

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

CANADA YANTAI SECONDARY SCHOOL

YANTAI, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 25-26, 2018

## INTRODUCTION

On October 25-26, 2018, a certification inspection was completed on Canada Yantai Secondary School (CYSS) in Yantai, 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 (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection Team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Doug Lauson (chair) and Sophia Malczewska.

The School's B.C. program has an enrolment of 48 students, in grades 10, 11 and 12. The School is housed on the north campus of Yantai No. 1 Middle School, which is a state-run public school. The B.C. program utilizes four classrooms, two computer labs, physics and chemistry labs, weight room, storage rooms as well as administrative offices and staffroom in one of the buildings of the large campus. The entire school, which houses the B.C. program, enrolls 6,000 students and has been in operation for 87 years.

During its visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's owner/operator, offshore school representative (OSR), B.C. principal, B.C. teachers and the new principal/senior administrative staff of Yantai No. 1 Middle School.

The owner/operator, John Zhu, is responsible for the B.C. program. In addition to the School, Mr. Zhu operates three other B.C. offshore schools in Shandong Province through his company, Canadian-Sino Education Exchange Centre (CSEEC). The three additional schools are: Canada Qingdao Secondary School (Qingdao), Canada Weifang Secondary School (Weifang) and Canada Shandong Secondary School (Tai'an). Each of these schools follows the same model of partnership of the B.C. graduation program with a local Chinese public school.



The B.C. program's philosophy, objectives and special features includes offering the students an authentic B.C. education that helps them prepare for the challenges in studying at Western universities. The school offers dual credit to its students – the B.C. Dogwood graduation diploma and the local Chinese high school graduation diploma. It builds on the Chinese program by providing for the development of critical thinking and problem-solving skills using a variety of instructional techniques included in the new B.C. curriculum. In addition, the school focuses on building a school community that provides a safe environment for students to complete their studies.

The Team would like to thank Canada Yantai Secondary School staff for its hospitality, cooperation and 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 Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: The School did not have any requirements from the last inspection of October 2017.		

## BUSINESS PLAN

<b>The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.</b>	
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met
Comment: The owner/operator has submitted the required business plan as part of the annual report to the B.C. Ministry of Education. This business plan includes sections on the (a) description of the School, (b) school growth plan, (c) human resources, (d) alignment with international education in B.C., and (e) audited financial statements. Of note, the school growth plan describes the School's plan to enroll a maximum of 60 grade 10 students each year as permitted by the Shandong Education Bureau. The strategies of marketing include the use of social media ( <a href="http://www.facebook.com/cyss.china">www.facebook.com/cyss.china</a> ) and other regular forms of advertising.	



## 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 Team examined the Letter of Approval (November 20, 2017) provided by the Shandong Yantai Bureau of Education giving Canadian-Sino Education Exchange Centre (CSEEC) permission to operate a B.C. offshore school program. The letter expressly permits operating the program within the premises of Yantai No. 1 Middle school delivering the B.C. graduation program to grade 10-12 students and hiring teachers with B.C. certificates of qualification.

The owner/operator has satisfied the requirements of schedule A of the Agreement and meets the qualification criteria of section 5.00 and information and public announcements of section 8.0. Further, the owner/operator and offshore school representative are aware of their obligations to report the dismissal, suspension or discipline of a B.C.-certified teachers as described under section 17.00 of the Agreement.

The owner/operator is commended for being cognizant of his obligations under the Agreement and for expedient attention to the requirements described. The owner/operator is very supportive of the B.C. program and the staff employed at the School.

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

Requirement Met       Requirement Not Met

**Comment:**

The Team was provided with inspection documents from the Zhifu Construction Bureau, Technology Bureau, Agricultural Development Bureau, Land Resources Bureau and Education Bureau that included building and safety reports. The catering licence from the State Bureau of Food and Medicine Supervision and Administration (April 10, 2018) expires on April 9, 2023.

The School has developed emergency plans, approved by the OSR, for the 2018-19 school year that include protocols to be followed for any event that would cause an unplanned temporary or permanent closure of the school.



