understanding of the new BC curriculum and bring it to life by creating learning experiences that engage students in meaningful ways.
2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

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Comment:
The BC English language learner (ELL) standards are used to determine student placement and appropriate ELL supports at the School. The Principal oversees the one-on-one assessment for fluency, accuracy, comprehension, and vocabulary, makes the final decision regarding admission into the BC program, and determines the level of support that the student may require. Students designated as English language learners receive a more detailed assessment from the ELL coordinator.

Depending on the assessment results, students are 1) placed in the full BC program, 2) placed in the BC program with ELL support, 3) placed in the BC program with grade retention and ELL support, or 4) are not admitted. Currently 56% of the students at MLFNS-W are identified as English language learners.

ELL service consists of both “push-in” and “pull-out” support. The “pull-out” support takes place during daily English Language Arts lessons for Grades 3-9. “Push-in” support consists of in-class assistance in language arts and other curriculum areas for ELL students in Grades K-2. Grades 3-9 students also receive “push-in” support for students in other curricular areas.

The School utilizes a large repertoire of literacy strategies and assessment tools to help improve students’ English language proficiency, including but not limited to Daily Five, CAFÉ, Reading Power, Writing Power and Words Their Way. Electronic resources such as IXL, Brain Pop, Reading A-Z give parents an opportunity to support their children at home.

Students’ English language proficiency is assessed at the beginning of the school year and at a minimum at the end of each term.

2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

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Comment:
MLFNS-W offers Mandarin instruction to students from Kindergarten through to Grade 9. All students participate in one of three levels (beginner, intermediate, advanced). Mandarin is taught by locally certified Mandarin teachers. This satisfies the ministry requirement for a second language in Grades 5 through 8. In many cases this is actually an opportunity for students to learn a third language.
The curriculum, provided by CMLES, is designed with foreign nationals from many countries in mind and utilizes a communicative approach to second language acquisition. The teachers are actively engaged with their BC program colleagues in improving their practice.

2.19(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.

☐ Requirement Met ☐ Requirement Not Met

Comment:
The Team reviewed course overviews and planning documents and determined that all the necessary requirements for curriculum planning have been met. Documents at each grade level and subject area reference Big Ideas, essential questions, lesson objectives tied to the “Know, Do and Understand” curriculum model, varied assessment strategies, appropriate learning activities, opportunities for teacher reflection, coverage of curricular competencies, core competencies and First Peoples Principles of Learning. Short term planning, instruction and assessment are consistent with the yearly plans.

Core competencies are addressed in unit outlines and lesson plans. Student self-assessments are included in their mid-year and final reports. Posters of each of the core competencies are mounted in classrooms and hallways throughout the school.

Staff at MLFNS-W teach all their own subjects with the exception of some subject platooning at the Grade 7-8 level. The School has a daily period between 3:00-4:00 pm which is used in a variety of creative ways such as preparation for House Team Christmas plays to be presented to parents, ADST projects, art classes, clubs, buddy activities and learning centers.

Commendation:
The Team commends the staff for their thoughtful and thorough planning for instruction, and the resourcefulness that they have demonstrated in creating rich and varied learning experiences based on their own ideas and in collaboration with colleagues. Their efforts to differentiate instruction for combined grade level classes with a huge range of English language abilities is also very commendable.

2.20 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue for offshore schools, including the requirements set out in
sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

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<tr>
<td><strong>Comment:</strong> The School exceeds the instructional time allotment requirements of 850 instructional hours by providing 1006.25 instructional hours each year.</td>
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2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

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| **Comment:** The Principal and the few longer-serving staff at MLFNS-W are providing assistance to the five new teachers in understanding and utilizing assessment practices that are in keeping with the BC curriculum. They are becoming more proficient in the use of rubrics, benchmarking assessments (Fountas and Pinnell), running records, writing assessments, BC Performance Standards, and ELL standards. Staff use assessment results to inform their practice tied to various teaching, learning and grouping strategies associated with literacy, inquiry-based, and project-based learning.

