

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA SHANDONG SECONDARY SCHOOL

TAI'AN, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 5-6, 2018

INTRODUCTION

On November 5-6, 2018, a certification inspection was completed on Canada Shandong Secondary School (CSSS) in Tai'an, Shandong Province, China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Doug Lauson (Chair) and Sophia Malczewska.

The School's B.C. program has an enrolment of 133 students, in grades 10-12 and it operates on the campus of a larger Chinese host school, Taishan High School of Shandong Province. The host school is a K-12 public school that has been in operation for 79 years. The entire school, which houses the B.C. program, enrolls 6,000 students.

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's owner/operator, offshore school representative (OSR), B.C. principal, B.C. teachers, Chinese host school principal, his staff and the Chinese international director.

The owner/operator, Mr. John Zhu, is responsible for the B.C. program through his company Canadian-Sino Education Exchange Centre (CSEEC) that operates three other B.C.-certified offshore schools in Shandong Province. These schools operate in a similar manner to Canada Shandong Secondary School (CSSS), being also associated and operating within a larger Chinese host school and offering a dual credit graduation program, the B.C. Dogwood Diploma and the Chinese High School graduation certificate. The three other B.C.-certified schools operated by CSEEC are Canada Yantai Secondary School (Yantai), Canada Qingdao Secondary School (Qingdao) and Canada Weifang Secondary School (Weifang).



The B.C. program’s philosophy, objectives and special features include striving to teach the Canadian curriculum from B.C. with sensitivity to Chinese culture and equip it students to have success in post-secondary education abroad. The mission statement of the school states: “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 success”. The School further commits to setting clear expectations for natural consequences, providing a safe and comfortable learning environment, encouraging tolerance and diversity by respecting individual differences, modelling good citizenship and leadership, helping students set and achieve attainable goals, teach knowledge and skills and encourage students to develop positive attitudes and become independent learners.

The Team would like to thank the staff of Canada Shandong Secondary School for its hospitality, 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:

Canada Shandong Secondary School was one of the B.C. offshore schools that was not required to have an annual inspection in 2017. Its last inspection took place in October 2016, two years ago, when the B.C. curriculum was the Graduation 2004 curriculum for grades 10-12. In that inspection report the requirement was: “...that the teachers develop planning (long-term, short-term and daily plans) that demonstrate that the prescribed learning outcomes are taught during the course of the semester and will be completed prior to the end of the semester”. This requirement was fulfilled at that time.

Note: This requirement no longer applies to the grade 10 students because the new curriculum was formally introduced, replacing the previous Graduation 2004 curriculum, on September 1, 2018 (see section 4.1). Further, the 2004 Graduation curriculum will be totally discontinued in all B.C. offshore schools, effective September 1, 2019.



BUSINESS PLAN

<p>The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.</p>
<p><input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met</p>
<p>Comment:</p> <p>The owner/operator has submitted the 2018 annual report to the MoE. This report contains the School's business plan in which the owner/operator attest to meeting all the requirements of Section 8 and Schedule A of the Agreement. The business plan consists of four sections, each detailing the school's demographics, current information and future plans: (a) Description of the School (b) School Growth Plan (c) Human Resources (d) Alignment with International Education in B.C. The School began operation in 2010 and is therefore not required to provide financial statements to the inspection team.</p> <p>The current allowable maximum number of grade 10 students is 60, as regulated by the Education Bureau of Shandong. In the near future, the School hopes to be able to increase this to 90 students if more space can be allocated to the B.C. program by the host school. As with the other students attending CSEEC schools in China, students from CSSS can attend the annual summer school program in Coquitlam, B.C. The CSEEC has a partnership with Coquitlam College to provide select students with a summer program "B.C. experience".</p>
<p>Commendation:</p> <p>The agreement with Coquitlam School District 43 to accommodate CSEEC students in summer programs provides a unique opportunity for CSEEC students to experience studying onshore in a British Columbia learning environment.</p>

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

<p>2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).</p>
<p><input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met</p>
<p>Comment:</p> <p>The owner/operator has operated CSSS since its opening in 2010. As mentioned in the Introduction, his company operates four B.C. offshore schools in Shandong Province. He meets the roles and responsibilities described in Section 5 of the <i>British Columbia Global Education Program-Operating Manual for Offshore Schools (2018 – 19)</i>.</p>



Canadian-Sino Education Exchange Centre has the required approval letter dated December 12, 2017, from the Taishan Education Bureau that expressly permits it to operate the B.C. offshore school program within Taishan Middle School. This letter further states that the Bureau has no objection to the hiring of B.C.-certified teachers to teach the B.C. graduation program to local national students.

