

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - HENAN

LUOYANG, HENAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 9-10, 2020

INTRODUCTION

On November 9-10, 2020, an online 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 Dan Miles and Des McKay, Chair.

The School's BC program, which is located in the main building of the campus, has an enrolment of 82 students in grade 11 and 62 students in grade 12, for a total of 144 students. The campus also includes 64 high school students in a Chinese program, an elementary school with 784 students and a middle school with 253 students. All three Maple Leaf programs have their own principal, including a Chinese high school principal, and all three programs are under the oversight of Headmistress Ms. Su. Documentation provided to the Team indicates that MLIS-Henan 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 1,245 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 (kindergarten-grade 9) with a new high school opening in Hohhot, Inner Mongolia next year and a foreign national school the year after, 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 on the campus of Kwantlen Polytechnic University in Richmond. CMLES also has a high school at Lakehead University in Ontario.



As with all BC offshore schools, CMLES has had to overcome a tsunami of COVID-19 related challenges at all levels of the organization; however, the Maple Leaf system’s strategic plan is to continue expanding in China and abroad. A new high school has just been opened in Southern Australia, and CMLES has just purchased a GCE A Level school in Kuala Lumpur with 1500 students, and an IB school in Singapore with 3100 students.

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 Mr. Peter Froese, Superintendent of Schools: BC Program, 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.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>In its last inspection the School had one requirement: “The School and CMLES are required to ensure that course overviews for all courses are aligned with the new Learning Standards.” The School submitted evidence to the Ministry of Education that appropriate action has been taken to address the requirement and in turn was issued a letter by Alan Schroeder, Director Offshore School Program confirming the requirement has been met to the Ministry’s satisfaction.</p>			



BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input type="checkbox"/> Requirement Met	<input checked="" type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team has been advised by the Ministry that the 2020/21 Certification Agreement between Maple Leaf Education Systems and the Ministry of Education is in process.</p> <p>The BC program currently has 144 students in grades 11 and 12 and will be phased out as of June 30, 2022. CMLES has committed to providing a robust graduation program as it transitions to its Maple Leaf World Curriculum School. The School will continue to offer a full range of grade 11 and 12 courses for BC program students. This will be accomplished, in part, by creating teaching assignments that span the BC program and the World Curriculum Program. However, CMLES recognizes that many students entering grade 11 this current year will not be able to meet graduation requirements by June 30, 2022; therefore, a number of interventions have been put in place to support these students including:</p> <ul style="list-style-type: none"> ● creating a graduation credit check file for every student; ● meeting with parents to keep them informed regarding their child’s progress toward graduation; ● providing summer school courses for students requiring graduation credits and support; ● providing parents with the opportunity to request updates using a student check form at any time; ● continuing to offer some grade 10 courses when the World Curriculum program has been implemented. <p>In addition to curricular support, CMLES has also worked with universities and other post-secondary institutions to offer university fairs for its students and parents. The November fair will see 112 universities recruiting CMLES students, the highest number to date.</p> <p>MLIS-Henan’s enrollment capacity is 3,000 students, but with Luoyang’s current redevelopment and surge in growth, the School is still expected to reach maximum capacity within five years. To accommodate its anticipated growth, CMLES had planned to build a new Maple Leaf World Curriculum high school on property adjacent to the School.</p>		
<p>Commendation:</p> <p>CMLES and the School are to be commended for the range of interventions put in place to support BC Program students.</p>		



CMLES and the School are to be commended for their commitment to maintaining a robust BC program as it transitions to the World Curriculum program.

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
Partially 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
Partially Met

Requirement
Not Met

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 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 the MLIS-Henan school. The following permits and licenses were made available to the Team in both English and Mandarin:

- 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-Henan to offer bilingual programs and dual diplomas in high school.



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.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School has plans in place for an unplanned temporary emergency or permanent closure of the School as well as COVID-19 safety protocols. The Superintendent on behalf of the OSR confirmed that he has reviewed all the plans for accuracy and functionality.

Safety certificates/documents confirmed by The Team:

- Luoyang Public Security and Fire Control Department
- Cafeteria Fire Safety System and Evacuation Plan
- Cafeteria Fire Emergency Plan
- Business License For Food. Valid to May 30,2021
- MLIS-Henan COVID-19 Practices and Procedures
- MLIS-Henan COVID-19 Joint Prevention and Control System (As required by the Henan Provincial Party Committee and the Provincial government on COVID-19 Prevention and Control)

The Team confirmed that the School has scheduled fire and earthquake drills each semester in addition to the drills scheduled by the Chinese administration for the entire campus. Scheduled dormitory drills occur in the evenings and Wayfinding signage is posted around the School indicating what to do and where to go in the event of a school emergency evacuation. COVID-19 signage indicating the need for social distancing and hand washing is also prominent throughout the School.