### 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 examined the job description of the OSR and confirms that he is entitled to the authority conferred upon him to act on behalf of the owner/operator and to also be the primary liaison between the owner/operator and the B.C. Ministry of Education. The owner/operator meets the requirements of section 14 of the Agreement and the requirements in part II of schedule B, both of which regard the OSR and his responsibilities.

The Team confirms that the offshore school representative is aware of his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operation.

The Team commends the OSR for his continued support of the School, the owner/operator, principal and staff.

**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 Team examined the principal's job description and confirms that he meets the eligibility requirements of the Ministry of Education (minimum one year of experience working as a principal and three years experience in a B.C. school), holds a valid Certificate of Qualification from the Teacher Regulation Branch and is held accountable to the OSR and his employer, the CSEEC.

The principal is the founding principal of the school which is in its third year of operation as a B.C.-certified offshore school. He is in his third year of principalship, having previously been an administrator and teacher in several international and Canadian schools. With regards to the principal, the owner/operator meets the requirements of Section 15 of the Agreement and the requirements set out in part III of schedule B.



**Commendation:**

The principal performs his duties and responsibilities with a passion to provide the best learning environment to the students. He has initiated several programs including the concert band to enhance the student life at the School.

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

Requirement Met       Requirement Not Met

**Comment:**

The School employs an administrative assistant who assists the principal in the day-to-day administrative functions of a typical school. These duties are described in her job description and include maintaining staff and student records and being the translator/liaison between the principal and the Chinese host school. The school also employs a guidance counsellor who helps students prepare for post-secondary education by helping them decide on appropriate postsecondary institutions, prepare applications and assisting with the student visa processes.

The administrative support to the principal is strong ensuring that appropriate records are kept in the Windsor TESS school administration software and appropriate supporting paper documents.

### **3.4 The School meets the Student Record requirements as outlined in section 3.4 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team examined the student files and confirms that all required items outlined in the inspection catalogue are included except that the files contain the previous version of the student and parent consent forms, not the 2018-19 version.

**Requirement:**

The School is required to update the student and parent/guardian Consent for Storage and Access of Personal Information forms with the current 2018-19 versions.



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

Requirement Met       Requirement Not Met

**Comment:**

The Team examined the Certificate Verification Response File (September 27, 2018) from the Teacher Regulation Branch. **The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.** These non-expiring Certificates of Qualification are valid to June 30, 2019.

Examination of the teacher files reveal that each file contained copies of the teacher's certificate of qualification, contract, performance evaluations as applicable and a personal information consent form, work permits/visa plus other personnel information documents. At the time of the inspection, not all teachers have valid work permits/visas. The School's remedial action is to replace the teacher with one who has a valid work permit/visa within the next few days.

The files contain the current 2018-19 version of the teacher and principal Consent for Storage and Access of Personal Information form.

As permitted through the letter of exemption the School employs three locally certified teachers to teach the exempted courses of Mandarin 10, 11 and 12 and PE 10, DRG 10. These teachers have undertaken criminal record checks through the local police authorities of Yantai.

**Requirement:**

The School is required to ensure that all employed teachers are in possession of the appropriate work permit/visas.

**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

There is evidence that CYSS staff is working towards implementation of the new grade 10 curriculum. Teaching staff are in the process of updating planning documents, in order to align with the new curriculum, and to ensure that the grade 10 curriculum will be fully implemented by June 2019. There is evidence of CYSS staff beginning to prepare for implementation of the grade 11 and 12 curricula in the 2019/20 school year.



CYSS staff provided students with regular opportunities to collaborate and problem solve. They strive to personalize learning wherever possible and engage students by finding ways to make material relevant.

The Team observed evidence that the teaching staff are beginning to engage students in self-reflection and self-assessment in the area of core competencies. Teaching staff are actively engaged in the process of developing strategies and instruments for student self-assessment, to be completed by the end of the semester.

The Team also observed evidence of teaching students about First Peoples, but this is not to be confused with First Peoples' Principles of Learning, which teachers are required to incorporate into their approach to learning.

