

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

MAPLE LEAF INTERNATIONAL SCHOOL - HENAN

LUOYANG, HENAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 26-27, 2017

## INTRODUCTION

On October 26-27, 2017, a certification inspection was completed on Maple Leaf International School - Henan (MLIS-H) in Luoyang, Henan Province, People's Republic of China, termed the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Brent Koot and John Bevacqua (Chair).

The School's B.C. program has an enrolment of 190 students, in grades 10-12. The School is situated on dedicated campus facilities which are designed to accommodate 2700 students. In addition to the B.C. program the School offers a foundations and bridging program for 29 students who do not meet the entrance requirements of the B.C. program. The campus is shared with a K-9 Maple Leaf Chinese program which enrolls approximately 900 students.

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the superintendent and deputy superintendent of schools for China Maple Leaf Educational Systems, the Chinese head mistress, various administrative staff, the B.C. principal and B.C. teachers.

The owner/operator, China Maple Leaf Educational Systems Ltd. (CMLES), is responsible for the B.C. program and operates numerous schools across China including preschool, middle school, foreign nationals schools and high schools.



The B.C. program’s philosophy, objectives, as taken from school’s mission statement, is based on the “belief that through blending the best innovations and higher level thinking western educational model with 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.” The School’s mission statement further states that it “emphasizes academic excellence within a supportive community that respects and promotes cultural norms and traditions for both Chinese and international students.”

The Team would like to thank Maple Leaf International School - Henan for its hospitality, cooperation and exemplary preparedness for the inspection visit.

**The School has satisfactorily addressed requirements contained in the previous inspection report.**

Requirement Met       Requirement Not Met       Not Applicable

Comment:

The previous report contained no requirements.

## BUSINESS PLAN

**The Owner/Operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the program.**

Requirement Met       Requirement Not Met

Comment:

The Team reviewed the business plan for China Maple Leaf Educational Systems Ltd. and the School and confirmed the existence of a detailed, innovative and measured sustainability plan that focusses on student enrolment, teacher recruitment and retention, staff development and curriculum development.

The Team noted that the School did have significant staff turnover last year including the principal, registrar, academic advisor and the B.C. secretary. In response, the central office of CMLES provided on-site training and support for these key roles.

Commendation:

The Team commends the owner/operator and the School for having a robust, innovative and measured business plan focussed on continuous improvement; which contributes to the School’s ability to maintain certain consistency in the delivery of the educational program despite staff turnover.



**OWNERSHIP AND AGREEMENTS / BUILDING  
AND SAFETY COMPLIANCE 2.0**

**2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).**

Requirement Met       Requirement Not Met

**Comment:**

The owner/operator has written approval from the local Provincial Education Bureau demonstrating support and permission for the B.C. program to operate.

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

Requirement Met       Requirement Not Met

**Comment:**

MLIS-H is situated on an expansive 17 acre campus. The main instructional building is comprised of five floors and over 90 teaching and learning spaces. Although there is ample space for the School grow in enrolment, at present, the B.C. program uses: 1 English library, 1 Biology lab, 1 Chemistry lab, 1 Physics lab, 1 Foods lab, 1 Art room, 1 lecture theatre, 8 classrooms, Music/Drama room, Fitness Room, 1 B.C. teachers' office, 1 B.C. principal's office, a main high school office, 1 photocopy room, 4 student washrooms and 4 teacher washrooms. In addition, the campus includes an artificial turf field, a running track, outdoor basketball courts, playground equipment, a cafeteria, a gymnasium, a large auditorium and student dormitories. The School indicated that all students live in the dormitory buildings on campus.

The Team reviewed local building, safety, and cafeteria codes and permits and confirms appropriate safety and evacuation plans are in place.

The Team discussed the School's progress in the development an emergency plan related to sudden closure or catastrophe and verified that the plan is being developed. The Team reminded the School that the emergency plan must be in place by July 31, 2018.



### ADMINISTRATION 3.0

**3.1 Offshore School Representative (OSR) - The owner/operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.**

Requirement Met       Requirement Not Met

Comment:

The Team reviewed the contract of the offshore school representative (OSR) and confirmed that all the requirements related to the OSR in the Agreement are in compliance.

The Team noted that the CMLES superintendent and assistant superintendent of schools were present during the inspection and were of assistance to the Team.

**3.2 The principal meets the requirements as outlined in section 3.2 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

Comment:

The principal is in his first year at the School and comes with 13 years' of diverse administrative experience from a Canadian jurisdiction outside of B.C. In his role as an administrator, he has worked as a high school and elementary principal as well as a school district leader.

The Team verified a letter (dated June 7<sup>th</sup>, 2017) from the B.C. Ministry of Education exempting the School from the requirement for the principal to have a minimum of 3 years' experience in a British Columbia school.

The Team noted that the principal and the head mistress of the Chinese program were both new to the school this year and had already established a strong working relationship.

