INTRODUCTION

On December 11-13, 2019 a virtual certification inspection was completed on Maple Leaf International School - Chongqing (MLIS-C), 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 (Chair), and Dr. John Churchley.

The School’s BC program has a reported enrolment of 562 students in Grades 10-12. This number does not include 31 students currently enrolled in the ESL Bridging program and 30 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, BC vice-principal, department heads of English, Social Studies, Math, Science, Physical Health and Education, Support Services/Elective, BC librarian and literacy block organizer, and ESL. In addition, the Team also met with the academic advisor, administrative support staff, 3 additional teachers, and 6 high school students in Grades 10-12.

The Team also reviewed the inspection survey responses of 21 BC teachers, the BC program vice-principal, the BC Principal and the Offshore School Representative.

The Owner/Operator, China Maple Leaf Educational Systems (CMLES) is responsible for the BC program. MLIS-C is one of fifteen 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- Chongqing 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:
There were not requirements noted 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.

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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 China Maple Leaf Educational System has experienced an enrolment decline system wide, including Maple Leaf International School – Chongqing.

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-C.

To meet the demand for this expected growth from the elementary and middle feeder schools, it was reported that CMLES 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 5-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).

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**Comment:**
MLIS-C 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:
- Made a minor renovation to the foods storage room to create more space
- Combined PE and foods teachers’ office spaces for functional reasons
- Opened up several new student club space – English Ambassadors Club, Model United Nations Club and a Student Union room with accompanying budget or student leadership

### 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.

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**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.

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**Comment:**
Based on a video tour of the School campus and virtual meetings with the Principal and vice principal the Team noted that the School property is made up of a teaching building, multi-purpose building, cafeteria building, male and female student dormitories, a gymnasium and outdoor sports fields.
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 current facility has ample space for the BC program to grow as there are currently several classrooms going unused on each floor housing the BC program.

All Maple Leaf schools are provided with policies to guide schools in dealing with emergency procedures, fire and earthquake 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.

The Team observed documented evidence of regularly scheduled emergency drills.

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 the role of the OSR has changed significantly over the past number of years as the CMLES organization has grown in both size and scope. Many of the OSR duties (teacher recruitment and onsite visits to Maple Leaf schools) have been delegated to the superintendent and assistant superintendent as well as the department of human resources. The OSR has not been on-site at MLIS-C this year. 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 role now includes the responsibilities of Superintendent for ML Global Educational Systems and membership on the CMLES Board of Directors as Executive Director.

The Team suggests that given the OSR requirements stated in section 14 of the Agreement, 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:
The Principal is in his fifth year of leadership at MLIS-C but is an experienced educational leader with a strong history (11 years) of previous experience in the CMLES. This combined with his ability to work with the same vice principal over those five years who has also served extensively in the CMLES system has proved to strengthen the leadership effectiveness at the MLIS-C campus. The Principal fulfils the requirements as outlined in Section 3.2 of the Annual Report. The BC vice principal also serves as the registrar.

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-principal (who also serves as the Registrar) are supported by department heads in English, Physical Health Education, Math, Science, Student Support Services, Social Studies, a BC librarian and literacy block leader, and a BC academic advisor.

Commendation:
The Principal is commended for his hard work to develop a positive culture of learning amongst both students and staff.

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 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 a BC program secretaries, foreign affairs secretary, office manager, human resources secretary, science and foods lab technician, and admissions office, a finance office, IT and general affairs department, school clinic, graduation service center, Chinese program principal, ESL department director, school headmaster, general counselor of the high school, head counselors, 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 noted by the Team that BC academic advisor and the graduation service center are working well together to support students by providing advice with regard to university entrance.

**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 and verbal confirmation from the Principal 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.

The School is also encouraged to ensure all medical alerts are duly noted directly on the permanent student records.

**Requirement:**
The School is required to ensure all medical alerts are duly noted directly on the permanent student records.
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 a Certificate Verification Response File from the Teacher Certification Branch (TCB) dated September 20, 2019. In addition, the Team was able to examine approved Letters of Exemption from the Ministry dated September 30, 2019 and October 9, 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 5 more teachers to receive a Letter of Exemption dated October 10, 2019. Since the request for a Letter of Exemption has 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, with the exception of the current school year, 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, hiring and retention process.

 Requirement:
The School is to confirm that it has Letters of Exemption in place for the five 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 observed evidence of the School’s transition journey to the new BC curriculum in Grades 10 - 12. Big Ideas, curricular competencies, “Know/Do/Understand” and core competencies are evident in most lesson plans and descriptions. Core competencies and self-assessment are being integrated into courses including the daily Literacy Block. The
School is building on its integration of Aboriginal Perspectives and Knowledge into courses. This is particularly evident in Humanities subjects.

Staff have been involved in a number of different professional development activities regarding the new curriculum. This includes a training hub for teachers new to the BC Curriculum. There are also opportunities for professional development through the Maple Leaf system staff, school-based professional development days, and “Teachers Observing Teachers” classroom visits.

### 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 Team confirms that the School meets the requirements for English language assessment and acquisition.

The Principal is responsible for administering the managing and making final decisions on student admission and assessment of English language skills.