2.2 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the B.C. program.

Requirement Met Requirement Not Met

Comment:

The School provided the inspection team with a letter of approval from the Shandong Taian Bureau of Education (December 12, 2017) to operate without objection CSSS on the campus of Taishan Middle School to December 2022.

The Team examined the translated Safety Evaluation Report (October 14, 2009) that declares the teaching buildings and student dormitories to be “up to safety code”. The Team also received a letter dated November 1, 2018 from the principal declaring that there are no fire safety issues with respect to the building. Attached to his letter was a Chinese inspection certificate dated April 25, 2018. The Food Business License to operate the cafeteria is valid to April 24, 2023 and is issued by the Taian City Taishan District Caiyuan Food and Drug Administration Office. A successful school fire drill was conducted on November 2, 2018.

The School has an emergency contingency plan for the School to follow if any event (natural disaster or sudden policy change) causes an unplanned temporary or permanent closure of the school. The plan establishes an ad hoc Contingency Plan Committee who would consider and decide options for relocation of students and alternatives so that their studies will continue with as little negative effect as possible.

ADMINISTRATION 3.0

3.1 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 School’s OSR has been with it since it began offering the B.C. program. He is the OSR for all four CSEEC B.C. program schools operating in Shandong Province. The Team examined the



revised (October 2018) OSR's job description and confirms that he meets the requirements of section 3.1 of the inspection catalogue and section 14 of the Agreement.

The owner/operator and OSR are aware of their obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the school(s) operation(s). They are also aware of their obligation to report the dismissal, suspension or discipline of a B.C. -certified teacher as outlined in section 17 of the Agreement.

The OSR has established a good working relationship with the owner/operator, B.C. principal and the Chinese host school.

3.2 The principal meets the requirements as outlined in section 3.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The principal is new to the school this year, having been principal at another B.C.-certified school from 2013 to 2017. Prior to that, he was a teacher in Canada and China over a 12-year period.

The team examined the principal's job description and confirms that he is responsible for the instruction of students and effective delivery of the BC curriculum and educational administration of the school. The job description refers specifically to the 2004 graduation program learning outcomes and curriculum organizers, with no mention of the new curriculum.

The principal is aware of their obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the school(s) operation(s). They are also aware of their obligation to report the dismissal, suspension or discipline of a B.C. -certified teacher as outlined in section 17 of the Agreement.

The Team examined the principal's contract, which is the standard contract offered to CSEEC B.C. principals. The Team confirms that the contract contains the provisions required in Section 3.2 of the inspection catalogue.



3.3 The School meets the administrative support requirements as outlined in section 3.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School employs a full-time administrative assistant and assistant administrative assistant who work well together to provide support to the principal and teaching staff. The administrative assistant is responsible for the student records, Windsor/TESS student information system and other general areas to support the teachers and school.

In addition, the teaching vice-principal works with the principal (20% FTE) in the general administration of the School. The rest of his time (80%) is devoted to teaching.

3.4 The School meets the Student Record requirements as outlined in section 3.4 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The student records are kept in the main office in a four-drawer filing cabinet. The student files are organized and are well maintained. They are maintained by the administrative assistant and contain all the elements listed in section 3.4 of the inspection catalogue. The files also contain the 2018 version of the Student and Parent/Guardian *Consent for Storage and Access of Personal Information* forms. The student files are kept by the administrative assistant who also manages the Windsor/TESS student information system.

3.5 The School meets the teacher certification requirements as outlined in section 3.5 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team examined the teacher files and confirmed that each teacher file has originals or copies of the teacher's resume, *2018 Teacher and Principal Consent Form for Direct Collection, Use and Disclosure of Personal Information*, teacher's contract, passport, Residence permit (or work permit), degree(s) and self-evaluation.

At the time of the inspection, of the six teachers, two have Certificates of Qualification issued by the Teacher Regulation Branch and four have letters of temporary exemption from the B.C. Ministry of Education (one expires November 26, 2018 and three expire January 7, 2019). The School is reminded that only B.C.-certified teachers or teachers with current and



valid Letters of Exemption from the MoE are allowed to teach the B.C. program. **The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.**

Unfortunately, the School had to replace four of the six teachers this year. This has created difficulties for the principal to prepare his staff fully for the implementation of the new curriculum. However, the principal and vice principal continue to work with the new teachers assisting them to understand the philosophy of the new curriculum and how teaching and learning strategies need to change in order to implement it successfully.

EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Initial steps have been taken to develop a common understanding of the new B.C. curriculum, its philosophy, concepts, required pedagogy and content. The minority of teaching staff are in the process of updating courses to align with the new curriculum, and to ensure that the grade 10 curriculum will be fully implemented by the end of the semester. The majority are new to the School and have not had the opportunity to acquaint themselves with the new curriculum and to conduct course planning based on the new curriculum.

There is some evidence of teachers beginning to prepare for implementation of the Grades 11 and 12 curricula in the 2019-20 school year by familiarizing themselves with the new curricula for grades 11 and 12.

The teaching staff is incorporating teaching strategies that support the implementation of the new curriculum by providing students with opportunities to collaborate, problem solve, do project-based learning and engage students by finding ways to make material relevant. The staff is commended for creating a safe and welcoming learning environment for students, and for initiating creative and engaging school-wide activities.

Requirement:

The School is required to fully implement the grade 10 curriculum according to B.C. standards. The Team strongly recommends that the school continue to engage in ongoing professional development to help teachers develop a common understanding of the new curriculum, and to support them in their planning, delivery and assessment.



The School is required to incorporate First Peoples Principles of Learning into teaching strategies.

4.2 The School meets the requirements for English language assessment and acquisition as outlined in section 4.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team examined the 2018 version of the English entrance test that is used to gauge the language proficiency of incoming students. The test is composed of seven sections: Reading (20%), Writing (30%) and Listening, Oral, Parts of Speech and Grammar (each 10%). A copy of the test results is placed in the student's file for teacher reference. The test is administered by the principal and graded by him or his designate. Only students who pass the test are admitted into the B.C. program by the principal and students are allowed one rewrite after they have had time to improve their English skills. To improve the language acquisition of the applicants who fail the admissions test, some are permitted to audit English classes. They are not registered in the School, given credit or any grades and do not get a PEN number.

Students' language acquisition progress is monitored by the principal and vice principal through the quarterly marks for each of their regular English grade-level courses and their locally developed ESL 10 BAA course.

In order to strengthen student proficiency in language, the school timetable provides two blocks per semester for English studies. Therefore, a student in grade 11 or 12 may study Communications 11 or 12 and also English 11 or 12, noting that English 12 is a linear course.

4.3 The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 4.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

CSSS offers one BAA course, ESL 10, which supports grade 10 students with their English language proficiency. The School also offers three courses that are exempted from having B.C.-certified teachers teach the course: Mandarin 10, Mandarin 11 and Mandarin 12. Physical Health Education 10, although exempted by the Ministry of Education from having a B.C.-certified teacher will be taught by a B.C.-certified teacher in the second semester.

The OSR confirmed that the ESL 10 BAA template has been updated and has the required approvals.



4.4 The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (d) of the Agreement; namely, that all B.C. 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 did not visit all of the classrooms due to timetable constraints. However, the Team did review all of the course overviews, unit plans and examples of assessments. It was observed that grade 10 curricular planning had been updated for only one grade 10 course (ESL 10). The teachers who have recently arrived at the school were unable to demonstrate course planning in alignment with the new curriculum: Drama 10, Math 10 and Career Life Education were based on prescribed learning outcomes from the old curriculum. There was very little evidence of teachers aligning their assessments with the learning standards of the new grade 10 curriculum.

Teacher lessons plans were detailed and demonstrated a thorough approach to planning daily classroom activities. The Team observed that teachers are continuing to use the traditional 'course overview' method to show curricular compliance for most grade 11 and 12 courses for the 2018-19 school year. However, it was also noted that some teachers are beginning to prepare for the implementation of the grades 11 and 12 curricula by familiarizing themselves with the new curriculum documents. The team observed that planning documents (course overviews and unit plans) were not readily available for Social Studies 11 and English 12.

Requirement:

The School is required to complete the required planning documents (course overviews and unit plans) for Social Studies 11 and English 12 as well as revise the taught curriculum of Drama 10, Math 10 and CLE 10 to align with the new curriculum.



4.5 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:

Students at CSSS currently attend school for 5 hours per day over the course of the school year. This results in 925 actual school hours, which is well above the minimum requirements set by the Province.

4.6 The School meets the assessment methods requirements as outlined in section 4.6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The principal oversees the invigilation of all exams. The correct software and security are installed on each computer and is updated before each exam session.

The Team notes a wide discrepancy in the course/exam mark differential in 2016-17 for both English 12 and Communications 12. The differential was close to 25% for English 12 and at 20% for Communications 12.

The Team also reviewed the School's English 12 and Communications 12 exam results in the TRAX report from April 2018. The discrepancy between the exam mark and the reported course mark for English 12 was over 30%. The School must address this differential and ensure that course marks are better aligned with Provincial standards.