**3.3 The School meets the administrative support requirements as outlined in section 3.3 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

Comment:

The School meets the requirements in Section 3.4 of the inspection catalogue. A number of administrative duties are coordinated through the CMLES superintendent's office and includes such items as system wide financial and curriculum support. Specific MLIS-Henan support



includes IT support, general affairs, a B.C. secretary, a bilingual admissions team, the Chinese head mistress and a Chinese counselor general.

Criminal record checks for all support staff were reviewed and appropriately filed. The Team commends CMLES and the School for adopting a “Criminal Records Check for Local Staff” policy, which includes procedures to ensure the completion of criminal checks.

**Commendation:**

The Team commends CMLES and the School for the system wide creation and adoption of a criminal record checks policy for administrative support staff.

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

Requirement Met       Requirement Not Met

**Comment:**

Student record files contained all inclusions including a registration form, results of the English Language entrance assessment, copies of student report cards and the B.C. Ministry of Education’s personal information consent form.

The Permanent Student Record (1704) is kept up to date and securely backed up through Power School. The School uses Power School to communicate with student information to the B.C. Ministry of Education

**3.5 The School meets the teacher certification requirements as outlined in section 3.5 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

Teacher files were reviewed and included all required elements including a copy of the work visa and appropriate emergency contact information.

**The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.**

All locally certified teachers have valid certification. Staff files are appropriately maintained and contained required documents.



## EDUCATIONAL PROGRAM 4.0

### 4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the Inspection Catalogue for offshore schools.

Requirement Met       Requirement Not Met

**Comment:**

MLIS-H has a significant number of new staff this year. For several of the staff, the new curriculum changes and its implementation schedule are new. However, the School has a number of resources and practices that gives the Team optimism that the School will be well prepared for the new curriculum.

Almost all courses have had their planning documents updated to reflect changes in the new curriculum. Many teachers had both current and new planning documents available for inspectors. It would appear that the planning documents for exempted courses still require changes but almost all regular courses have new planning documents associated with them.

During the summer, staff from the School attended a Ministry workshop. These teachers who have had the most experience at the School are providing leadership in staff development. In addition CMLES has 9 system coordinators who will work with departments in each school to assist with implementation.

The School is aware of the new Numeracy Assessment. Staff have begun discussions about the role that each subject will play in helping to prepare students for writing the assessment.

**Commendation:**

The School is commended for its attention to implementing the new curriculum. Professional development activities and course planning documents both point to the School's readiness to begin the transition process.

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

Requirement Met       Requirement Not Met

**Comment:**

All students applying to MLIS-H must complete an ELL assessment that is produced at CMLES and is used in all of the Maple Leaf schools. It has 3 components – a reading and listening section; a written section; and an oral interview with a B.C. teacher.

Most of the students who apply come from the Maple Leaf Henan Middle School on the same



campus and they have had significant English instruction before they apply to the High School. It is expected that these students will do well on the assessment. There are also applications from outside of Maple Leaf schools. If a student does not reach the required level they can be placed in either the foundations program or the bridging program. Students can move to the B.C. program once they can successfully complete the assessment. The next entry point is second semester so there is another writing of the assessment in January.

The School employs a number of specific strategies to support students and help them acquire English language proficiency. There is a large summer English program for students. Homeroom is extended every day to include English activities. Planning documents are designed with language acquisition skills in mind. All teachers employ the same 3 strategies in their classes – Think, Pair, Share; Vocabulary Building; and extensive use of Visuals. In addition, there are a further 9 English learning strategies that are encouraged in all classes. Students are double-blocked in Language classes at each grade level and in grade 12 students are placed in either Journalism or a second English 12 class depending on their post-secondary plans.

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

Requirement Met       Requirement Not Met

**Comment:**

The School does not offer equivalencies or challenge courses. It does offer three BAA courses: Teaching Assistant 11, and Applied Skills 11 A and B – Active Living. The Active Living courses are taken by students in the foundations and bridging programs. There are exempt courses offered in Mandarin 10, 11, and 12 and Chinese Social Studies in 11, and 12. Ministry approvals are in place for these courses.

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

Requirement Met       Requirement Not Met

**Comment:**

Binders with planning documents provided to the Team contained both the traditional course overviews and short term units as well as planning documents that reflect the new curriculum. Both sets of documents are thorough and detailed. The traditional overviews meet or exceed Ministry learning outcomes. The new documents show the big ideas and learning standards for the respective courses as well as the strategies and assessment practices of the teachers.



With a relatively large turnover of staff this year, these planning documents are invaluable for incoming staff. They provide planning tools for their instructional practices as well as provide continuity and consistency in meeting the expectations of the school

**Commendation:**

The School is commended for the quality of its planning documents and the use of the documents to inform teacher practice. These documents are invaluable guides for teachers to maintain continuity, consistency, and expectations for high student achievement.