MLIS-Henan has instituted COVID-19 safety response protocols that in part have been mandated by Chinese government agencies and the Henan Education Bureau. MLIS-Henan COVID-19 response protocols and expectations include the following:

- Only students and staff are allowed onto the campus.
- Everyone entering the campus must have their QR Code scanned and their temperature taken.
- Contact tracing is done by cell phone QR Code scanning. GREEN means clear, YELLOW means travel has occurred to a region that has since been declared a risk, and RED means travel has occurred to a high-risk region. If a YELLOW or RED reading occurs, entry to the campus is denied and COVID-19 testing is mandatory.
- Everyone entering the campus must wear a mask, however, once on campus wearing a mask is optional.



Procedures for suspected COVID-19 symptoms.

- Contact parents (most MLIS-Henan students live in residence.)
- Contact Yibin District Education Center & Luoyang Bureau of Education and submit preliminary information about the student in written form within 2 hours
- The student is to isolate himself/herself from other people and inform the authorities of all the people he has had close contact with.
- The student is not to take public transportation by himself/herself and go to a medical institution under the guidance of medical staff by telephone.
- Respiratory masks are to be used to and from the hospital
- If transported by ambulance – all obstacles and barriers must be removed for emergency vehicle to enter the campus
- The School is to keep staff and parents informed so as to insure control and prevention measures at school and at home.

Commendation:

The School is to be commended for all the safety and COVID-19 protocols it has instituted.

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 Superintendent represented the OSR during the inspection. His attendance throughout the inspection was very helpful and much appreciated.

Commendation:

The Superintendent is to be commended for his presence, support and commitment to MLIS-Henan through this inspection.

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 has 11 years' experience in secondary education, and five years in elementary and middle school education. The Principal earned her Master of Arts in Educational Leadership and Management through Royal Roads University and is in her second year as Principal of MLIS-Henan. During her teaching career, she held a number of leadership



positions including ESL Teacher Coordinator and Science Department Head Coordinator. However, the most challenging, and perhaps most rewarding, assignment has been leading the School through the COVID-19 pandemic. For almost nine months she had to perform her administrative duties from Vietnam where she had been vacationing during China's Winter Festival break. While in Vietnam, China closed its borders and cancelled all visas as part of its COVID-19 response, making it impossible for her and all but five of her staff to return to China. In response, CMLES moved all of its schools from brick and mortar to virtual platforms using the Canvas learning management system. Developing teaching schedules, arranging for online teaching in service and the day to day operations of the school all had to be managed remotely by the Principal. In spite of the COVID-19 challenges, the Team noted the administration has nurtured a strong culture of caring and support that was reflected in the teacher and student interviews. Staff indicated they appreciated the administrative support they are receiving and when students were asked what they like most about their school they mentioned their teachers describing them as caring, professional, kind, dedicated and personable.

The Principal has a non-expiring subject restricted COQ certificate and 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 commitment and resilience in leading the School through the most difficult of circumstances brought on by the COVID-19 pandemic.

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 School has a 1.0 principal and a .25 Educational/Connect Center Coordinator who provides administrative support and oversees the School's student support and intervention program. This support has made it possible for the Principal to spend a great deal of time providing teaching relief, teaching support for students during virtual lessons and mentoring new teachers to MLIS-Henan.

The School also receives administrative support through a part-time bilingual BC Secretary/Foreign Affairs Secretary, bilingual Admissions team and the School's Chinese Finance Department, and CMLES 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.



2.09 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:

The Team randomly selected 20 students, 10 from each grade level, and presented the list to the School's administration just prior to the first morning of the inspection. All 20 files were individually reviewed by the Team using Zoom. Each of the required documents outlined in section 2.08 of the inspection catalogue was verified by the Team, and all files included updated student and parent consent forms in both English and Mandarin.

Commendation:

The Principal and her office staff are to be commended for their record keeping system and preparedness for the virtual review of 20 student files and every teacher file.

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

Comment:

The Team reviewed every teacher file, including the Principal's, using Zoom. Each file was checked to include the following items: Certificate of Qualification, teacher contract, teacher evaluations, personal consent form, teacher emergency contact information, and work permit/visa. At the time of writing this report, two teachers are still waiting for visas to return to China and are teaching remotely. Chinese national teachers do not teach in the BC program; however, they are occasionally used as teaching assistants during virtual lessons. The Team confirms that all national teachers have certification and criminal record checks from the appropriate Chinese government agencies.

The Team confirms that all authorized persons under the Agreement possess valid and current certification required by the Ministry of Education.

Commendation:

The Headmistress and Chinese principal are to be commended for the support and leadership they are providing the BC program during the COVID-19 pandemic.



