INTRODUCTION

On November 28-29, 2019, a virtual certification inspection was completed on Canada Weifang Secondary School (CWSS) in Weifang, Shandong Province, People’s 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 an enrolment of 58 students, in Grades 10-12. The BC program operates on the third and fourth floors of the international building of the host Chinese School, namely, Weifang No. 1 Middle School. The entire School, which houses the BC program, enrolls 4,500 Chinese 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 virtually with the School’s Owner/Operator, Offshore School Representative (OSR), BC Principal, BC vice-principal/curriculum coordinator and all the BC teachers. In addition, the Team met with the administrative assistant/academic advisor, the Chinese host school vice-principal responsible for the International program and 6 students from Grades 10-12.

The Team also reviewed the inspection survey responses of all BC teachers, the BC Principal and the Offshore School Representative.

The Owner/Operator, Mr. John Zhu, is responsible for the BC program through his company, Canadian-Sino Education Exchange Centre (CSEEC). Mr. Zhu operates three other BC-certified
schools in the Shandong province. These include Canada Yantai Secondary School (Yantai),
Canada Qingdao Secondary School (Qingdao) and Canada Shandong Secondary School (Tai’an).
All the BC certified schools operate within a larger Chinese host school and offer dual
graduation diplomas, the BC Dogwood Diploma and the Chinese High School graduation
diploma. This allows the graduates of the BC graduation program to apply to any western
university, as well as Chinese universities.

The BC program’s philosophy, objectives and special features include providing educational
opportunities for all students to experience success, to strive for excellence and to appreciate
the value of learning. These opportunities are provided within an environment characterized by
caring, respect, cooperation and personal integrity. The School strives to set high expectations
for students with consequences for choices made striving to instill the concept of
accountability. The School also encourages tolerance and diversity, tries to model good
citizenship and leadership and helps students set attainable goals and encourage them to
become independent learners.

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

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<thead>
<tr>
<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
The previous inspection report of November 1-2, 2018 did not contain any specific
requirements. The report contained suggestions/best practices which the School reviewed
and considered as they deemed necessary.

BUSINESS PLAN 1.0

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<tr>
<th>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</th>
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<td>☒ Requirement Met   ☐ Requirement Not Met</td>
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Comment:
The Owner/Operator submitted a business plan as part of the 2019 Annual Report. The
business plan provided demographic information about the BC program, information
regarding which post-secondary institutions the school’s 2018-19 graduates transitioned to
and the school’s relationship with the host Chinese school, namely, Weifang No.1 Middle
School which has been in operation for over a century.
The Team confirms the information within the current business plan. Each of the four sections provided pertinent information in regards to the school’s continuing operation:

1. Description of the School
2. School Growth Plan
3. Human Resources
4. Alignment with International Education in British Columbia

The BC program has been operating at CWSS for the past decade (2009) and was the first BC certified school opened by the Owner/Operator within the Shandong Province. Having been in successful operation for longer than three years, the Owner/Operator is no longer required to provide audited financial statements of the previous year’s operation to the Ministry of Education.

The Team discussed the School’s marketing and promotions strategies regarding enrolment growth as the School’s enrolment has plateaued the past few years and dipped slightly this current school year. This is a concern for the School and goes against the trend of two of the Owner/Operator’s other BC program-certified schools in Shandong Province which have seen continued growth.

**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:
The Owner/Operator has operated CWSS since its establishment in 2009. He meets the roles and responsibilities described in section 5 of Agreement.

The Owner/Operator continues to be strongly supportive of the BC program remaining actively and appropriately involved with each school. There appears to be a good working relationship between the Owner/Operator, the OSR and the Principal.

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 Canadian-Sino Education Exchange Centre (CSEEC) has on file a Letter of Approval from the Shandong Weifang Bureau of Education (November 20, 2017) that
grants express approval without objection to CSEEC to operate the School within Weifang No. 1 Middle School.

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 examined the documents provided by the School that show evidence that the School is in compliance with local Chinese regulations in terms of building inspections and approvals and cafeteria licensing.

