INTRODUCTION

On November 18-19, 2019, a virtual certification inspection was completed on Canada Shandong Secondary School (CSSS), 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 Desmond McKay and Terence Sullivan (Chair).

The School’s BC program has an enrolment of 132 students, including 55 students in Grade 10, 42 students in Grade 11 and 35 students in Grade 12. The BC program is housed within Taishan High School of Shandong Province which is a Kindergarten to Grade 12 public school. The host school is noted throughout the Tai’an area for strong programs in physical education and the fine arts. It also has a 3-year air hostess training program. The entire School, which houses the BC program, enrolls 6000 students and is in its 80th year.

During their virtual inspection of the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s Owner/Operator, Offshore School Representative (OSR), BC Principal, BC teachers, students in the BC program, the principal of the host school, the vice principal of the host school and the director of the host school.

The Owner/Operator of Canadian Sino-Education Exchange Centre (CSEEC), Mr. John Zhu, is responsible for the BC program. The greater organization of CSEEC encompasses four schools: Canada Shandong Secondary School in Tai’an, Canada Weifang Secondary School in Weifang,
Canada Qingdao Secondary School in Qingdao and Canada Yantai Secondary School in Yantai. Beyond these "sister schools," there are no other connecting programs nor relationships with CSEEC.

The BC program’s philosophy, objectives and special features include:

“We strive to teach the redesigned Canadian curriculum from BC with sensitivity to Chinese culture and equip our students to have success in post-secondary education abroad. This is our current mission statement and statement of purpose:

At CSSS we are dedicated to preparing our students for success in a rapidly changing world by providing a supportive English learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promotes excellence. At Canada Shandong Secondary School, we will: 1. set clear expectations with natural consequences for choices made (accountability) a) provide a safe and comfortable learning environment b) encourage tolerance and diversity by respecting individual differences c) model good citizenship and leadership d) help students set and achieve attainable goals e) teach knowledge and skills.”

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

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<tr>
<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
There were three requirements included in the onsite inspection that was conducted last year. The three requirements were all related to the documentation for the implementation of the new British Columbia curriculum. A thorough examination of the curriculum documentation shows that all three of those requirements have been met.

Commendation:
The School is to be commended for fulfilling all three of the requirements listed in the 2018 inspection report.
BUSINESS PLAN 1.0

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

☑️ Requirement Met ☐ Requirement Not Met

Comment:
The Owner/Operator has submitted a business plan to the BC Ministry of Education. In the plan there is a goal to maintain an annual Grade 10 enrolment of 60 students. A long-term goal is to prepare a larger facility and increase the annual Grade 10 intake to 90 students. The planning for this new facility is in the preliminary stages. The present school is near capacity so the focus has been on attracting students to fill the available places with students who can be successful in the BC program. The School sends representatives to school recruiting fairs, open houses, has host school website advertising and makes recruiting visits to nearby middle schools.

Concerns was expressed through the staff surveys and the student interviews, conducted during the inspection, with the degree of internet connectivity and bandwidth at the school. There was also an indication that the level of cleanliness of the School had improved significantly this year compared to last year but that there was still a need to further improve on the cleanliness of the building.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

☑️ Requirement Met ☐ Requirement Not Met

Comment:
The Owner/Operator meets all the requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement. The Team is pleased to recognize that the School’s owner, Mr. John Zhu was present throughout the two days of the inspection and the team had an opportunity to meet with Mr. Zhu about the School.

Commendation:
The owner is to be commended for his presence and support throughout the two days of the inspection.
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 School has provided documentation from the local government authority giving approval to operate the BC Offshore School program within the premises of Taishan Middle School. The approval is in effect from December 2017 until December 2022.

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:
The School has submitted documentation to show how the School will be evacuated in cases of emergency. The School also has a plan in place for the relocation of students and staff in the event of a temporary or permanent closure of the school facilities. All students and staff would be relocated to CSEEC sister schools in China. The School has in place a contingency committee made up of the Owner/Operator Mr. John Zhu, the International Director Dir. Kong, the BC principal Mr. T. D. Cox, the BC superintendent Mr. Michael Brown and the OSR Mr. Rodger Lindstrom. This committee would be responsible for the relocation of the staff and students in the event of any temporary or permanent closure of the school facilities.

