

# Certification Inspection Report

## BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - ZHENJIANG

ZHENJIANG, JIANGSU PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 30 – DECEMBER 1, 2020

## INTRODUCTION

On November 30 - December 1, 2020, an online certification inspection was completed on Maple Leaf International School-Zhenjiang (MLIS-Z) in Zhenjiang, Jiangsu, 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 Ms. Wendy Hyer and Mrs. Beverly Pulyk (Chair).

The School's BC program has an enrolment of 253 students, in grades 11 and 12. The full secondary program also includes 131 grade 10 students enrolled in the Maple Leaf World School (MLWS) program and approximately 40 students in a foundational English Second Language (ESL) program. A Chinese kindergarten to grade 9 school shares the facilities with the international programs. The entire School, which houses the BC program, MLWS program and K-9 Chinese school enrolls approximately 900 students.

During the 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 virtually with the Maple Leaf Education System (MLES) Assistant Superintendent, BC Principal, BC teachers, Chinese headmaster, Chinese principal, ESL director and members of the student union.

The Owner/Operator, China Maple Leaf Education Systems Ltd. (CMLES), under CEO Dr. Sherman Jen, is responsible for the BC program. CMLES is celebrating 25 years of operation. From the first Maple Leaf school in Dalian, the system has grown to include 106 schools (15 international high schools, three K-9 foreign national schools and numerous Chinese pre-school, elementary and middle schools).



As noted in the *BC Offshore School Program Annual Report for the School Year 2020-2021* (the Annual Report), the BC program's philosophy 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 internationalized society.*

MLES has an objective *to work to develop students to their best potential and to provide them with a world of opportunity as global citizens.*

Special features of the school identified by administration are the student support network, the variety of electives and extra-curricular programs, and the staff members' contribution to the MLES.

The Team would like to thank the staff of MLIS-Z for its hospitality, cooperation and thorough preparedness for the inspection visit.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>No requirements for the School were noted in the previous inspection report. The School responded to all seven suggestions from the previous report. Administration shared, that due to the current pandemic, the School was unable to place as strong a focus in some areas as they would have liked; as such, those areas will continue to be a focus for this school year.</p>			

## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team confirms the business plan noted in the Annual Report. The School has seen a decline of enrolment which administration attributes to the availability of other international schools in the area, increased tuition, and the impact of the current pandemic. The hope is that the School's enrolment will rebound next year.</p>		



MLES is in its fourth year of engagement with Cognia accreditation which addresses system-wide school improvement. Goals are developed by the superintendent's office and senior leadership, with each school in the system engaging monthly in a Cognia activity for ongoing school improvement.

Students enrolled in the BC program graduate with both BC and Chinese diplomas. The majority of the students live on campus while their parents live in various geographical areas; as such, the School utilizes technology to communicate with parents. QQ and WeChat are common platforms utilized for this purpose. For ease of translation, Chinese counsellors generally communicate with parents on behalf of the BC staff. In addition, the Principal or designate hold information meetings for parents throughout the year. MLES organizes University and College recruitment fairs for students and operates a Graduation Centre at the head office in Dalian, with service offices located at various MLES school campuses. Of note, 43 graduates from last year are studying in Canada while 89 are studying elsewhere in the world.

The most significant change at the School this year is that the grade 10 students are enrolled in the new Maple Leaf World School program. As noted in the Annual Report, "Maple Leaf is committed to the grade 11 and 12 students enrolled in the BC program and will ensure their graduation with the BC Dogwood".

With the decrease in enrollment, administration was able to easily staff the School this year; only one new teacher was hired. Due to the current pandemic, five teachers have yet to arrive in China. Chinese staff or other BC teachers are in the classroom on the ground in China while the remote teachers engage with students online. As with schools around the world, MLIS-Z staff quickly adapted to remote learning in order to continue to effectively deliver the BC program to students. Canvas Learning Management System, Zoom, Teams and WeChat platforms were employed to support online learning. In preparation for online teaching and learning, teachers received two weeks of training on Canvas followed by a week of training for students. Administration notes that the silver lining of remote learning has been better technology access and improves assessment practices.