**Commendation:**

The teachers are commended for their self-reflectiveness, and willingness to continue to grow in their understanding of the new curriculum. They are also commended for their mindful approach to helping students navigate the differences between the Chinese education system and B.C.'s approach to education.

**Requirement:**

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

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

Requirement Met       Requirement Not Met

**Comment:**

The School administers a comprehensive English language assessment in the spring to ensure that students joining the program have a sufficient level of English proficiency. The assessment includes sections examining reading, listening, grammar, writing and oral proficiency. The principal oversees administration of the language proficiency assessment and determines which students will be admitted into the program. The assessment is modular, meaning that there are multiple versions, thus ensuring its integrity.

Additional literacy support is provided to students in a variety of ways. ESL 10 provides additional language support to students in grade 10. In grade 11 and 12, students are required to take both English and Communications. Students are also able to access additional supports outside of classroom time through their teachers and peer tutoring.



Collectively, the teaching staff has years of experience with teaching English language learners. They employ a variety of strategies that work well for English language learners and consider the unique needs and interests of their students.

**Commendation:**

CYSS is commended for its student-centered, whole child approach. Teachers facilitate a variety of extra-curricular activities, which students clearly enjoy, and contribute to a balanced education.

**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:**

CYSS offers one BAA course, ESL 10, which supports grade 10 students with their English language proficiency. The School also offers 4 courses that are exempt from having B.C.-certified teachers teach the course in English (Mandarin 10, Mandarin 11, Mandarin 12 and PE/PHE 10). The PE/PHE 10 course is being co-delivered with a B.C.-certified teacher. Students complete their B.C. program course work during the day, and then take Chinese classes in the late afternoon and evening.

**Requirement:**

The School is required to update its ESL 10 BAA, as per Ministry requirements. (grade 10 BAA courses were required to be updated by July 1, 2018.)

Ministry BAA course requirements and guidelines are available at:

[https://www2.gov.B.C..ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-courses.](https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-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:**

The Team visited all of the classrooms and reviewed course overviews, unit plans, student work and assessment records. It was observed that steps have been taken to align their grade 10 course and lesson planning documents with the redesigned grade 10 curricula, but that this process is not yet complete.



The Team observed that teaching staff are continuing to use the traditional 'course overview' method to show curricular compliance in grades 11 and 12 for the 2018-19 school year. However, it was also noted that teachers are beginning to explore the development of curricular documentation that reflect the redesigned grades 11 and 12 curricula.

**Requirement:**

The School is required to ensure curricular documentation for grade 10 courses align with the new curriculum.

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

Requirement Met       Requirement Not Met

**Comment:**

Students at CYSS currently attend school for 5 hours per day over the course of the school year. This results in 990 actual school hours, which is well above the minimum requirements set by the Province.

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

Requirement Met       Requirement Not Met

**Comment:**

CYSS staff review course/provincial exam mark differentials on a regular basis and adjust school assessment practices for better alignment to provincial standards. The data report provided by the Ministry of Education shows that the 2016-17 English 12 and Communications 12 course/exam mark differentials are within the acceptable range (below 15%).

B.C. certified teachers invigilate the exam sessions, and meetings are held before exam sessions to review invigilation procedures. The computers in the labs have the required security software installed.

The Team observed a variety of assessment methods, both formative (exit slips, teacher observation, questioning and quizzes) and summative. However, the Team also observed that



the criteria for student success was not consistently well-defined or made explicit to the students.

The Team also observed some evidence of peer assessment and student self-assessment, and planning by CYSS staff to engage students in self-assessment of the core competencies.

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

Requirement Met       Requirement Not Met

**Comment:**

The School is well-equipped with learning resources. The library/resource room has a good variety of resources, including copies of all textbooks used by teachers in the classroom, a levelled reader program, a set of Kindle e-readers (which can connect to the Internet, and teachers are able to sign out for groups of students), three computer stations, a small video library of English movies and math/science courses and teaching resources. It is a well-organized and welcoming space, with five tables each accommodating three students, and is staffed by a teacher assistant. The guidance counsellor also uses the library as a base and assists students in preparing for post-secondary transitions. It is well utilized by staff and students and serves as an additional learning and teaching space for small group activity, testing and meetings. It is also used for remedial work and peer tutoring during lunchtime and study blocks.

