Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - TIANJIN

TIANJIN

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 25-27, 2019

INTRODUCTION

On November 25-27, 2019, a virtual certification inspection was completed on Maple Leaf International School - Tianjin (MLIS-T), Peoples Republic of China referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Dr. Dave Loewen, and Mr. Henry Contant (Chair).

The School's BC program has a reported enrolment of 1005 students in Grades 10-12. This number does not include 133 students currently enrolled in the ESL Bridging program and 86 students currently enrolled in the ESL Foundations program.

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 virtually with the School's Superintendent, BC Principal, two BC vice-principals, department heads of English, Social Studies, Math, Science and ELL, and 6 additional 6 BC teachers. In addition, the Team also met with the academic advisors, administrative support staff and 6 high school students in Grades 10-12.

The Team also reviewed the inspection survey responses of 32 BC teachers, 2 BC program vice-principals, the BC Principal and the Offshore School Representative.

The Owner/Operator, China Maple Leaf Educational Systems Ltd. (CMLES) is responsible for the BC program. MLIS-T is one of fifteen China Maple Leaf Educational Systems Schools in China offering the BC program. There are other educational programs being offered on the same

campus as the BC program such as a Chinese elementary and middle school feeder program. All these programs are under the authority of China Maple Leaf Educational Systems.

The Maple Leaf Educational System BC program's philosophy, objectives and special features include:

- An educational philosophy that is based on the belief that through blending the best of the innovations and higher level thinking western educational model with the cultural richness and discipline of the traditional Chinese educational model, students will be best prepared to meet the challenges of living and working in a more global society.
- An educational philosophy that assumes that every child has a strong desire to learn and to develop an understanding of the world, to share their knowledge, and to communicate their understanding, thoughts, and feelings through wide-ranging personal expression.
- An international education that emphasizes academic excellence within a supportive community that respects and promotes cultural norms and traditions for both Chinese and international students.
- Each school promoting and appreciating the diversity of people and cultures, providing an optimal environment for learning and teaching, and offering a globally respected curriculum that inspires in its students the spirit and ideals of global citizenship.
- Measuring each school's success by the extent to which they guide each student in the exploration of their interests, assist them in the accomplishment of their goals and promote a sense of self-fulfillment and pride.
- Working to develop students to their best potential and to provide them with a world of opportunity.

The Team would like to thank Maple Leaf International School- Tianjin for its cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.
☒Requirement Met ☐Requirement Not Met ☐Not Applicable
Comment: **Previous Requirement:** ***The School must operationalize its emergency plans for 2018/19 and ensure that these procedures are specific to MLIS-T. The School is required to confirm that initial drills have been completed and will conduct subsequent drills as per schedule.*** Although Emergency Procedures were in place during last year's inspection, with major campus construction going on the plan was not considered to be operational at the time. Since that time the School has had four fire drills, in which students were evacuated from all buildings and expected to go to designated muster point on campus. With new staff and

students this school year, the School has updated and reviewed the emergency procedure and has had a fire drill, with a full evacuation, in week three of September 2019.

Previous Requirement:
Current individual paper-based student records were missing required documents. Electronic student records were missing appropriate distributed learning enrolment references. All individual student records must have all the necessary documents and must remain current and securely stored.

It was reported that individual student files were updated for accuracy and inclusion of: an updated 1704 form, Student & Parent Consent Forms, appropriate DL enrolment references and Grade 10 Core Competency Self-Evaluations. Forms are reportedly stored in secure locked filing cabinets. The Team was able to confirm that a Student & Parent Consent Form was in place in the scanned sample files it was able to review.

Previous Requirement:
In order to provide sufficient laboratory safety, the School is required to address the lab infrastructure and safety equipment.

The foods lab/classroom was totally renovated during the summer and the two chemistry labs were also renovated with upgraded plumbing, electrical and venting.

Commendation:
The School is commended for the completion of a new academic and administrative building on campus. Most instruction of the BC program now occurs in this building. This has provided some much needed learning spaces such as new Science laboratories, general classrooms and administrative office space.

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:
CMLES has just completed the fourth year of their fifth five-year strategic plan. This plan projected the enrolment of students in the BC program to exceed 14,000 by the year 2019/20. However, for the past two years the Maple Leaf Educational System has experienced an enrolment decline system wide, including Maple Leaf International School – Tianjin.

However, CMLES has added enrolment to its complement of elementary and middle schools for a system enrolment total of 41,380 students. It is expected that many of these younger students will transition seamlessly into neighbouring Maple Leaf International high schools, including MLIS-T.