MLIS-Z twins with Maple Leaf TRU School and Maple Leaf KPU School.

**Commendation:**

The Team commends MLES and the staff of MLIS-Z for accepting and adapting to the necessary shift required for online teaching and learning that came with the pandemic and for embracing Canvas as a system-wide tool to support the virtual classroom.



## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team confirms that the Owner/Operator meets the requirements set forth in the Agreement.</p>		

<b>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.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team verifies that the Owner/Operator has the following written approvals to operate:</p> <ul style="list-style-type: none"> <li>• A certified translation of a letter dated August 10, 2013, from Zhenjiang Ministry of Education (RE: reply to request for setting up high school curriculum at MLIS-Z). There is no expiry for this approval.</li> <li>• A Chinese and English Private Non-enterprise Registration Certificate dated May 29, 2019 (expires May 29, 2023) from the Zhenjiang New District Social Development Bureau. The Bureau's seal is on both copies.</li> </ul>		

<b>2.04-2.05 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The MLIS-Z is located within a large self-contained gated community; security guards are located at the entrance to the property. The property includes a teaching building, administration building (including cafeteria, gymnasium and auditorium), staff residences, dormitories, flag ceremony meeting area, track, various sport courts and play areas. Recent upgrades to the school facilities include: a resurfaced gymnasium floor, replacement of gymnasium lighting, repainted gymnasium walls, repainted hallway walls in the teaching building, rebuilt foods lab, and expanded learning commons area.</p> <p>The Team reviewed the following building safety documents:</p>		



- A 2013 report from the Suzhou Police Station RE: Fire Safety Inspection Results of the Constructed Structure. Reports are not issued yearly, rather a report is required according to Chinese law whenever a building on campus is expanded or reconstructed.
- A Food Business License issued by Zhenjiang New District Market Supervising and Management Department, valid from April 24, 2019, to June 26, 2021.

The translations were completed by a Chinese staff member.

The Team verifies the existence of emergency planning documents, such as earthquake, fire, lockdown, evacuation, COVID-19, and unplanned temporary or permanent closure of the School. The Assistant Superintendent acknowledged head office reviewed the plans and sent them to the OSR. Students at MLIS-Z practise fire, earthquake and evacuation drills four times a year. To date, the lockdown drill developed has yet to be practised as lockdown situations do not happen in this area of China. Following a discussion with the Principal, he saw value in the need to practise these drills this year as a way of preparing students for situations they may potential encounter when studying in other areas around the world.

Approximately 98% of the students live on campus with most of the students returning home on weekends. Chinese staff members supervise students outside of school hours. BC teachers and administration communicate with the Chinese support staff as needed about issues affecting students. A nurse provides on-site medical services 24 hours per day.

Based on information reviewed during the inspection, the Team deems the facilities suitable to support the BC program.

**Commendation:**

The Team commends the School for the facility improvements with the expanded Learning Commons area, Culinary Arts Lab and refurbished gymnasium.

**2.06 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  
Partially Met

Requirement  
Not Met

**Comment:**

The Offshore School Representative (OSR), appointed by the Owner/Operator and approved by the Province, represents all MLES schools. His extensive experience as a teacher and administrator in BC and China provides him the knowledge and expertise required of the position. The Superintendent and Assistant Superintendent, who live in China, work hand in hand with the OSR to ensure all duties noted in 2.06e of the *Annual Report* are completed.



The OSR was not present during the inspection; the Assistant Superintendent was available in his place.

The OSR also acts as the Superintendent for Maple Leaf Global Education and serves as a member on the MLES Board of Directors. One of the criteria of an OSR, as noted in the Agreement, is that the person have “no affiliation with the Owner/Operator other than through the OSR’s contract with the Owner/Operator”. At this time, the Ministry of Education has granted MLES an exemption from this criteria.