These documents include the Construction Firefighting Inspection Certificate, Lightning Inspection Certificate, and the Food Business Certification (Weifang Gaoxin Area Market Supervisory Authority)

The Team reviewed emergency plans and protocols that describe action that is to be taken in the event an emergency should occur that would cause an unplanned temporary or permanent closure of the School. The plans were developed by the Offshore School Representative (OSR).

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 OSR has been working with the Owner/Operator since the School first opened a decade ago. There has been a long-standing relationship between the Owner/Operator, OSR and Ministry of Education ever since.

The Team reviewed the OSR’s job description in which it describes his responsibilities and duties as outlined in the Agreement. The Team confirms that the OSR also serves as the primary liaison between the Owner/Operator and the Ministry of Education, including having the ability to legally represent the Owner/Operator in dealings with the Ministry of Education.

The Team was encouraged to hear that the OSR and Owner/Operator have appointed the CWSS principal to serve in a superintendent’s role also serving the three other schools within
the Shandong province that are run by the Owner/Operator. In addition to direct contact with principals, the OSR continues to serve the School through this administrative structure.

The OSR is aware of his obligation to report in a timely fashion, any critical information relating to any significant changes in the operation of the School and/or ownership that could significantly impact the school’s operation. (This includes proposed changes to the Owner/Operator governance structure, financial situation and student and/or teacher safety.)

Commendation:
The OSR and Owner/Operator are commended for have appointed the Principal to also serve in a superintendent’s role serving the three other schools within the Shandong province that are operated through his company, Canadian-Sino Education Exchange Centre (CSEEC).

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 third year of leadership at CWSS. He is an experienced educational leader with a broad range of previous experience in British Columbia public schools, particularly within the Vernon and Surrey school districts. 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 a curriculum coordinator/vice-principal particularly in the area of implementing the new BC curriculum.

Worthy of note is that the Principal also has a significant teaching load. This puts the Principal in the same situation as the other BC teachers with regards to the School’s implementation of the new curriculum. Thus, it places him in a unique situation to assist and model for the other BC teachers the implementation of the new curriculum.

The Team encourages the Owner/Operator and OSR to provide sufficient reduction in the Principal’s teaching load next semester so that he can increase his administrative time to fulfil his important role as superintendent for the three other schools within the CSEEC family of schools.
Commendation:
The Principal is commended for the leadership and stability his is providing the school and the collaborative staff team he has built. He has fostered both a professional learning community and strong sense of congeniality among the staff.

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. The School has a team of administrative support staff on site, including:
- Weifang No. 1 Middle School (WMS) principal
- WMS vice principal for international department
- WMS international director
- 3 additional WMS head teachers (one for each Grade 10-12)
- Medical staff (doctors & nurses) that operate the medical clinic for the Weifang No. 1 Middle School and BC offshore school students.

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 (with teacher’s comments translated into Chinese) and a copy of the English language assessment.

The School is encouraged to review all PSRs, particularly from those students who have transferred into CWSS, 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.
The Team reviewed the School’s Certificate Verification Response File from the Teacher Certification Branch (TCB). In addition, the Team was able to examine an approved Letter of Exemption from the Ministry dated September 20, 2019 for the one teacher who is permitted to teach while their teaching certification application is in process. The Team reminded the OSR and Principal that this exemption expires on January 31, 2020.

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 teaching staff seem genuinely enthusiastic about the new curriculum and confident in their implementation on a day to day basis.

The School has developed several documents that give evidence of the authentic integration of First Peoples Principles of Learning. Examples include school-wide orange shirt days to stand in solidarity with survivors of residential schools, all student participation in the blanket exercise, and weekly talking circles.

The School has worked towards this implementation by directing most of its professional development towards training teachers in the new curriculum. Much of the leadership of this initiative belongs to the vice principal and director of curriculum working collaboratively and effectively with the Principal.