To meet the demand for this expected growth from the elementary and middle feeder schools, it was reported that MLES will be expanding the current facilities as needed and will be adding at least 6 new schools in 2019/20, including a new school in Jinan which will include a BC Graduation Program in 2020/21 and a Maple Leaf World School at Lakehead University in Ontario, Canada.

As China Maple Leaf Educational System develops its next five-year plan (2020-2025), the Team was also informed of an aggressive growth plan which sets a target of tripling the total enrolment of students in the BC program within the next five years.

Commendation:
As China Maple Leaf Educational System anticipates its upcoming 25th anniversary, the School system is commended for its development, growth and global impact over the past quarter century.

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:
MLIS-T holds appropriate provincial verification. Within the limitations of a virtual inspection, the Team is satisfied that the facilities are in compliance and are suitable to support the BC program.

Since the last annual certification inspection, the School has:

- Completed the construction of a new 10 story teaching building. Many MLIS-T teachers now have their own classrooms in the new building. The new instructional space also includes two new computer labs
- Completely refurbished 2 science labs and a Foods and Nutrition lab
- Somewhat improved the internet connectivity
- Expanded the use of the parent portal within the Power School Data system

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: The Team confirms that the Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in Section 5.03 of the Certification Agreement.

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: The Team reviewed translated copies of building and cafeteria inspections. All reports indicate that the School is in compliance with local regulations and authorities and facilities are suitable to support the BC program. The Team was able to verify that inspection of the new teaching/classroom building was completed and required certifications are in place. During the previous inspection it was noted that the CMLES emergency plans for the 2018/19 school year had not been operationalized at the school level, nor had the plans been vetted by the Offshore School Representative for accuracy and functionality. The Team was able to confirm that MLIS-T emergency plans have now become operationalized and appropriate safety drills have taken place. The updated MLIS-Tianjin emergency plan was included in Appendix 4 of the 2019-20 Annual Report. All Maple Leaf schools are provided with policies to guide schools in dealing with emergency procedures, fire and earth quake plans. These are documented and outlined in the CMLES Handbook of Policies and Procedures, Section III, under Emergency Evacuation Procedures. Unplanned temporary closures are also covered, such as an electrical blackout procedure.

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 Team notes that due to the size of the CMLES organization and its multiple school campuses, increasingly many OSR duties such as teacher recruitment and regular contact

with Maple Leaf Schools have been delegated to other individuals (superintendent and assistant superintendent) or departments (human resources) to carry out. This explains why the OSR has not been on-site at MLIS-T in the 1½ years the current Principal has been serving at the School. However, it was further reported that the OSR does respond in a timely matter to any emails, phone calls, etc. initiated by the Principal.

It was reported that the OSR also acts as the Superintendent for ML Global Educational Systems and serves on the MLES Board of Directors as Executive Director.

In reviewing all the OSR requirements set out in section 14 of the Agreement, it is the Team's opinion that, given the multiple roles and responsibilities of the OSR, it has the potential to place the person in a conflict of interest predicament. OSR requirements concerning participation in the dispute resolution process; reporting to the Ministry in a timely manner, any critical information relating to any significant changes to the operation of the School and/or the ownership that could have a negative impact on the School's operation; and reporting the dismissal, suspension, discipline, conduct and competence issues pertaining to any principal or teacher to both the Commissioner for Teacher Certification and the Ministry's Executive Director of Independent Schools and International Education, are but three examples.

Therefore, the Team suggests that it would be prudent for CMLES and the Ministry of Education to clarify the status of the OSR.

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

☒Requirement Met ☐Requirement Not Met

Comment:
The Principal is in his second year of leadership at MLIS-T but is an experienced educational leader with a broad range of previous experience in British Columbia schools. He fulfils the requirements as outlined in Section 3.2 of the Annual Report.

The principal's job description is comprehensive, outlining all elements required in the Agreement. He is ably supported by two long serving vice principals, and together they form a strong, cohesive senior leadership team at the school.

In addition, the BC principal and Vice-principals are supported by two Education Coordinators (Vice Principals in training), Registrar, two Academic Advisors, Department Heads in ADST, Business/IT, English 10, English 11, English 12, Math, PE, Science Junior, Science Senior, and Social Studies.

Commendation:
The Principal and his leadership team are to be commended for the positive improvements that have been made regarding the school's culture. Significant improvements in student attendance, less infractions of smoking, and a general improvement in student decorum were mentioned by teachers in their surveys.

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

☒Requirement Met ☐Requirement Not Met

Comment:
The School employs a number of employees to provide various levels of administrative, cleaning and security support to operate the School.

