INTRODUCTION

On December 1-2, 2019, a virtual certification inspection was completed on Maple Leaf International School – Henan (MLIS-He) in Luoyang, Henan 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 Mr. Des McKay (Chair) and Dr. John Churchley.

The School’s BC program, which is located in the main building and has an enrolment of 221 students in Grades 10, 11 and 12. The campus also includes a primary school with 857 students and a middle School with 265 students. All three Maple Leaf programs have their own principal, including a Chinese high school principal. All three programs are under the oversight of Headmistress Ms. Su. Documentation provided to the Team indicates that MLIS-He has an enrollment capacity of 3,000 students, and at the writing of this report, the total number of students registered at the School, including the BC Program, is 1,343 students.

The Owner/Operator, Dr. Sherman Jen, China Maple Leaf Educational Systems Ltd. (CMLES), is responsible for the BC program. CMLES has 15 schools offering the BC program, three foreign national schools (Grades K-9), 24 Chinese elementary and 23 Chinese middle schools. CMLES operates two high schools in British Columbia one on the campus of Thompson Rivers University in Kamloops and the other the campus of Kwantlen Polytechnic University in Richmond. More than 8000 students are enrolled in BC programs offered by CMLES.

The CMLES educational 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.

During the virtual inspections 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 assistant superintendent of Maple Leaf Education Systems who represented the Offshore School Representative, the headmistress, the Chinese principal, the BC principal and BC teachers.

The Team would like to thank Maple Leaf International School-Henan for its cooperation and tireless work preparing for this virtual inspection.

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
There were no formal requirements in the previous report, and the School has followed up on all the suggestions made in the previous report

Commendation:
The Principal is to be commended for the time and work put into preparing for this virtual inspection. Her leadership and support were very much appreciated by the Team.

BUSINESS PLAN 1.0

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<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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Comment:
CMLES has a business plan on file with the BC Ministry of Education which includes future growth and development of MLIS-He. A major component of that plan is to increase enrollment across the system. Up to the writing of this report, MLIS-He had undertaken a number of initiatives to help increase enrollment. These initiatives included recruitment at local middle schools, web advertising and the use of social media, as well as information sessions for the public and parents.

The BC program currently has 221 students enrolled, however, the projected enrollment for 2020/2021 was for 350 students. The expected increase in enrollment for the BC program was based on Luoyang’s transition to a metropolitan area and access to many more students.
The School now has its own bus stop making access to the School much easier. Longmen Station is a central hub for the bullet train that connects Luoyang with major cities throughout China. A subway spur from Longmen station to Luoyang is currently under construction and will have a subway stop at MLIS-He significantly increasing the School’s accessibility to surrounding districts.

MLIS-He’s enrollment capacity is 3,000 students, but with Luoyang’s expected surge in growth, the School will reach maximum capacity within five years. To accommodate its anticipated growth, CMLES had planned to build a new high school on property adjacent to the School.

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 requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement.

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.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirmed that the Owner/Operator is meeting the requirements set forth in the Agreement and has the appropriate permits and licensing in place to operate MLIS-He. The following permits were made available to the Team:

- A permit Of the People’s Republic of China In Running A Private School (elementary, middle and high school)
- A Registration Certificate of Private Non-Enterprise Unit (elementary, middle and high school) from the Luoyang Education Bureau
- A Henan Provincial Department of Education document allowing MLIS-He to offer bilingual programs and dual diplomas in high 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.

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**Comment:**
The Team examined inspection approval certificates from the local fire authority, the local municipality for the inspection of the school buildings as well as the certificate to operate the school cafeteria. The School produced documents from the local authorities confirming that the safety and cafeteria codes and regulations are being met.

The following licenses were made available to the Team:
- Building, Fire and Cafeteria compliance documents
- Luoyang Fire Department Fire Protection Advisory Report for New Construction
- Food Business Licence
- People’s Republic of China Construction Land Planning Certificate

The School has a schedule of fire, earthquake and lock-down drills for the year. The School is to be commended for its way finding and emergency procedure signage that is posted in every classroom and throughout the school hallways. The graphics on the signage, which are exceptional, illustrate what to do in various emergency situations.

CMLES has a centralized plan for the evacuation and accommodation of students in the event of an unplanned temporary or permanent closure of MLIS-He. This plan involves a coordinated response by CMLES senior administration, local authorities and MLIS-He administration to insure the care and safety of students and staff.

**Commendation:**
The School is to be commended for its use of exceptional graphics on its safety and way finding signage to illustrate what to do in various emergencies.