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:

The School has fully implemented the grade 10 to 12 new BC curriculum; however, the School only offers grades 11 and 12 this school year as it transitions to its World Curriculum program. Course overviews are developed centrally through CMLES and ensure consistency throughout the system. Student learning experiences and assessment practices outlined in the documents reflect the foundational principles of the new curriculum. Accommodations to support English language learners have also been implemented in all aspects of the curriculum. A phased-in entry for students into the BC program is in place to help them develop the language skills necessary to be successful.

Considering that there are new staff members, many originating from places other than BC, introduction to the BC curriculum, instructional strategies and assessment pertaining to aspects of the new curriculum continue to be a significant part of the professional learning plan for this year. The leadership team of the School is acknowledged for the modelling and the support they provide the staff.

Due to the virtual nature of this inspection, each teacher was asked to share an artifact that demonstrated the integration of the curriculum into their teaching methodology. The Team was unable to observe all daily lesson plans; however, course overviews and samples of lessons plans were shared. In interviews with teachers the Team heard descriptions of student work and classroom learning activities.

Commendation:

MLIS-Henan is to be commended for its ongoing curriculum implementation support despite the challenges of COVID-19 and the challenges of online communication.

Senior leadership and experienced teachers are to be commended for the mentorship they are providing newer teachers.

The staff is to be commended for demonstrating strong evidence of implementing First Peoples Principles of Learning in all subject areas.



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:

The Team heard that this year a system-wide approach to English language acquisition and assessment has been initiated by CMLES. The interventions include supporting teachers with resources, technology, timetable changes, hiring an English Language Systems Coordinator, and ongoing professional development.

CMLES has established a graduated system for entry into the BC program, which up to 2020, started in grade 9. Before any student is accepted into the BC program, they are required to successfully complete a BC entrance exam. If they do not pass the exam there is a series of graduated interventions and supports to help them improve their language skills until they are able to successfully pass the exam.

Throughout the year a strong emphasis is placed on developing English language proficiency skills in a Literacy Block. Students complete a reading comprehension assessment in their Literacy Block that is used to benchmark and measure their success over the course of the year. A Literacy Block report card is used to emphasize the importance of this program and is issued with terms 3 and 4 report cards.

Monitoring the results of these interventions occurs in the English classes and are used to inform teachers' practice.

Commendation:

MLIS-Henan is to be commended for its broad-based and multi-faceted approach to support student language acquisition and assessment. Of particular note was the restructuring of the day schedule to ensure increased ELL learning opportunities.

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 follows procedures and maintains records that align with the International Student Graduation Credit Policy.



The School offers two BAA courses: Psychology 12 and Teacher Assistant 12. The course overviews have been updated by CMLES to reflect the current curricular framework and have the appropriate Ministry approvals.

Three exempted courses are offered by local Chinese teachers: Mandarin 11/12, Chinese Social Studies 12 (Humanities), Chinese Geography.

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:

The course overviews for grades 11 and 12 curricula have been updated to reflect the current curriculum frameworks using a template provided by CMLES. The course overviews were complete and aligned with the new curriculum, with all competencies clearly identified along with the First Peoples Principles of Learning.

The Team conducted interviews with individual teachers to review and discuss planning and assessment. There was evidence of short- and long-term planning that included content, teaching strategies, evaluation and assessment methods linked to BC curriculum. The planning documents also indicated that students are exposed to a variety of learning experiences and that English language development is consistently addressed. During the virtual inspection, students who were interviewed confirmed that they get to demonstrate their learning in a variety of ways and that there are considerable opportunities for active engagement.

Commendation:

The Team commends the leadership of the School for their support for new staff unfamiliar with the BC curriculum and for all staff as they navigated online learning during the pandemic.



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:

The Team verified that the School offers:

- 5.75 hours per day
- 181 days per school year
- 1040.75 instructional hours per year

This exceeds the instructional time allotment requirements.

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:

ELL assessment: Through interviews with the staff and Principal, the Team heard that MLIS-Henan has a dedicated position called a Literacy Advocate. The Literacy Advocate, in coordination with the Principal, plans, implements and oversees a school literacy strategy. A daily Literacy Block has been implemented for students to improve their listening, speaking and reading skills. The Literacy Advocate oversees the Literacy Block and formulates the lessons and assessments used during the 20-minute instructional period.

The staff also described an after-school English Support Block for students struggling with English language proficiencies. Students are referred to this class by teachers using a student referral form that includes suggested learning intervention strategies.

General classroom assessment: Teachers explained how they use a variety of assessment tools with an emphasis placed on strong formative routines to help prepare students for summative assessments. Teachers shared artifacts of their assessment projects to illustrate a variety of assessments. The Team was informed that both formative and summative assessments are part of the instructional practice in classrooms. Students were reported to be given the opportunity to demonstrate their learning in a variety of ways and receive regular and frequent feedback. Staff explained their use of rubrics, derived from performance standards designed by teachers.