In contrast, the Team also noted that the course/exam mark differential for Communications 12 in April 2018 was less than 3%, demonstrating vast improvement in aligning with Provincial assessment practices in this course last year.

The Team observed examples of both formative and summative assessments being used by CSSS staff. There was evidence of rubrics with clear criteria for success being used in some classes.

Commendation:

The School is commended for its minimal course/exam mark differential for Communications 12 in April 2018.



4.7 The School meets the learning resources requirements as outlined in section 4.7 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The library has a good collection of print fiction and non-fiction. Additional titles that are graded for English language learners have been ordered this year to support classroom teaching and reading for pleasure. The principal plans to add 200-300 fiction and non-fiction titles to the library each year for the foreseeable future. Both the owner/operator and the host school contribute to the annual learning resource budget.

The library also houses a small pod of computers that are primarily used for internet research. Each classroom has a projector, a SMART board and a computer. Teachers are also provided with laptops with wireless Internet access that can be used in the classroom.

The School has two computer labs (one with 30 and another with 50 computers). The third floor computer lab has recently been upgraded.

Teachers use a variety of resources including textbooks, the internet and their own curated materials in their teaching.

Commendation:

CSSS is commended for developing a digital library of teaching resources. The Team encourages the School to continue to curate resources that will support the staff in implementing the new curriculum this year and in years to come.

4.8 The School meets the student progress report requirements as outlined in section 4.8 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School is a semester school but does have linear courses such as English 12. Progress reports are issued in the middle of each semester and term report cards at the end of the semester.

The interim progress is an indicator of student achievement and simply states a pass (P) or fail (F) for each course that the student is studying. Alongside this letter grade, there is a section that allows the teacher to comment on non-academic behaviours such as effort, attitude, respect, etc. In these instances, satisfactory (S) or unsatisfactory (U) is used.



The term report card is generated by the student information system software, Windsor/TESS.

Report cards are issued at the end of each term (November, January, March and June), followed by three-way parent-student conferences. Teacher comments are written in both English and Mandarin. The teachers regularly communicate with parents outside of these formal reporting windows to have discussions geared towards student success. Parents are informed in the parent hand book that they may contact the school at any time to discuss their child's progress. Translation services are provided in a variety of ways in order to ensure effective communication between the School and parents. Staff at CSSS are commended for their commitment to providing students and their families with regular feedback on student progress and well-being.

The School has a well-developed protocol for supporting students who are 'at risk' of being unsuccessful for a variety of reasons (attendance, assignment completion, concept attainment or behaviour). Parents are informed by the school when a teacher has initiated this process by filling in an 'at risk' intervention form. The teacher, principal and the student work collaboratively to understand the student's challenges and to develop strategies to support the student in achieving success. This often results in a meeting involving both the student and the parent.

POLICY DEVELOPMENT 5.0

5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The parent and student handbook is published in both English and Chinese versions. It consists of seven sections: (a) Introduction, (b) School Organization, (c) Assessment and Evaluation, (d) Policies, (e) Graduation Requirements (f) Schedules and Routines (g) Student Conduct. The detail in these sections provide both students and parents with the information they need about the school's policies, procedures and rules. The handbook meets the requirements of the inspection catalogue.



5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The 2018-19 staff handbook consists of seven sections: (a) Mission Statement and School Philosophy, (b) CSSS: The Unique Teaching Environment, (c) School Organization, (d) Assessment and Evaluation, (e) School Routines and Procedures and (f) Appendices. The staff handbook is consistent with the school system and meets the requirements of the inspection catalogue. It is a valuable resource for the new teachers at CSSS providing information about their new school, its philosophy and operating policies.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

CSSS does not 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 agreement with Coquitlam School District 43 to accommodate CSEEC students in summer programs providing a unique opportunity for CSEEC students to experience studying onshore in a British Columbia learning environment,
- the minimal course/exam mark differential for Communications 12 in April 2018,
- initiating a digital database of learning resources for use in the new curriculum,

Requirements

In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 28, 2019, the owner/operator provide the Executive Director of International Education and Independent Schools, responsible for B.C. Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- The School is required to fully implement the grade 10 curriculum according to B.C. standards.
- The School is required to incorporate First Peoples Principles of Learning into teaching strategies.
- The School is required to complete the required planning documents (course overviews and unit plans) for Social Studies 11 and English 12 as well as revise the taught curriculum of Drama 10, Math 10 and CLE 10 to align with the new curriculum.

SUMMATIVE RECOMMENDATION

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