Commendation:
The Team commends the School for the system support, including designating personnel to oversee this initiative as well as providing ample professional development, which have been applied to the implementation of the new curriculum.

The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

Comment:

2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.
Comment:
The Team saw evidence of a well-organized English program that supports effective English language acquisition. Grade 10 and 11 English course are taught in a linear timetable over the whole year for 8 credits of English per year. Currently the School is considering implementing the same program for English 12 and will base its decision on the English proficiency of its current class of Grade 12’s.

The School also utilizes Media Arts 11 and Media Arts 12 to develop strong English speaking skills. These courses work collaboratively with Theatre Company 12 to give students opportunities to study and perform English language drama.

English language tutorials are also offered once per week with all teachers participating. Students needing extra support in English language acquisition are required to attend while some other students opt in voluntarily for their own improvement. Students with significant challenges in English language acquisition, reading comprehension or who simply need homework support, receive remedial support with an educational assistant, some as much as one hour per day.

Every student participates in talking circles on a weekly basis, a structure that develops both talking and listening skills. These talking circles are not formally assessed and participation is the primary goal.

All students participate in weekly silent reading using books acquired from the I Center (library) which are organized according to ability.

The School has established an entry assessment that includes reading comprehension, oral communication and a written component. The Principal directly oversees this process and the decision on admission into the full BC program.

The School assesses students English language proficiency informally on an ongoing basis and formally through their reading, writing, and speaking samples in course work.

Commendation:
The School is commended for implementation of a wide ranging and engaging program of supporting English language acquisitions.

| 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 School is not currently teaching any BAA course and therefore no course outlines were reviewed.

The Team reviewed the exempted course outlines and confirmed they meet the requirements of the Ministry. Exempted courses offered by the school include Mandarin 10, Mandarin 11, and Mandarin 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 observed evidence that all course overviews met the requirements of the new curricular frameworks. This was observed in yearly overview documents, unit plan/course overview documents, and in sample daily lesson plans. These documents also gave evidence of a strong and authentic integration of the First Peoples Principles of Learning and clear evidence of the implementation of core competencies into the course overviews. While Big Ideas were evident in all course overviews there was some inconsistency in how explicit they were identified.

The Team interviewed the academic advisor and discussed different ways the School supports Grade 12 students as they transition from Grade 12 and go through the application and visa process into western universities.

The Team was encouraged to hear the efforts the School had made to engage in parent education of the new BC curriculum and also to help parents understand the Canadian university application process. It was reported that special parent evenings (with appropriate translation provided) have been well received.

Commendations:
The School is commended for the work it has put into transitioning course overviews to the new curricular framework and for the authentic engagement of all teaches in making the new curriculum a reality in their day to day teaching.
The School is further commended for the efforts the School had made to engage in parent education of the new BC curriculum and also to help parents understand the Canadian university application process.

### 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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**Comment:**
The School provides 4.5 hours of instruction per day over 193 days per year with a total of 868 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 7:00 AM and ends at 1:40 on Monday, 11:40 on Tuesday and Friday, 3:40 on Wednesday, and 2:40 on Thursday.

### 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 School uses data to analyze trends in student achievement and to set goals and areas of focus for professional development. The School works to ensure school-based results align well with Numeracy & Literacy assessment results. 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. All students are exposed to ongoing formative assessment and self-assessment in all courses.
The School applies a rigorous security and invigilation procedure for BC provincial examinations and provincial assessments. Meetings are held before exam sessions to review invigilation procedures with staff. Only BC staff invigilate exam sessions and the computers students have the required security software installed. During the exam, there is always a technician available to rectify any computer related problems. The BC contact phone number for assistance with technology issues is also on hand during the exam. This entire operation is overseen by the BC Principal.