The scoring of the Grade 4 and 7 Foundation Skills Assessment (FSA) is used as a professional learning opportunity for teachers. For example, Grade 4 FSA papers are group-marked by the Kindergarten through Grade 4 teachers and the Grade 7 assessments are group-marked by the Grade 5 through 9 teachers. Teachers collectively review the results, identify weaker areas of concept attainment in numeracy and literacy and discuss ways in which they can support these areas at their own specific grade levels.

The Team reviewed Grade 4 and 7 FSA results for the 2018/19 school year. In both Grades 4 and 7 the vast majority of students were at the On-track or Exceeding levels for reading, writing, and numeracy. The School has disaggregated the data and tracked the eight students in Grades 4 and 7 who have been at the School for more than one year. All but one student was at the Exceeding level in one or more of the three areas of assessment.

**Commendation:** The Team commends the staff for their focused efforts in ensuring the validity and reliability of their assessment practices, checking their alignment with provincial standards and using results to inform their practice.
2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
Classroom resources appear to suitably meet requirements to effectively deliver the BC curriculum. Teachers indicated that, for the most part, they have what they need to engage students in learning.

The School’s ELL coordinator is also responsible for the library. She has been integral to the development of the collection and the configuration of the library’s physical space. She has been responsive to staff and student requests for future purchases and has created a welcoming environment where students can enjoy reading and working. She has organized library-based activities, such as reading activities and Scholastic/Obido book orders. The School library, staff and students have been well served through the librarian’s efforts.

The School library has about 6000 fiction and non-fiction titles for student use. The collection is growing, supported by a modest school budget. A special infusion of funding since the last inspection has helped accelerate the development of the collection. The School has also invested in the creation of classroom libraries, particularly in Grades 7-9. It is suggested that some attention be paid to building the non-fiction collection for Grades 7-9 to support research and project-based learning. Print resources for STEM, Science, Social Studies and Career Development were cited by the librarian and classroom teachers as areas for future investment.

The School makes extensive use of online resources. Staff, students and parents have access to applications such as ProQuest, TumbleBook Cloud, Reading A-Z, Science A-Z, LESPlan, BrainPop and IXL. The latter provides students and parents an opportunity to engage in learning activities at home. It provides enrichment, remediation, and extra practice opportunities in language arts, science, and mathematics.

The School is well equipped with Wi-Fi accessible technology including desktop workstations and Smart TVs in every classroom, a computer lab, and a “bring your own laptop” program for students in Grades 5-9. The computer labs workstations are approximately three years old. The Team suggests that future investments in technology to accommodate enrolment growth and support the BC curriculum include a mobile set of tablets for use in the primary grades. There has been a very recent upgrade to bandwidth in the School and technicians were in the process of improving the reliability at the time of the inspection. The jury is still out in terms of determining the adequacy of the improvements.
Commendation:
The Team commends:

- The School for accelerating the growth of its library print collection.
- The School for its extensive access to online resources, especially those that allow students and parents to access enrichment, remediation, and guided practice learning activities at home.
- The School’s librarian for her efforts in building the library collection and creating a welcoming space where students can enjoy leisure reading or work quietly.

2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The School issues three formal reports each year and offers three opportunities for parents to speak directly with teachers during parent teacher interviews in the fall and winter and student-led conferences in the spring. Three interim reports are also issued for struggling learners. A review of a sampling of school report cards indicated that they meet requirements as stated in the MoE’s Student Progress Report Order.

Students also have opportunities to showcase their learning in the presence of peers and parents at a monthly assembly.

The School has also subscribed to Class Dojo, an online platform that provides for direct communication with parents. It has a feature which allows for automatic translation into multiple languages. Additional parent meetings are also scheduled for specific students as needed.

Commendation:
The School is commended for providing students with regular opportunities to showcase their learning at monthly assemblies and student-led conferences and the multiple ways in which parents are kept informed of their children’s progress.

2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met
Comment:
The Team verified that there is a detailed parent/student handbook that has been updated for the 2019/20 school year. The Team verified that the handbook contains required elements including policies related to appeals and dispute resolution, student assessment, student conduct and student supervision.

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

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Comment:
The staff handbook is a standard issue document provided by CMLES for all of its schools. It has been updated for the 2019/20 school year. The handbook does not appear to include language around an acknowledgement that “the province is not party to the contract of employment between the Owner/Operator and the teacher and that the Province is not liable in any instance where the Owner/Operator is found to be in contravention of the laws or requirements of the country of operation”. The Team did find the aforementioned language in the teacher’s contract of employment.