### 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 assistant superintendent represented the Offshore School Representative (OSR) during the inspection. Her attendance throughout the inspection was very helpful and much appreciated. It is the Team’s understanding that due to the rapid growth of the CMLES organization, the OSR is unable to attend every school inspection. It is also the Team’s understanding that as the organization has expanded the roles and responsibilities of the
OSR have changed to include Superintendent of Global Education and Executive Director: Board of Directors. With the increase in responsibilities the OSR has delegated many of his responsibilities to system leaders such as teacher recruitment to human resources and regular contact with schools to the superintendent and assistant superintendent of BC programs.

The assistant superintendent, as the OSR’s representative, has confirmed the OSR’s obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School’s operations.

Commendation:
The assistant superintendent is to be commended for her commitment to the School and the virtual inspection process.

The assistant superintendent is to be commended for her role as a leader mentor and staff/system developer.

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 has 10 years’ experience in secondary education, and five years in elementary and middle school education. During her teaching career, she has held a number of leadership positions including ESL teacher coordinator and science department head coordinator. The Principal earned her Master of Arts in Educational Leadership and Management through Royal Roads University, and in August 2019 was appointed principal of MLIS-He. The Principal has an Interim Subject Restricted certificate and is waiting for her COQ. The last piece of documentation required to complete her file, has been received by the Teacher Certification Branch (TCB).

The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

Commendation:
The Principal is to be commended for her passion and “servant leader” style of leadership. Her enthusiasm and leadership are very much appreciated by staff.
### 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

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**Comment:**
The School has a Principal and receives valuable administrative support from the Headmistress, the Chinese administration and CMLES head office. The assistant superintendent of CMLES provides guidance and oversight and the School receives administrative support through a part-time bilingual BC secretary/foreign affairs secretary, bilingual admissions team and the School’s Chinese finance department. CMLES also provides support through a network of system curriculum, professional development and technical coordinators.

The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

### 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:**
The Team randomly selected 30 students, 10 from each grade level, and presented the list to the School’s administration on the first morning of the inspection. All 30 files were individually reviewed by the Team via video conference. Each of the required documents outlined in section 2.08 of the inspection catalogue was verified by the Team. All files reviewed by the Team included updated student and parent consent forms.

**Commendation:**
The Principal and her office staff are to be commended for their record keeping system and preparedness for the virtual review of teacher files and 30 student files.

### 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.

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**Comment:**
The Team reviewed every teacher file, including the Principal’s, via video conference. Each file was checked to include the following items: COQ, teacher contract, teacher evaluations, personal consent form, teacher emergency contact information, and work permit.visa. The
Team confirms that all authorized persons under the Agreement possess valid and current certification required by the Ministry of Education.

2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The Team observed evidence of the School’s transition journey to the new BC curriculum in Grades 10 - 12. Big Ideas, curricular competencies, “Know/Do/Understand“ and core competencies are evident in lesson plans and descriptions as well as being posted on displays throughout the School. Core competencies are being integrated into all courses and are assessed and documented by students through the daily literacy block. The School is building on its integration of Aboriginal Perspectives and Knowledge into all courses. This is particularly evident in Humanities subjects.

Staff have been involved in a number of different professional development activities regarding the new curriculum. This includes a training hub for teachers new to the BC curriculum. This hub supports teachers who may be limited in their transition time to the BC learning standards. There are also opportunities for professional development through the Maple Leaf system staff and professional development events and resources. At MLIS-He, teachers and the Principal share with each other to develop their knowledge and skill in the new curriculum and pedagogies.

Commendation:
The School is to be commended for their implementation of the new curriculum, especially their concerted effort to focus on Big Ideas through the use of essential questions.

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.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirms that the School meets the requirements for English language assessment and acquisition.

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

Students are supported in their English language learning in a number of ways:
- Literacy block
- Key teaching strategies common to all Maple Leaf schools
- School-wide encouragement of spoken English
- English Language Arts Festival

In addition, students that might need more support in academic studies as well as ELL are supported through the Student Services model. This includes:
- School Based Team referrals
- Evening Student Support, and morning Connect Centre covered by teacher volunteers

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

The School is commended for the Student Services model and the commitment of staff to ensure the success of all students.

**2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.**

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**Comment:**
The School offers the following courses not requiring BC-certified teachers: Mandarin 10, 11, 12.

Currently, the School does not offer the opportunity for students to challenge courses. The School offers the following approved BAA courses: Chinese Social Studies 10, 11, 12; Developmental English 10; Psychology 12; and Teacher Assistant 12.