**4.5 The School meets the instructional time allotments 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:**

MLIS-H exceeds the requirements for instructional time allotments for B.C. schools. Based on a 183 day school year, students receive in excess of 1100 hours of instructional time in the B.C. program.

**4.6 The School meets the assessment methods requirements as outlined in section 4.6 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

Teachers at MLIS-H use a wide variety of formative and summative assessment practices in order to ensure that course grades are reflective of student achievement. Course planning documents are detailed in their descriptions of student assessment practices. Rubrics are used extensively as a means of standardizing these practices.

English 12 provincial exam results are within acceptable discrepancy limits. However, the School is aware that there must be ongoing support for students in order to maintain and improve their achievement on the provincial exams grades. There are a number of specific strategies employed by the School in order to support student language acquisition. Every day, students have an extended Homeroom/English Activities class. Students are double blocked in English courses at each grade level. In grade 12, there is an emphasis on analyzing individual student areas of weakness and providing specific supports to address those issues of concern. Sample provincial exams are used frequently.



**4.7 The School meets the learning resources requirements as outlined in section 4.7 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

MLIS-H has a good collection of print resources for subject use. Especially impressive are the many class sets of English novels and stories, available for teachers to help with students' English acquisition.

The library also has a very good collection of levelled English library books. Students can easily choose from a variety of books suitable to their reading level. Less comprehensive is the non-fiction collection. The School has access to an online database but it does not yet have widespread use within the school.

The School places an emphasis on the use of computer technology in instruction. In grade 10, each student receives a laptop and the use of computers in classroom instruction and learning is evident. However, the quality of internet Wi-Fi continues to be a problem. Teachers and administrators expressed concern over the lack of reliable and smoothly operating bandwidth and speed. An online book database can take up to three minutes to load one book and when a class uses it during a Sustained Silent Reading program, it may not load at all. The School uses a learning management system as a way for students to access teacher notes and assignments both during and after classes but it frequently does not load on students' computers. Similarly, the system management tool the school uses, also has difficulty operating consistently.

Given the problems that occurred during last year's provincial exams with computers crashing during the exam, teachers are not confident that similar problems will not occur during this years' provincial exams and the Numeracy Assessment.

**Requirement:**

The School is required to develop a plan to improve Wi-Fi speed and bandwidth in order to effectively deliver the B.C. program; more specifically to allow staff and students to effectively utilize computers in the delivery of B.C. provincial assessments, instruction and learning and to effectively use its student information system.



**4.8 The School meets the student progress report requirements as outlined in section 4.8 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team confirms that MLIS-H meets student progress reporting requirements. The School has four formal report cards per year, which contain letter grades, percentages, and anecdotal comments. In addition, there are two interim reports, distributed to parents early in each semester. There are two parent-teacher conferences per year in which the students act as the translator for their parents. Grad Transitions is included in the report card when completed.

**POLICY DEVELOPMENT 5.0**

**5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The School produces a very detailed parent/student handbook and includes such topics as student conduct, educational planning, graduation requirements, and a dispute resolution policy and procedures. It is updated and printed yearly. The sections of the handbook that are of most relevance to parents are translated into Chinese while the parts that are designed primarily for student use, are in English only.

**5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The teacher handbook is a thorough and professional document that focuses on everything Maple Leaf teachers need to know about their employment conditions, their professional conduct, and their responsibilities for student safety. It has recently been updated and contains all currently required information.



## COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

<b>6.1 The School meets the Distributed Learning requirements as outlined in section 18 of the Agreement and Section 6 of the Inspection Catalogue for offshore schools.</b>		
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: The School does not offer any Distributed Learning courses.		

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the owner/operator, principal and staff of Maple Leaf International School - Henan for:**

- The implementation of a robust, innovative and measured business plan focussed on continuous improvement; which has contributed to the School's ability to maintain certain consistency in the delivery of the educational program despite staff turnover.
- The creation and adoption of a system wide criminal record checks policy and procedures for administrative support staff.
- The exemplary preparations and attention detail for the inspection.
- The attention to implementing the new curriculum. Professional development activities and course planning documents both point to the School's readiness to begin the transition process.
- The quality of its planning documents and the use of the documents to inform teacher practice. These documents are invaluable guides for teachers to maintain continuity, consistency, and expectations for high student achievement.

### Requirements

**In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 2018, the owner/operator provide the Executive Director of International Education, responsible for B.C. Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:**

- The School is required to develop a plan to improve Wi-Fi speed and bandwidth in order to effectively deliver the B.C. program; more specifically to allow staff and students to effectively utilize computers in the delivery of B.C. Provincial Assessments, instruction and learning and to effectively use its student information system.



## **SUMMATIVE RECOMMENDATION**

**The Offshore Inspection Team recommends to the Executive Director of International Education that, contingent on responding to the above requirements to the satisfaction of the Executive Director of International Education, the British Columbia education program offered at Maple Leaf International School - Henan continue to be recognized as a British Columbia- certified school.**