The School has also submitted documentation dated October 14, 2009 with respect to the local government inspection of the teaching building and the student residences indicating they are up to safety code.

The School has provided documentation for approval to operate cafeteria services in the school which was issued on April 25, 2018 and expires on April 24, 2023.

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.

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Comment:
The School has appointed Mr. Rodger Lindstrom as the Offshore School Representative for the School. Mr. Lindstrom has been confirmed by the Province and meets all the requirements set out in section 14 of the agreement. Mr. Lindstrom has confirmed that he is
aware of his obligations to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School’s operations.

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 has extensive experience as an educator in North America as well as extensive experience internationally. He has 12 years’ experience as a teacher in a variety of grades as well as five years’ experience as a school administrator. He has an extensive background in professional development activities as well as a Bachelor of Arts degree and a master’s degree in education. The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

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 has a full-time Principal, a full-time administrative assistant who also manages the school office, a teaching vice principal who has 25% administrative time and the School also receives support from the Superintendent of Schools when required. The School meets the administrative support requirement as outlined in section 2.07 of the inspection catalogue.

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

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Comment:
Thirty student files were selected at random. Ten student files were selected from each of the Grade 10, Grade 11 and Grade 12 classes. The list of students selected was given to the school principal thirty minutes before the file review. All the required documentation on the randomly selected student records were examined through video conferencing in a way that ensured all relevant data was clearly visible. All student records examined met the student record requirements as outlined in section 2.8 of the inspection catalogue. Evidence was provided to show the English language assessment for admission was administered by
previous principals. However, there is no place on the form for the Principal to sign indicating they have administered the English language Assessment.

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<tr>
<th>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.</th>
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<td>Comment: All teacher personnel files were examined, and all teacher files contained the documentation required. Each piece of documentation for each teacher was examined through video conferencing in a way to ensure the required documentation was clearly visible. Six of the seven members of staff including the Principal have been granted extensions while their applications for certificate of qualification are being processed. All teachers on staff have a Teacher Certification Branch file number as evidence that the application process has been initiated. One member of staff has acquired a Certificate of Qualification. Those members of staff whose applications are in process are receiving support through the application process from the Offshore School Representative.</td>
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<th>2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.</th>
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<td>Comment: Canada Shandong Secondary School (CSSS) has implemented the new curriculum Grades 10 through 12. In June of 2019, the School arranged for teachers returning to CSSS in September to attend a conference on the implementation of the new curriculum. In September 2019, staff new to the School attended professional development sessions on planning for and teaching the new curriculum. Additionally, a curriculum coordinator works with staff to build deeper understandings of the new curriculum frameworks as well as the spirit of the new frameworks. The Principal allots time every staff meeting for teachers to collaborate on the implementation of the new curriculum. Discussions center on what is working, sharing strategies for incorporating the core, curricular and content competencies into instructional planning. Meetings with staff and administration indicate the School has made developing curriculum planning documents, instructional strategies and assessment strategies that align with the new curriculum a top priority. What was evident is the staff has developed a learning</td>
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community focused on planning and instruction centered on the new curriculum. The level of peer support and collaboration that was evident in the interviews is commendable.

**Commendation:**
The School is to be commended for its focus on implementing the new BC curriculum.

The School is to be commended for developing curriculum planning documents that incorporate the core, curriculum and content competencies.

The School is to be commended for providing professional development opportunities for the implementation of the new curriculum.

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**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:**
During the video conference interviews, teachers indicated that the English language proficiency of students in Grade 10 is generally quite low, but by Grade 12 their proficiency has greatly improved. Students are assessed formally and informally on an ongoing basis to monitor their English language development, which also guides instruction and student support. Staff is considering using a version of the Ministry's five stages of language proficiency resource across the curriculum to assess and monitor student language development.

Staff use a number of ELL teaching strategies in their lessons to assist students with their English language development; however, in spite of additional supportive interventions, many students choose to leave the program by Grade 12 because their English language skills are not adequate to write the Ministry of Education literacy assessments. This may explain the 36% attrition rate from Grade 10 to 12.