**2.19(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.**

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**Comment:**
The Team noted evidence from lesson descriptions and lesson plans from all courses that meet the requirements of the new curriculum. Most planning documents refer to the new
learning standards. Some course overviews refer to the old curriculum or are current Ministry curriculum documents.

The Team also confirms that in addition to the planning, there is evidence of instructional practices that reflect the pedagogical direction of the new curriculum. These include:
- Active and applied learning experiences such as the use of sports and games in science and math courses.
- Targeted use of student electronic devices for activities such as Q code vocabulary scavenger hunts, formative assessment (Kahoot), and research for student projects.
- Socratic seminars, student choice in projects, group work, and physically active learning experiences.

Many of these activities proactively support English Language Learning as well as the learning standards.

Commendation:
The School is commended for its implementation of engaging and active student learning experiences in implementing the learning standards as well as supporting English language learning.

The School should continue to build on the course overviews and other planning documents by mapping summative assessment strategies to learning standards to ensure that there is alignment between the curriculum, learning activities, summative assessment, and the achievement reporting of the standards.

Requirement:
The School and CMLES are required to ensure that course overviews for all courses are aligned with the new learning standards.

2.20 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

☑ Requirement Met  ☐ Requirement Not Met

Comment:
The Team confirms that the School meets the requirement for instructional time allotments. Student instructional time totals 1158.39 hours per year, which exceeds the minimum requirements for Grade 10-12.
**2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.**

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**Comment:**
The Team confirms that the School meets the requirement for assessment methods.

The School ensures consistent evaluation through some shared marking professional development. The use of rubrics and the BC Performance Standards is encouraged.

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

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

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

**Commendation:**
The School is to be commended for their implementation of a variety of authentic and performance assessment tools and their ongoing professional development work in this area.

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

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

Students are assigned laptops and Wi-Fi is available in each classroom. Each classroom has a projector and speakers which can be controlled by teachers’ phones. There is a smartboard in the Learning Commons available for class use. The School is working on a plan to develop a maker space and has a 3D printer, with an associated 3D Printer Club.
The School has a library which is being reconfigured as a Learning Commons with comfortable seating and workspaces. This room is available for student access after-hours through student peer mentors under the supervision of a counselor.

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

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

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Comment:
The School has four formal report cards per year and two interim reports. There are two formal sets of parent-teacher Interviews. Parents are also contacted individually as needed. Parents and students have access to student achievement information online through the PowerSchool Parent Portal.

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

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Comment: The Team reviewed the School's updated 2019-10 parent/student handbook. It contains updated information about the new BC curriculum frameworks and the underpinning philosophy. The handbook is a valuable source of information about the philosophy, policies and procedures of the school, including the policy and procedures for appeals and dispute resolution. The appropriate sections are also written in both English and Mandarin to facilitate effective communication.
2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The teacher handbook is prepared centrally by CMLES and has been updated to reflect the current year. It contains all the required elements as part of the Agreement. The policy regarding the evaluation of teachers was also being adhered to at MLIS-He.

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:
MLIS-He does not currently offer any distributed learning (DL) courses.

CONCLUSION

Commendations

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

- The Principal is to be commended for the time and work put into preparing for this virtual inspection. Her leadership and support were very much appreciated by the Team.
- The School is to be commended for its use of exceptional graphics on its safety and way finding signage to illustrate what to do in various emergencies.
- The assistant superintendent is to be commended for her commitment to The School and the virtual inspection process.
- The assistant superintendent is to be commended for her role as a leader mentor and staff/system developer.
- The Principal is to be commended for her passion and “Servant Leader” style of leadership. Her enthusiasm and leadership are very much appreciated by staff.
- The Principal and her office staff are to be commended for their record keeping system and preparedness for the virtual review of teacher files and 30 student files.
- The School is to be commended for their implementation of the new curriculum, especially their concerted effort to focus on Big Ideas through the use of essential questions.
• The School is commended for the literacy block which leverages a homeroom model to support and reinforce English language learning as well as to integrate self-assessment and documentation of Core Competencies achievement.
• The School is commended for the Student Services model and the commitment of staff to ensure the success of all students.
• The School is commended for its implementation of engaging and active student learning experiences in implementing the learning standards as well as supporting English language learning.
• The School is to be commended for their implementation of a variety of authentic and performance assessment tools and their ongoing professional development work in this area.

Requirements

In order to meet the requirements of the BC Global Education Program – Offshore Schools Certification Agreement, the Team requires that by March 27, 2020, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:
• The School and CMLES are required to ensure that course overviews for all courses are aligned with the new Learning Standards.

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