**2.07 The Principal meets the requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Principal was appointed to his position at MLIS-Z effective the 2019/20 school year and is responsible for the duties of a principal as noted in Section 2.07 of the Annual Report. The Principal possesses experience as a BC offshore teacher, department head and vice-principal within MLES. He is fluent in Chinese; this is a tremendous asset in his position and to the School.

**2.08 The School meets the administrative support requirements as outlined in section 2.08 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Principal of the School is supported by the following people: full-time vice-principal, school secretary, and department heads. The Chinese headmaster, Chinese principal, Language Elective Program Director, and staff in the finance and admissions departments on campus support both the BC and Chinese programs. The Superintendent and Assistant Superintendent support the BC staff at MLIS-Z. MLES supports the School with such things as policy development, teacher recruitment, curriculum development and professional development.

PowerSchool Student Information System is used to store and transmit school and student data to the BC Ministry of Education; it is managed by the administrative team.

The School meets the level of internet connectivity as required by the BC Ministry of Education.



**2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Inspection Catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

Student files, housed in the administration office, are maintained by the school secretary. A random review of student files confirms they contain all elements as outlined in section 2.09 of the Annual Report including the signed 2020/21 BC Ministry of Education's Personal Information Consent Form. The files are stored in fireproof cabinets, although much information is also available digitally on PowerSchool.

**2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

The Team confirms the majority of the items in sections 2.10 through 2.18 of the BC Offshore School Program Annual Report.

The School employs 21 BC teachers (including administration) with five having completed their teacher education programs in BC. There is one teacher who possesses a subject-restricted independent school teaching certificate; that teacher is teaching BC courses within the restriction. There are two teachers whose BC Certificate of Qualification applications are in process; one has a valid letter of exemption (LOE) from the Ministry of Education, the other has an expired LOE. The Team confirms the COQ application for the teacher with the expired LOE is complete and in process. Five BC teachers have yet to arrive in China of which three are expected to arrive before the start of the second semester. As previously mentioned in section 1.0, Chinese staff or other BC teachers are in the classroom on the ground in China while the remote teachers engage with students online.

In addition to the 21 BC teachers, there are three Chinese teachers who teach Mandarin and/or Chinese Culture and Social Studies. The Team confirms that these teachers are locally certified; a criminal record check is required as part of the Chinese teacher certification process. Courses offered in languages other than English, with the exception of the Mandarin 11 and 12, require a letter of exemption from the BC Ministry of Education (Independent Schools and International Education Branch), indicating approval for the locally certified teachers to teach these courses. At the time of the inspection, there was no letter of exemption on file.



There a number of Chinese staff working with BC program students as noted on Appendix 2 of the Annual Report. The Team confirms that criminal record checks are on file for these employees.

The Team completed a random review of teacher files. The files reviewed indicate they contain the necessary employee information. The terms and conditions of employment are included in the teacher and principal contracts.

Professional development for staff last year consisted of: summer course for principals and vice principals, summer orientation for new teachers, system wide-professional development for all MLES teachers in late August, a number of half-days for school staff, and a number of system-wide days throughout the year. A similar number of professional development days will be held this year. As mentioned in a previous section, the pandemic forced a temporary closure of the school last year resulting in additional system-wide professional development in the use of Canvas.

**Requirement:**

The School must address the issue of a non-authorized teacher teaching BC credit courses. The OSR must contact the Ministry of Education (Independent Schools and International Education Branch) by email to request and confirm that the non-authorized teacher receive an extension to the previously issued LOE.

The School is required to have a valid letter of exemption on file from the BC Ministry of Education, for each of the Chinese Social Studies courses taught by locally certified Chinese teachers, for which the students receive BC credit.

**2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

As per Maple Leaf's 3-year transition strategy to the MLWS program, the School no longer offers the BC program in grade 10. Due to COVID-19, grade 11 and 12 curricula is a blended program of both face-to-face and online instruction. The School uses Canvas to support online learning.