At the Team’s request, the Principal provided a copy of the CMLES Resource Acquisition Policy which was developed over a year ago. CMLES has a policy covering a permanent school closure.

The CMLES staff handbook appears to have a policy orientation toward the Grade 10/11/12 high school program with no reference to K-9 foreign nationals schools. Operationally admission requirements for foreign nationals schools appear to be different than those for high school and this does not seem to be reflected in handbook. There is other policy language contained in the handbook that pertains to Grade 10/11/12 but does not include or may not necessarily apply to K-9. The Team also noted that there was no reference to student assessment and reporting in the handbook.

The Team verified that CMLES has a teacher evaluation policy for new and experienced teachers whereby teachers are evaluated on a regular cycle by the principal. The principal at MLFNS-W has adapted the systems policies to better reflect the teaching situation in a K-9 school and his school in particular.

The Team also verified that CMLES has a school administrator evaluation policy whereby the principal is evaluated by the Dalian-based BC superintendent on a regular cycle.

MLFNS-W has its own site-based policies covering a variety of operational issues. It is suggested that the school develop its own site-specific policy manual that would serve as a
supplement to the CMLES systems manual. Alternatively, an indexed, easily accessed online repository of school-based operational policies, procedures and established practices could be developed. A few items that might be considered for inclusion are as follows: assessment and reporting, emergency evacuation procedures, scheduling arrangements, policies surrounding ELL supports, coverage in case of absence, student supervision instructions, staff roles and responsibilities, and office procedures. This is not intended to be a full and complete list.

2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met  ☒ Not Applicable

Comment:
There are no distributed learning courses taught at MLFNS-W.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Maple Leaf Foreign Nationals School-Wuhan for:

- Their focus on delivering a quality education program and its commitment to growth, change and improvement in response to the suggestions provided in the previous inspection report.
- Their marketing efforts in making their presence known throughout the expat community by building relationships with families, consular representatives and corporations. The building of a sense of community to include families has served the school well in ensuring a high level of parent support for the School.
- The effort on the part of the Principal to ensure that the School remains on a positive growth trajectory and continues to deliver a quality program. He not only attends to the needs of his staff and students but also remains focussed on building a strong sense of community and supportive relationships with families.
- The efforts the administrative support team in building relationships with the parent community and the larger expat community of Wuhan. They provide quality service to the BC program.
- The dedication demonstrated by the teaching staff to help students achieve success, their commitment to grow as professionals and their creation of a mutually supportive professional work culture.
• The purposeful and focussed efforts by staff to deepen their understanding of the new BC curriculum and bring it to life by creating learning experiences that engage students in meaningful ways.
• The thoughtful and thorough planning for instruction undertaken by staff, and the resourcefulness that they have demonstrated in creating rich and varied learning experiences based on their own ideas and in collaboration with colleagues. Their efforts to differentiate instruction for combined grade level classes with a huge range of English language abilities is also very commendable.
• The focused efforts of staff in ensuring the validity and reliability of their assessment practices, checking their alignment with provincial standards and using results to inform their practice.
• The efforts of the School’s librarian in working with staff to build the library collection and creating a welcoming space where students can enjoy leisure reading or work quietly.
• Attending to the resourcing of the BC Program by:
  – accelerating the growth of its library print collection.
  – providing extensive access to online resources, especially those that allow students and parents to access enrichment, remediation, and guided practice learning activities at home.
• Providing students with regular opportunities to showcase their learning at monthly assemblies and student-led conferences and the multiple ways in which parents are kept informed of their children’s progress.

Requirements

In order to meet the requirements of the BC Global Education Program – Offshore Schools Certification Agreement, the Team requires that by March 17, 2020, 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:

• All authorized persons under the Agreement must possess valid and current certification under the Ministry of Education or have a letter on file providing an exemption while certification is pending. The Owner/Operator must ensure that they are in compliance and must provide a status report to the Independent School and International Education Branch, Ministry of Education

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
Maple Leaf Foreign Nationals School-Wuhan continues to be recognized as a British Columbia-certified school.