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<th>Commendation:</th>
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<td>The School is commended for growing the diversity of assessment methods in alignment with the new BC curriculum.</td>
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<th>2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.</th>
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<tr>
<td>The School’s I Center, which houses the library collection and access to technology for students, has a varied collection of print fiction and non-fiction organized according to reading comprehension ability, which has been growing by 100 – 150 books per year with plans to continue that growth. Classes use the I Center for research, conducting book talks, and holding writer’s workshops. There is a pod of computers available for students to conduct internet research.</td>
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| Each classroom has a projector and a computer with internet access. The computer lab contains 40 computers and used for student research and writing. |

| There are sufficient textbooks and workbooks to support all courses that require them and teachers make regular use of internet sources to enhance student learning. |

| The Team noted that Science 11 and 12 classes have insufficient access to the science labs and Science 10 classes have no access at all. It was also clear that while the gymnasium is large enough for current programming, equipment for some PHE units (class set of basketballs & volleyballs, etc.) is insufficient for effective PHE instruction. |

| In addition, both teachers and students commented on the inadequacy of the internet bandwidth at certain times of the day, impeding effective teaching and learning. Frequent comments were also made with regards to the old, uncomfortable, and inflexible student furniture. |
### 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.

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**Comment:**
The School communicates progress reports directly to students and parents via 2 interim reports and 4 formal reports per year. Two of those formal reports are given directly to parents at parent teacher conferences in November and April. All reports are published in both English and Mandarin and parents receive hard copies.

The School indicated plans to include student self-assessment of the core competencies in the final reporting period.

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

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**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 CWSS code of conduct, classroom rules, expected student behaviours and discipline, computer/internet use policy, CWSS staff, home and school communication, academic program, textbook distribution, extra-curricular activities, admission requirements and procedures, tuition costs and refund policy, assessment and reporting to parents, assessment activities, work habits, attitude, and effort, student progress reports, grades and grade definitions, academic advising, appeals procedure, attendance, office hours/check-in, emergency/evacuation drills, and lost and found.

The Handbook has also been translated into Mandarin.

In short, the parent/student handbook 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.
13

CERTIFICATION INSPECTION REPORT
10396816 CANADA WEIFANG SECONARY SCHOOL

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Team reviewed the School’s updated 2019-20 teacher handbook. The extensive 53 page handbook contains detailed information required of teachers to help them understand their unique roles and responsibilities as professional educators with the BC Offshore School Program in China.

Within the 6 main sections of the handbook topics covered within the handbook include such items as:

- Mission Statement & School Philosophy
- CWSS: A Unique Teaching experience (Staff Orientation to China)
- Professional Responsibilities
- School organization
- Assessment and Evaluation of Students
- School Routines

In addition, there are a number of helpful Appendices including:

- Teacher Performance Evaluation Form
- Teacher Self-Assessment Form
- Principal’s Walkthrough Observation Form
- Science Laboratory Use Contract
- Student Accident Report Form

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

☐ Requirement Met ☐ Requirement Not Met ☐ Not Applicable

Comment:
The School offers one course via distributed learning, namely Biology 12. This course is offered through the Ministry-approved distributed learning service provider: School District #73 Global Education, Kamloops, BC.

The School’s BC-certified Science teacher provides informal support for the 3 students currently enrolled.

CONCLUSION

Commendations
The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Canada Weifang Secondary School for:

- the Principal’s effective leadership he is providing the School and the collaborative team he has built. He has successfully fostered both a professional learning community and strong sense of congeniality among his staff.
- the OSR and Owner/Operator’s vision for having appointed the principal to serve in a superintendent’s role serving the three other schools within the Shandong Province that are run by the Owner/Operator.
- the system support, including designating personnel to oversee this initiative as well as providing ample professional development, which have been applied to the implementation of the new BC curriculum.
- the implementation of a wide ranging and engaging program of supporting English language acquisitions.
- the work it has put into transitioning course overviews to the new curricular framework and for the authentic engagement of all teachers in making the new curriculum a reality in their day to day teaching.
- the expanding diversity of assessment methods in alignment with the new BC curriculum.
- the efforts the School had made to engage in parent education of the new BC curriculum and also to help parents understand the Canadian university application process.

SUMMATIVE RECOMMENDATION

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