The Team reviewed documents and discussed implementation of the redesigned curriculum with teachers and administrators. It is evident from the conversations and documentation that the new curriculum continues to be implemented in grade 11 and 12. The Team also observed that the teaching staff seem genuinely enthusiastic about the new curriculum and are committed to its implementation on a day-to-day basis.





Curricular documents and teachers in various departments were able to provide examples of individual and group-based, project-based and inquiry-based learning, some of which allowed for student choice. Other forms of student learning included direct instruction, note-taking, worksheets, class discussion, debate, role playing, lab experiments and both virtual and teacher-lead simulations. Four-corners, literacy circles, jigsaw, dioramas and T-charts are strategies employed by some teachers to engage students.

First Peoples Principles of Learning have been integrated into course overviews. As well, some overviews identify specific topics that connect with Indigenous knowledge, such as: local ecosystems and First Nations perspective on balance in nature; the development of trade and early First Nations economies; and correlations between the First Peoples Principles of Learning and Chinese Learning Principles. Staff input indicated that they incorporate the First Peoples Principles of Learning into their teaching, however, explicit teaching of the principles to students continues to be a challenge for some teachers. The Team encourages the School to further explore teaching and learning resources for integrating First Peoples Principles of Learning across the curriculum and embedding content into the curriculum.

The Core Competencies have also been integrated into course overviews. Teachers provided examples of how they were utilizing the broad three Core Competencies in planning for instruction and were using staff and student designed rubrics to engage students in the self-assessment of the Core Competencies.

Teacher surveys indicate that MLIS-Z has supported implementation of the BC curriculum by providing ongoing professional development at school-based professional development days, staff meetings and department meetings. As well, teacher resources are shared amongst staff through the school SharePoint. This year, some staff are working collaboratively in using backward design to plan for student learning.

MLES System Coordinators and Curriculum Writers provide system-wide professional development to support the shift to online teaching and implementation of the redesigned curriculum, including Core Competencies, inquiry, self-assessment, and the 12 common instructional strategies used to support ESL learners. Videos and instructional materials are available to all teachers on the BC Curriculum Hub and Canvas. Teachers noted they value the system support that MLES provides.



**Commendation:**

The Team commends MLES for the development of the BC Curriculum Hub that supports teachers with necessary school/system information, curriculum planning documents, professional development while at the same time providing a platform for collegial sharing.

The Team commends the staff for their collaboration and commitment to building a supportive community that make MLIS-Z a wonderful place to work and, at the same time, creating a positive school culture that enhances student learning.

**2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

In the transition to the MLWS program, the English language assessment and both the Bridging and Foundation programs have been maintained. The entry assessment consists of reading, listening and writing components. The management of the student admissions process is jointly administered by the BC Principal and headmaster.

The Team saw evidence of a system-wide approach to support English language acquisition in grades 11 and 12. Students are enrolled in 8 English credits per grade level to support their English language acquisition. Additionally, the School focusses on the development of English language and literacy skills across all content areas. Teachers use the 12 English language acquisition strategies; examples include using visual exemplars, response journaling, Think-Pair-Share and frequent quick check-ins. As well, teachers use vocabulary.com to support vocabulary development in their subject areas. Students have access to computer-assisted English learning (memrise.com) for individual study. Further, speech contests and spelling bees are organized to encourage English use.

A school-based team monitors student progress and, as needed, additional academic supports are provided to students through the STEPS Program. Depending on the level of support needed, this program supports at risk students through one or more of the following: a designated Success Room, teacher-lead English tutorials, peer tutoring and/or study hall.

At the start of each school year, a word identification assessment, the *San Diego Quick Assessment*, is used to determine students' reading levels. In some courses, students are assessed in improvements in vocabulary. Also, students' English language proficiency is assessed informally on an ongoing basis through their writing and speaking samples in course work.



**Commendation:**

The Team commends the School for implementing the STEPS Program; a school-wide, systemic approach to support students.