Students are supported in their English language learning in a number of ways:
- Literacy block
- Key teaching strategies common to all Maple Leaf schools
- Student lead and organized activities such as Intramurals, Spelling Bee, and singing competitions
- ReadTheory online literacy program
- Writing Centre

Teachers demonstrated awareness of student language challenges and adapt their instruction accordingly, especially for Grade 10 students entering the BC program. In addition, students that might need more support in academic studies as well as ELL are supported through the “Charging Station” and regular tutorials provided after school by BC teachers.

**Commendations:**
The School is commended for the literacy block which leverages a homeroom model to support and reinforce English language learning as well as to integrate self-assessment of core competencies achievement.

The School is commended for their student support delivery model and the commitment of staff to ensure the success of all students.
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 School offers the following courses not requiring BC-certified teachers: Mandarin 10, 11, 12.

Currently, the School does not offer the opportunity for students to challenge courses or for equivalencies. The School offers the following approved BAA courses: Chinese Social Studies 10, 11, 12; Developmental English 10; Psychology 12; Golf 12; Canadian Language and Culture 10; Optimal Learning Essentials 10; and Teacher Assistant 12.

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 noted evidence from lesson descriptions and lesson plans that meet the requirements of the new curriculum. While many course overviews have been created by CMLES system staff, a number have been developed by MLIS-Chongqing teachers and show significant planning skill and effort.

The Team also confirms that in addition to the planning, there is evidence of instructional practices that reflect the pedagogical direction of the new curriculum. These include:
- Active and applied learning experiences such as the use of sports and games in science and math courses
- Targeted use of student electronic devices for research for student projects, especially when Wi-Fi isn’t available.
- Socratic seminars, student choice in projects, group work, and physically active learning experiences.

Many of these activities proactively support English Language Learning as well as the learning standards.
Commendation:
The School is commended for exploring the mapping of summative assessment strategies to learning standards to ensure that there is alignment between the curriculum, learning activities, summative assessment, and the achievement reporting of the Standards.

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 Team confirms that the School meets the requirement for instructional time allotments. Student instructional time totals 1128 hours per year, which exceeds the minimum requirements for Grade 10-12.

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 Team confirms that the School meets the requirement for assessment methods. The School ensures consistent evaluation through some shared marking professional development. The use of rubrics and the BC Performance Standards is encouraged.

There is evidence that a variety of formative and summative assessment strategies are used to inform students about their learning and to help guide instruction for teachers. Students are able to re-submit work and can demonstrate their learning in a variety of media.

The teachers use a variety of authentic assessment tools including projects and presentations, performance assessments, open book assessments and flexibility in the time needed for students to learn.

BC provincial assessments are rigorously invigilated according to Ministry of Education requirements.

Commendation:
The School is to be commended for their implementation of a variety of authentic assessment tools and their ongoing professional development work in fair assessment and grading practices.

### 2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

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**Comment:**
The Team confirms that School meets the expectations for learning resources.

Students are assigned laptops and Wi-Fi is provided in each classroom. Reports from students and teachers indicate the Wi-Fi is very unstable and is not reliable enough for classroom use. Classrooms have projectors. The School has 3D printers and a number of specialty classrooms including a dance studio. There is a foods lab with a set of commercial ovens and a refrigerator for a large number of classes.

The School has a library which is overseen by a qualified librarian. The space has sofas and a large collection which has been added to significantly over the past few years. The library program is a central focus for Literacy initiatives in the school.

All subject areas have text and online resources. The operating practice is for the Principal to oversee and approve all learning resources, in consultation with teachers as subject matter experts and with further support and oversight from Maple Leaf Schools.

**Requirement:**
The School and CMLES is required to upgrade Wi-Fi stability and availability in all classrooms and educational facilities such as the library and teacher offices.

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

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**Comment:**
The School has four formal report cards per year and two interim reports. Parents are also contacted individually as needed. Parents and students have access to student achievement information online through the PowerSchool Parent Portal.
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 the student behavior policy, attendance, the appeal process, Wi-Fi and laptop student use, course drop and course change, academic advising, summer school program and student athletic code of conduct.

In short, the MLIS-C 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:  
At this time the School is not offering any courses via Distributed Learning.  

CONCLUSION  

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

- As 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.  
- The Principal is commended for his hard work to develop a positive culture of learning amongst both students and staff.  
- 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.
• The School is commended for the literacy block which leverages a homeroom model to support and reinforce English language learning as well as to integrate self-assessment of core competencies achievement.
• The School is commended for their student support delivery model and the commitment of staff to ensure the success of all students.
• The School is commended for exploring the mapping of summative assessment strategies to Learning Standards to ensure that there is alignment between the curriculum, learning activities, summative assessment, and the achievement reporting of the Standards.
• The School is to be commended for their implementation of a variety of authentic assessment tools and their ongoing professional development work in fair assessment and grading practices.
• The School is commended for developing a parent/student handbook that is relevant, informative and helpful for parents and students alike.
• The School is to be commended for 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 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:
• The School is required to ensure all medical alerts are duly noted directly on the permanent student records.
• The School is to confirm that it has Letters of Exemption in place for the six new teachers without BC certification who have recently arrived at the School.
• The School and CMLES is required to upgrade Wi-Fi stability and availability in all classrooms and educational facilities such as the library and teacher offices.

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- Chongqing continues to be recognized as a British Columbia-certified school.