The School has two computer labs, which are regularly used by students as part of their classroom activities (research, word editing, and a variety of other applications). Computer labs are also used for provincial exams.

The School has several novel sets, and when additional copies are required they seek assistance from other schools within the CSEEC school system. The school also receives four daily English newspapers. This year the School has added a number of learning videos from the Teaching Company to their library to support teaching and learning in the following subject areas: chemistry, math and physics. In addition, e-books are regularly added to the Kindle e-readers.

There is also a small but well-equipped weight room, which is overseen by a teacher who trains students to use the equipment and encourages good physical health.

The School has recently acquired a set of musical instruments (mainly brass) in order to provide students with the opportunity to develop musically, as the principal has established a school concert band this year.



**Commendation:**

CYSS staff offer an excellent variety of extra-curricular activities for students to engage in, and the school has provided the necessary resources to support staff in doing so. Students at CYSS benefit from an environment that supports a whole-child approach to education.

**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:**

CYSS has a comprehensive approach to reporting student progress. The School is on a semester system, and there are four reporting periods. After each period, parents receive a formal report card, after which the school holds a formal parent teacher day. Reports cards include letter grades and percentages, as well as comments in both English and Mandarin.

CYSS teachers regularly communicate with parents outside of these formal reporting windows to have discussions geared towards student success. Parents are informed in the parent handbook that they may contact the school at any time to discuss their child's progress. Translation services are provided in a variety of ways in order to ensure effective communication between the School and the parents.

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

Staff at CYSS are commended on their commitment to providing students and their families with regular feedback on student progress, as well as opportunities for students to reflect on their learning.

It was observed that the School is preparing to meet the Ministry requirement for schools to include student self-assessment of core competencies in their formal report.



**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 CYSS parent/student handbook (2018-19 edition) consists of a bilingual document divided into four main sections: Section 1: Mission Statement and Philosophy, Section 2: School staff, Section 3: School Organization and Procedures and Section 4: Assessment and Evaluation. The handbook is well organized and easy for students and parents to find specific information about the school and its protocols.

**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 CYSS staff handbook is a comprehensive document that focuses primarily on school policies and procedures (section 4) informing teachers of the relevant policies and protocols to follow as they complete their educator responsibilities. It also contains a copy of a sample teacher's contract (section 5) as well as useful information about living in Yantai (sections 1 and 6). Section 2 describes the school authority and mission including descriptions of the campus, facilities resources and support systems. Section 3 includes information about the School's academic program including schedules, ELL supports and strategic plan.

The staff handbook is well written and easy to follow and provides new teachers valuable information on the School its programs and living in the area of Yantai.

**COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0****6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met       Not Applicable

**Comment:**

CYSS does not offer any distributed learning courses.



## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the owner/operator, principal and staff of Canada Yantai Secondary School for:**

- Performing principal duties and responsibilities with a passion to provide the best learning environment to the students,
- The teachers' self-reflectiveness and willingness to continue to grow in their understanding of the new curriculum and also for their mindful approach to helping students navigate the differences between the Chinese education system and B.C.'s approach to education,
- Continuing to provide students with a balanced schooling by offering academic courses and extra-curricular programs that supports the development of the whole child, e.g., concert band, weight training, etc., and

### Requirements

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

- Updating of the Student and Parent/Guardian *Consent for Storage and Access of Personal Information* forms with the current 2018-19 versions,
- Ensuring that all employed teachers are in possession of the appropriate work permits and visas,
- Completing curricular planning for all grade 10 courses to ensure alignment of the program with the new curriculum,
- Updating the ESL 10 BAA course outline to align with the new curriculum, and
- Incorporating First Peoples' Principles of Learning into teaching strategies.

### SUMMATIVE RECOMMENDATION

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