**2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School currently offers two approved BAA courses: Leadership 12 (YIPS12A) and Psychology 12 (YPSS 12A). Course overviews reflect the revised curricular framework and have the appropriate Ministry of Education approvals.

The School also offers several exempted courses: Mandarin 11 and 12, Chinese Social Studies 11 and 12, Chinese Social Studies 11 (Politics), Chinese Social Studies 11 and 12 (Art), and Chinese Social Studies 11 and 12 (Music). These exempted courses have been submitted for BAA approval and the School is awaiting BAA approval from the Ministry of Education. One of the courses the Ministry has requested further updates; MLES is working on the update to submit as soon as possible. The Ministry has indicated they will approve all BAA courses once this update has been received.

There are very few students that have required the use of the equivalency and challenge options. The Team confirms policies and records exist for these options.

**2.21(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 Partially Met

Requirement Not Met

**Comment:**

MLES Systems coordinators and curricular teams develop course overviews for required courses to align with the BC curricular frameworks. Overviews include the Big Ideas, Curricular Competencies, Core Competencies, content, unit plans, suggested activities, a suite of possible formative, summative and student self- assessment strategies, and the First Peoples Principles of Learning. Teacher input noted that while overviews are provided, teachers have the flexibility to revise unit and lesson plans.



As noted last year and upon review of the documentation this year, the Team saw evidence that while *most* Grade 11 and 12 course documents have been updated to reflect the redesigned curricular framework, course overviews for Mandarin 10-12 were incomplete as integration of the Core Competencies into planning documents has not yet occurred.

**2.22 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 Partially Met

Requirement Not Met

**Comment:**

All students in the School are working toward earning both a Dogwood Diploma as well as the Chinese Graduation Diploma. The School provides 5.75 hours of instruction per day over a reported 181 days per year for a total of 1040.75 hours of instruction per school year. This exceeds the Ministry requirement of a minimum of 850 hours.

**2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

Student achievement results are used to analyze trends in student achievement and to set goals and areas of focus for student progress. The School reported it uses an extensive data tracking and monitoring systems called “Unity”, an automated excel-based tracking and communication platform, to monitor student learning. Results are also used to identify students requiring additional supports in the STEPS Program.

Teacher interviews and submitted documents gave evidence that MLIS-Z uses multiple formative and summative assessment practises that align with the BC Education Program. Formative assessment strategies include classroom discussion, socratic circles, in-class questioning, journal responses, peer-assessment, Kahoot reviews and exit slips. Summative assessment methods include presentations, labs, reflection journals/videos, assignments, projects, quizzes, unit tests, final exams, portfolios and rubrics. As well, reflective journals, learning maps and KWL charts are used to engage students in self-assessment. System designed rubrics are used to assess the Core Competencies.



Consistency in evaluation practices are discussed at department meetings and monitored by department heads and school administration. Teachers work collaboratively to organize their gradebooks and decide on common assessment practices. Department heads facilitate grading sessions on a regular basis, using school exemplars, the BC Performance Standards and MLIS-Z designed rubrics to ensure consistency and that grades align with provincial standards.

The School applies rigorous security and invigilation procedures for BC Numeracy and Literacy assessments. These procedures include: securing the E-room from students prior to the assessment, assigning students to a computer terminal, installing PEN's and passwords for all students based on assigned seating, confirming students' PEN and name by checking ID, removing all unneeded items from the students' possession, and requiring invigilators to submit completed exams and record confirmation numbers. All exams are overseen by the Principal.

#### **2.24 The School meets the learning resources requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

##### Comment:

Through photos and a video provided, the Team notes that the facilities include a gymnasium, sports courts, science labs, a recently constructed Culinary Arts Lab and that classrooms have a white board, projector and internet access. The School recently created a learning hub that includes upgrades to the BC library, the addition of student study bars throughout the hallway and the addition of a dedicated Success Room.

The School has two computer labs and all teachers have a computer. Although the School has a bandwidth of 400 Mbps, the need for online learning has impacted internet connectivity. MLES uses Canvas to support online instruction. Teachers reported that while internet connectivity is adequate, it is slow. Staff noted that improved Wi-Fi capabilities would enhance teaching and learning.