**Commendation:**
Staff is to be commended for their commitment to assisting students with the development of their English language skills during and after class.

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**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.**
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.

Comment:
A review of CSSS curriculum planning documents confirmed the School is in compliance with Ministry curricular planning requirements. The School has developed a curriculum planning template that provides for the unique and creative talents of the individual teacher.

While the curricular planning documents for semester one meet Ministry requirements, semester two documents clearly reflect a much deeper understanding of the frameworks. A strong focus on, and commitment to school and teacher focused professional development has made a significant difference for staff. First Peoples Principles of Learning are identified and imbedded purposefully in the planning documents, and assessment strategies include student self-assessment, as well as formative and summative assessments.

Commendation:
CSSS staff is to be commended for updating all course overviews to reflect the new curricular frameworks. The level of personal, professional and school-wide development is very evident in the construction of the documents.

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:
CSSS exceeds the instructional time allotment requirements with 950 hours per year.

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:
CSSS curriculum planning documents clearly identify formative, summative and student self-assessment activities. Interviews with teachers confirmed that summative assessments are common, but formative and student self-assessments also play a major role in developing student learning profiles. Interviews with teachers also confirmed assessments are purposefully used to guide instruction and provide remedial support for struggling students as well as those who benefit from enrichment.

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 School meets the learning resource requirements. All courses are resourced with the required texts and learning resources; however, during the staff interviews, several staff members indicated that access to supplemental resources such as digital libraries and other online resources is very restricted. According to staff, the Shandong province has very strict policies around students bringing electronic devices to school (mobile phones, tablets, iPads and laptops).

The library has a small pod of computers and a small collection of fiction and non-fiction books. Staff interviews indicated that developing library resources is very much a work in progress and needs to become a priority.

Commendation:
CSSS staff is to be commended for its creativity in locating and creating instructional learning resources.
### 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 reporting periods during the year and also has parent-teacher conferences which include the student’s parents and the relevant staff members. Ten Grade 11 files and ten Grade 12 files were examined for the required reporting documentation. All files examined met the requirement.

### 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 parent/student handbook has been updated as required. The handbook contains a policy for appeals and dispute resolution for both grades and student conduct. The handbook also contains policies on student assessment and student admissions, but the practices followed for student supervision were not included.

The handbook has also been translated into Mandarin and all parents must sign a form indicating they have received a copy of the handbook and have read it.

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

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**Comment:**
The teacher handbook has been updated as required. The handbook contains the required Province of British Columbia statement of disclaimer. The handbook contains a teacher evaluation policy but does not include any policy on principal evaluation nor is there any policy on principal evaluation in the principal’s contract or in the appendices to the inspection catalogue.
The Offshore School Representative, in consultation with the Principal of the School, will develop policies for principal and vice principal evaluations.

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 does not presently offer any distributed learning courses.

CONCLUSION

Commendations

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

- The School is to be commended for fulfilling all three of the requirements listed in the 2018 inspection report.
- The owner is to be commended for his presence and support throughout the two days of the inspection.
- The School administration, ownership, OSR, teachers and support staff are to be commended for their commitment and support of this virtual inspection process. Their involvement and commitment was exemplary.
- The School is to be commended for the high degree of organization of the teacher personnel files and student records which greatly helped to facilitate the inspection.
- The School is to be commended for its focus on implementing the new BC curriculum.
- The School is to be commended for developing curriculum planning documents that incorporate the core, curriculum and content competencies.
- The School is to be commended for providing professional development opportunities for the implementation of the new curriculum.
- Staff is to be commended for their commitment to assisting students with the development of their English language skills.
- CSSS staff is to be commended for updating all course overviews to reflect the new curricular frameworks. The level of personal, professional and school-wide development is very evident in the construction of the documents.
- CSSS staff is to be commended for its creativity in locating and creating instructional learning resources.

**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 Offshore School Representative in consultation with the Principal of the school will develop policies for principal and vice principal evaluations.

**SUMMATIVE RECOMMENDATION**

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