In addition to the significant system support from China Maple Leaf Educational Systems, the School has a large team of administrative support staff on site, including two BC program secretaries, foreign affairs secretary, IT department, general affairs department, school clinic, finance office, admissions office, graduation service center, Chinese program principal, ESL department director, school headmaster, three school office secretaries, general counselor of the high school, three head counselors, 13 counselors (guardians), dormitory supervisors, and a security team.

The School is commended for a full complement of administrative support services that are all designed to support the School's delivery of its educational program.

It was reported that while the Graduation Service Center supports students by providing advice with regard to university entrance, there appears to be a tension between the Chinese office and the BC program academic advisors regarding the accuracy of advice given to high school students and their parents. In fact, at times the advice may be inaccurate, contradictory and undermines the work of the academic advisors. The Team encourages the School to further address this situation.

Commendation:
The School is commended for a full complement of administrative Support Services that are all designed to support the School's delivery of its educational 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: Considering the limitations of a virtual inspection, the Team relied on previous inspection reports to confirm that student records are securely stored in filing cabinets in the Records Room. In addition, each student had a Permanent Student Record (PSR) card showing the Personal Education Number (PEN), school and attendance record and historical achievement records by grade/year. The file also contained the student's report cards and English language assessment, as well as Chinese policies and letters. The Team was able to confirm that the student and parent consent forms (2018 version) have been updated based on the ministry guidelines for the 2019/20 school year. The School is encouraged to review all permanent student records (PSR's), particularly from those students who have transferred into the Maple Leaf program, to ensure that the required student information from the previous school is also properly transferred to one PSR card. The stapling of multiple PSR cards from different schools does not constitute an amalgamated permanent student record.

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 received an updated Certificate Verification Response File from the Teacher Certification Branch (TCB) dated Nov. 19, 2019. In addition the Team was able to examine approved Letters of Exemption from the Ministry dated September 24, 2019 and Nov. 1, 2019 for those teachers who are permitted to teach while their teaching certification application is in process. The Team was able to confirm that the School has made an additional request to the Ministry for 4 more teachers to receive a Letter of Exemption. Some of these teachers had recently arrived at the School. Since the request for a Letter of Exemption has just been submitted and not yet been granted, the Team was unable to confirm that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education. It was reported that each year for the past several years, the academic school year starts without the school having a full contingent of teachers. Existing staff are expected to take cover as TOC's, teach larger classes, and in some cases teach additional classes, until new

teachers arrive at the School. Clearly this annual teaching shortage at the beginning of each school year is less than desirable and detrimental to the BC program,

The School is encouraged to continue addressing this perennial problem through changes in the current teacher recruitment and hiring process.

Requirement:
The School is to confirm that it has Letters of Exemption in place for the four new teachers without BC certification who have recently arrived at the School.

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:
The Team reviewed documents and engaged in conversations with teachers, department heads and administrators, all of which gave evidence of the new curriculum being implemented in Grade 10-12. This included the use of core competencies, big ideas, curricular competencies and the integration of First Peoples Principles of Learning into course overviews.

The Team also observed that the School still has several course overviews that are in the process of transitioning to the new curriculum, see section 2.19 (f-g) of this report. However, it should be noted that this has not stopped the PHE teacher, whose curricular frameworks do not yet meet the requirements of the new framework, from working towards implementation in his daily lesson planning.

The School has worked towards this implementation by directing most of its professional development towards training teachers in the new curriculum.

The School system has an assistant superintendent position solely directed towards supporting teachers in curriculum development and implementation.

Commendation:
The Team commends the school for the system support, including personnel and professional development that have been applied to the implementation of the new curriculum.

Requirement:
See section 2.19 (f-g)

The School is required to complete the transition to the new curriculum in PHE 11, PHE 12, Digital Media 11, Digital Media 12, Marketing 11, Studio Arts 11 and Studio Arts 12.

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.

☒Requirement Met ☐Requirement Not Met

Comment:
The School has developed the 'ML 3 key instructional strategies' for use by all teachers and the 'ML Global Curriculum' which meets the certification requirements of the Ministry of Education and which identifies and addresses specific needs for second language English learners in China.

The School also has a system coordinator for English language instructional support and a computer-assisted English learning program for individual self-study. During daily home room time students spend 20 minutes in silent reading of English language novels. The School also supplies vocabulary books to each student and supports all teachers with ongoing professional development in the area of ELL teaching strategies.