During the student interviews, they confirmed that in their classes they had many opportunities to demonstrate their learning in a variety of ways. They expressed that this was one of the things that helped them learn English.

This year, CMLES schools have renamed the mid-term week “Assessment Week”, rather than “Exam Week”. The change of name better reflects and encourages the variety of assessment practice in the new curriculum.

The security and invigilation of e-exams was explained to be rigorous with the entire procedure being overseen by the BC Principal.

Commendation:

The school-based team is to be commended for the individual support they give to students at MLIS-Henan through language intervention strategies and coordinated school-wide literacy support.

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:

The staff interviewed felt classroom resources were adequate in order to effectively deliver the BC curriculum.

The Team heard how the MLIS-Henan library has undergone a transition this year, from textbook-warehouse to learning commons. The School has transitioned to ProQuest eLibrary which allows for access to e-resources including magazines, newspapers, reference books, maps, photos, etc. In addition, students can use Tumble Book Cloud, both within the library itself, and also on their personal devices in Literacy Block (Homeroom Block).

Due to COVID-19 and staffing restrictions, the library use is more limited than desired, but is used for some classes, after-school tutorials, and self-study sessions. A student teaching assistant for the library helps expand the use of the library. The Principal explained that all students are required to bring their laptops to class and are given open access to connect to online resources, under the direction of the teacher.

The School is provided a budget for acquisition of library, technology and print resources. The budget is applied based on the needs of the students and with input and direction from the BC department heads, librarian, and teachers.

The School is reviewing its’ current library set-up with a move away from a traditional library towards a Learning Commons.



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 Principal reported to the Team regarding progress reports. Students are given progress reports directly by Chinese counselors and BC homeroom teachers in grade meetings and homeroom classes. Parents receive progress reports from Chinese counselors (as directed by the BC program) by telephone, at grade meetings and through the PowerSchool Parent Portal in the world wide web.

Grade level parent meetings are held each semester and as needed. Communication with parents and students is done through PowerSchool Parent Portal (for real time attendance and grades). Communication to parents also occurs electronically through social media, such as QQ and Weixin platform where the School maintains official parent user groups, and through the School's Chinese website.

The MLIS-Henan Graduation Center communicates regularly with students and parents, assisting with student visa issues and graduation plans. Also, the Academic Advisor's role also allows for communication with parents around matters related to student course selections and scheduling.

MLIS-Henan meets all requirements for student progress reports.

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 student and parent handbook is updated for 2020 and is detailed, providing all the required information outlined in the Agreement. Valuable information regarding Student Services, Student Conduct, Academic Information and Educational Pathways is outlined. A section titled "Process for Resolving Student and Parent Concerns" is also in place in the handbook.



2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The teacher handbook is produced by Maple Leaf’s head office in Dalian and is updated on an annual basis. The most recent version was dated September 2020 and includes all necessary requirements outlined in the inspection catalogue. The teacher handbook includes a detailed table of contents making it very easy to locate relevant topics/sections that staff may wish to reference.</p> <p>The Principal described how the MLIS-Henan handbook on policies and procedures is updated every year and teachers are required to review the handbook at the start of every year.</p>		

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.			
<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>MLIS-Henan does not have any students taking distributed learning courses.</p>			

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of MLIS-Henan for:

- the range of interventions put in place to support BC program students.
- their commitment to maintaining a robust BC program as it transitions to the World Curriculum program.
- all the safety and COVID-19 protocols it has instituted.
- the Superintendent’s presence, support and commitment to MLIS-Henan through this inspection.
- the Principal’s commitment and resilience in leading the School through the most difficult of circumstances brought on by the COVID-19 pandemic.



- the Principal's and her office staff's record keeping system and preparedness for the virtual review of 30 student files and every teacher file.
- the Headmistress and Chinese principal's support and leadership they are providing the BC program during the COVID-19 pandemic.
- its on-going curriculum implementation support despite the challenges of COVID-19 and the challenges of online communication.
- the senior leadership and experienced teachers' mentorship they are providing.
- the staff's strong evidence of implementing First Peoples Principles of Learning in all subject areas.
- its broad-based and multi-faceted approach to support student language acquisition and assessment. Of particular note was the restructuring of the day schedule to ensure increased ELL learning opportunities.
- the leadership of the School for their support for new staff unfamiliar with the BC curriculum and for all staff as they navigated online learning during the pandemic.
- the individual support given to students at MLIS-Henan through language intervention strategies and coordinated school-wide literacy support.

SUMMATIVE RECOMMENDATION

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