It was reported that the Library has a varied collection of print and digital resources available to staff and students for study and research and that the School purchases additional resources each year. MLES provides *ProQuest: Canadian Curriculum Edition E-Library* and *Sora/Overdrive E-book Collection* for the School's library. *ProQuest* is an online database that provides multiple types of resources to supplement instruction and research. *Sora/Overdrive* offers a collection of both audio and e-book resources for class-assigned and leisure reading. Print resources are leveled to assist students in selecting appropriate reading materials. Teachers indicated that classroom resources, including texts, novels, library resources,



printing services and various software was adequate and expressed appreciation for access to multiple teacher resources on SharePoint.

Each year, the school is provided a budget for the acquisition of learning resources. There is also a clear policy in place to ensure all learning resources used in the school are approved by either the Assistant Superintendent if purchased from head office, or the BC Principal if purchase locally.

**2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School reports to parents six times each school year with two formal reports and one informal interim report per semester. Progress reports include attendance, work habits, letter grades, percentages and comments in both languages for each subject. After the first and third reporting periods, the school holds parent-teacher meetings. Locally certified counselors provide translation services and communicate with parents as issues arise throughout the year, and at the request of the parent, BC teacher or Principal.

Two-way communication with students and parents is established electronically using social media platforms and the School's Chinese website. As well, the School uses *PowerSchool*, which allows parents and students to track academic progress and attendance. Parents often communicate with staff via email.

**2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The parent/student handbook is reviewed and/or updated each year by MLES for all schools in the system. Each MLES principal is expected to update the handbook to personalize it to reflect their local school. The 39-page parent/student handbook is written in both English and Chinese and readily available to parents and students in print and digitally. The Team confirms that the handbook meets the requirements as outlined in the *Annual Report* (i.e. Appeals and Dispute Resolutions Policy; policies related to student assessment, admissions, conduct, supervision).



**2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The 145-page teacher handbook is developed by MLES and updated as needed and/or required. The handbook includes a variety of policies and procedures and meets all requirements as outlined in the Annual Report.

**2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

Not Applicable

**Comment:**

The School offers three courses via distributed learning, including Anatomy and Physiology 12, Physics 12 and Pre-Calculus 12. Courses are offered through the Ministry approved distributed learning service provider: School District No. 73 Global Education, Kamloops, BC. The academic advisor and subject teachers provide support for the 4 students currently enrolled. The Team saw evidence that MLIS-Z has an equivalency review policy in place.

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Maple Leaf International School - Zhenjiang for:**

- accepting and adapting to the necessary shift required for online teaching and learning that came with the pandemic and for embracing Canvas as a system-wide tool to support the virtual classroom.
- for the facility improvements with the expanded Learning Commons area, Culinary Arts Lab and refurbished gymnasium.
- for the development of the BC curriculum hub that supports teachers with necessary school/system information, curriculum planning documents, professional development while at the same time providing a platform for collegial sharing.
- the staff for their collaboration and commitment to building a supportive community that make MLIS-Z a wonderful place to work and, at the same time, creating a positive school culture that enhances student learning.



- the School for implementing the STEPS Program; a school-wide systemic approach to support students.

## Requirements

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 12, 2021, 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 issue of a non-authorized teacher teaching BC credit courses. The OSR must contact the Ministry of Education (Independent Schools and International Education Branch) by email to request and confirm that the non-authorized teacher receive an extension to the previously issued LOE. (Section 2.10 -2.18)
- have a valid letter of exemption on file from the BC Ministry of Education, for each of the Chinese Social Studies courses taught by locally certified Chinese teachers, for which the students receive BC credit. (Section 2.10 -2.18)

### **NOTE FROM MINISTRY:**

**The two requirement listed above have been addressed to the Ministry's satisfaction. This School remains in good standing for the 2020/21 school year.**

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