The School has established a graduated system for entry into the BC program at Grade 10. Students' English proficiency is assessed, and they are placed accordingly in a foundations, bridging, or full BC program. These assessments include a reading assessment, a written assessment and an oral communication assessment interview conducted by a 'native' English speaker. In foundations, students are focused primarily on English Language acquisition and take one course for credit in their first year. These students typically complete the BC graduation requirements in four years. In bridging, students will take two courses for credit in their first year and continue to enhance their English language skills. These students typically complete the BC graduation requirements in three and a half years.

Those students deemed proficient in English enter the full BC program and typically complete the BC graduation requirements in three years. Students advance based on successful completion of the BC entrance exam. All components of the assessment and advancement of students are under the supervision of the BC Principal.

Commendation:
The School is commended for implementation of a rigorous English Language proficiency assessment and advancement program that more readily ensures students are ready to be successful in the BC graduation program.

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.
☒Requirement Met ☐Requirement Not Met
Comment: The Team observed evidence that the School demonstrates compliance with the International Student Graduation Credit Policy for equivalency and challenge. The Team reviewed the BAA course outlines and confirmed they have been approved by the Ministry of Education and meet the expected requirements. The following BAA courses are offered by the School: Teaching Assistant 12, Psychology 12, Canadian and Cultural Language 10, and Developmental English 10. The Team also reviewed the exempted course outlines and confirmed they meet the requirements of the Ministry of Education. Exempted courses offered by the school include: Chinese Social Studies 12, Chinese Social Studies 12 – Geography and Climate, Chinese Social Studies 12 – Humanities and Politics, and Chinese Society – Arts.

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: Grade 10 Curriculum: The Team observed evidence that all Grade 10 course overviews met the requirements of the new curricular frameworks. This was observed in yearly overview documents, unit plan/course overview documents, and in daily lesson plans. These documents also gave evidence of the Schools' unique vision for developing globally minded citizens. Planning for assessment was demonstrated to be consistent with the new Grade 10 curricular frameworks. Grades 11-12 Curriculum: The Team observed that while most of the Grade 11 and 12 course overviews met the requirements of the new curricular frameworks, there were several that were either in the format of the old curriculum or were a hybrid of both the old and the new curriculum.

Specific course overviews that still require updating to the new framework include: PE 11, PE 12, Digital Media 11, Digital Media 12, Marketing 11, Studio Arts 11 and Studio Arts 12.

Commendation:
The School is commended for the work it has put into to transitioning course overviews to the new curricular framework.

Requirement:
The School is required to complete the transition to the new curriculum in PHE 11, PHE 12, Digital Media 11, Digital Media 12, Marketing 11, Studio Arts 11 and Studio Arts 12.

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.

☒Requirement Met ☐Requirement Not Met

Comment:
The School provides 6.2 hours of instruction per day over 180 days per year with a total of 1116 hours of instruction per school year, which exceeds the Ministry requirement of a minimum of 850 hours. All four credit courses also meet the instructional time allotment requirements.

The school year is divided into two equal semesters and the school day begins at 7:40 AM and ends at 3:40 PM. BC program students typically take one Chinese course per semester in addition to their BC graduation program courses.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
The School uses data to analyze trends in student achievement. The School takes strong steps to ensure that the school grades and the provincial exam results are aligned in English Language Arts. The School also sets achievement standards that align with the outcomes provided by the Ministry.

The School encourages teachers to utilize both formative and summative assessment by providing regular professional development opportunities. Course overviews reflect a

growing variety of assessment methods including, but not limited to, observation, collection of work, anecdotal notes, self-assessments, projects, and tests and quizzes. Teachers are encouraged to choose a variety of assessment strategies for their final assessments. Teachers are using BC Performance Standards in their planning and these are given to students to set guidelines for expectations and evaluation of student work.
This year, the School has renamed the mid-term week "Assessment Week," in order to encourage a variety of forms of assessment beyond traditional exams.

The School applies a rigorous security and invigilation procedure for BC provincial examinations and provincial assessments. E-exam rooms are sealed off from student use during exam time and students are assigned a computer terminal. Invigilators arrive early and input the PEN and passwords for all students based on a seating plan and exam register. Passwords are never revealed to students and they are led into the exam areas 15 minutes prior to the exam once they have shown their picture ID, left all bags outside and have turned out their pockets when entering. Student sit at their assigned terminal, confirm their name and PEN on the screen and place their ID on their desk. Invigilators check each ID and each room has 2 invigilators and one hall invigilator for support. This entire operation is overseen by the BC Principal.

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:
The Team observed that the School has improved its learning resources over last year. Two Science labs have been renovated and upgraded with sufficient lab equipment and materials to support the current Grade 10 - 12 course offerings. The online library resources (*ProQuest: Canadian Curriculum Edition E-Library* and *TumbleBookCloud)* are also sufficient and the school has added to the print collection, especially in the area of graphic novels. This supports the daily silent reading program that occurs in home room.

Each student at the School also has their own laptop and is therefore able to readily access the above noted online resources as well as other online information. There are also two computer labs in the new building, one with desktop computers and one set up with lap top computers. All combined, students have ample access to computer technology at the school.

There is also a clear policy in place to ensure all learning resources used in the School are approved by either the assistant superintendent if purchased from head office, or the BC Principal if purchase locally.

Commendation:
The School is commended for growing its print collection of fiction materials to support English language acquisition and the development of literacy skills.

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 communicates progress reports directly to students and parents via school email accounts and *PowerSchool*. The School conducts parent sessions to educate them on the use of the *PowerSchool* portal, which allows them to monitor their student's progress on a continual basis. The School reports to parents six times each school year with four formal reports and two interim reports.

It was reported that the School intends to report out on student self-assessment of core competencies in the Grade 11 and 12 final reporting period. There was evidence that this is already established practice at the Grade 10 level.

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 reviewed the School's updated 2019-20 parent/student handbook. It contains appropriate information for students and their parents on such topics as the vision, mission and beliefs of CMLES, the curricular programs for the Graduation Program Grades 10-12, the ESL Pathways (Foundations and Bridging program), Assessment, the School's schedule / timetable, and a number of school policies that directly impact students and their parents.

These include such items as student behavior policy, attendance and lates, appeal process, Wi-Fi and laptop student use, course drop & course change, academic advising, summer school program and student athletic code of conduct.

In short, the MLIS-T parent/student handbook is relevant, informative and very helpful for parents and students alike.

Commendation:
The School is commended for developing a parent/student handbook that is relevant, informative and helpful for parents and students alike.

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

☒Requirement Met ☐Requirement Not Met

Comment:
The Team reviewed the School's updated 2019-20 teacher handbook. The extensive 142-page handbook contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the BC offshore school program in China.

Topics covered within the Handbook include such items as:
Section I: Maple Leaf International High School System Calendar for Year 2019/20
Section II: Student Matters
Section III: Student Safety
Section IV: Professional Conduct
Section V: Performance Management
Section VI: Payroll Administration and School Budgeting
Section VII: Hours of Work
Section VIII: Employee benefits
Section IX: Conditions of Employment
Section X: Communications
Section XI: Employment Separation
Appendices
- APPENDIX 1 – Teacher Recruitment
- APPENDIX 2 - Required HR Forms
- APPENDIX 3 - Student Safety Instructions for Extracurricular Activities
- APPENDIX 4 - Employee Travel and Reimbursement Policy
- APPENDIX 5 - Field Trip Forms
- APPENDIX 6- Foundations, Bridging, and Full BC Program Requirements

In summary, the staff handbook is clear, extensive, and informative.

Commendation:
The School is to be commended for the development of a clear, extensive, and informative Staff Handbook.

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: The School offers 2 courses via distributed learning: Chemistry 12 and Foundations and Pre-Calculus 10. These courses are offered through the Ministry approved distributed learning service provider: School District #73 Global Education, Kamloops, BC. The School's BC certified teachers and one of the vice principals provide support and test taking opportunities for students in the Success Room.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Maple Leaf International School – Tianjin for:

- being a significant part of the China Maple Leaf Educational System that anticipates its upcoming 25th anniversary. The Maple Leaf International group of schools is commended for its development, growth and global impact over the past quarter century.
- the completion of a new academic and administrative building on campus. This has provided some much-needed learning spaces such as new science laboratories, general classrooms and administrative office space.
- the positive improvements that have been made regarding the School's culture. Significant improvements in student attendance, less infractions of smoking, and a general improvement in student decorum were mentioned by teachers in their surveys.
- a full complement of administrative support services that are all designed to support the School's delivery of its educational program.
- implementation of a rigorous English language proficiency assessment and advancement program that more readily ensures students are ready to be successful in the BC Graduation program.
- the system and school support, including personnel and professional development that have been applied to the implementation of the new BC curriculum.
- the development of a clear, extensive, and informative staff handbook.

Requirements

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement,* the Team requires that by March 31, 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:

- Confirmation that it has a valid Letter of Exemption in place for the four new teachers currently without BC certification who have recently arrived at the School.
- Complete the transition to the new curriculum in PHE 11, PHE 12, Digital Media 11, Digital Media 12, Marketing 11, Studio Arts 11 and Studio Arts 12.

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 International School- Tianjin continues to be recognized as a British Columbia-certified school.