INTRODUCTION

On December 4–5, 2019, a virtual certification inspection was completed on Maple Leaf International School – Xi’an in Xi’an, Shaanxi Province, PRC, referred to as the School, or MLIS-X in this report. This inspection was a virtual inspection conducted over the internet, with no on-site visit. The purpose of this virtual 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 Edward Noot, who served as the team chair.

The School’s BC program has an enrolment of 301 students, in Grades 10-12. Students are enrolled in a dual credit program that will lead to graduation from both the Chinese and BC programs. The BC Program shares this facility with some 1000 students enrolled in a Chinese elementary and middle school.

During this virtual inspection of the School, the Team, to the best of their ability, reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s superintendent, BC Principal, BC teachers and students.

The Owner/Operator, China Maple Leaf Educational Systems (CMLES) is responsible for the BC program. Maple Leaf International School – Xi’an is one of 15 Maple Leaf Educational Systems Schools in China offering the BC program and enrolling over 8000 students. CMLES operates over 60 additional Chinese program schools in China, as well as some international programs in other countries.
The philosophy or the BC program is articulated as follows:

*The MLES 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.*

*MLEs schools promote appreciation for the diversity of people and cultures, provides an optimal environment for learning and teaching, and offers a globally respected curriculum that inspires in its students the spirit and ideals of global citizenship.*

*MLEs schools seek to develop students to their best potential and to provide them with a world of opportunity.*

The Team would like to thank Maple Leaf International School – Xi’an for its hospitality, cooperation and 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 inspection report contained no requirements. The Team held a conversation with the School and is satisfied that all suggestions made in the last inspection report were thoughtfully considered by school leadership.

**BUSINESS PLAN 1.0**

| The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program. |
| ☒ Requirement Met | ☐ Requirement Not Met |

**Comment:**
The Owner/Operator has submitted a business plan to the BC Ministry of Education. CMLES has not met targets in enrolment growth in the BC program, but at this School, which is in its third year of operation, enrolment is stable. The School has plans for marketing to attract more students so it can move to the 750-student capacity of this campus.
## 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).

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment:**
The Team confirms that the Owner/Operator meets all requirements as set forth in the 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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment:**
The School was able to provide documentation indicating support and approval of the BC program by the appropriate governmental authority in the Shaanxi Province Xi Xian New Area Education Bureau; however, the approval letter does not fully comply with the requirements outlined in section 5.03 of the agreement. The School has been granted an extension to meet this requirement. Once proper documentation is obtained it should be immediately forwarded to the MoE.

### 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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment:**
The Team viewed photos of this new campus that included academic buildings, classrooms, labs, cafeteria, gymnasium, and outside track and playing fields.

The Team viewed written local government authority to occupy the buildings on campus as well as a license from the local authority to provide cafeteria food services and student dormitories. The Team also viewed a report from the local fire authority indicating that the School is in compliance with all local requirements.

The Team reviewed the School’s comprehensive emergency preparedness plans for fire or any natural disaster requiring a school evacuation.
The Team confirms that China Maple Leaf Education Systems and MLIS – Xi’an has a plan in place for Maple Leaf schools in the event any of their schools face a temporary or permanent closure due to an unforeseen event. The plan has been signed by the Offshore School Representative (OSR) for Maple Leaf and the superintendent.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Requirement Met</td>
</tr>
</tbody>
</table>

Comment:
The Owner/Operator has appointed an experienced individual to act as Offshore School Representative (OSR). The OSR meets the requirements set out in section 1 of the Agreement and has been confirmed by the BC MoE as suitable for this position.

The OSR contract was renewed on September 1, 2018. The Team confirms that the OSR is knowledgeable about all aspects of the School’s operations and all related aspects of the Owner/Operator’s business operations; particularly the governance, business and administrative functions of the Owner/Operator’s operation of the School and that he is fully 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 OSR works closely with the superintendent and deputy superintendent of CMLES, both of whom participated in the virtual inspection. The comprehensive administrative structure of CMLES provides robust support for individual schools in this system.

The OSR was approved for this role by the MoE in 2014, and since that time CMLES has undergone some major organizational changes which has resulted in a redefinition of other roles engaged by the OSR. Given that the OSR is now in multiple organizational relationships with the Owner/Operator (which is prohibited in the Agreement under Schedule B, Part II - 3), it is suggested that the OSR consult with the Executive Director of Independent Schools and International Education - MoE to determine whether he currently meets the requirements of an OSR as outlined in the Agreement.

The annual report indicated that the OSR is aware of his obligation to report, in a timely fashion to the Ministry any critical information relating to any changes in the operation of the School and/or ownership structure that could have a significant impact on the School’s operation – including proposed changes to the Owner/Operator’s governance structure, financial situation and student and/or teacher safety.
Commendation:
The comprehensive administrative structure of CMLES provides robust support for individual schools in this system.

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 is an experienced secondary teacher with two years’ experience as a secondary vice principal and is now in his third year as the Principal of Maple Leaf International School – Xi’an. Prior to becoming a vice principal, he participated in CMLES administrative intern program. The Team reviewed the Principal’s job description and contract, both of which comply with requirements under the Agreement.

He has his valid Certificate of Qualification from the BC Teacher Certification Branch (TCB) and meets the requirements outlined in the Agreement.

The Team noted that the Principal was well prepared for this inspection and was passionate in his support of the BC program.

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

☐ Requirement Met  ☐ Requirement Not Met

Comment:
MLIS-X has sufficient support staff to help with the delivery of the BC program.

The Chinese headmistress has responsibility for overseeing all programs on the campus. She was unavailable to meet with the Team during this virtual inspection.

The School is further supported by a BC school secretary who looks after the student records and assists the teachers and Principal with their day-to-day needs.

The position of educational coordinator is in place to assist the principal with administrative duties.

Additional support personnel work in the areas of admissions, finance, IT and maintenance. CMLES also provides administrative support to their BC offshore schools through the offices of the superintendent and assistant superintendent.
The School uses PowerSchool as their student information software.

2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School verified that student files are securely stored. The virtual inspection process allowed for the Team to view only limited files. They are maintained by the administrative assistant and contain all required elements including the newly developed personal information consent forms for parents and students.

The School utilizes PowerSchool administrative software to manage student data.

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.

☐ Requirement Met ☑ Requirement Not Met

Comment:
The Team held numerous discussions with the Principal and superintendent about the difficulty MLIS-X has experienced in securing BC certified teachers. They began the year without a full complement of certified teachers and have covered assignments as they continue to bring teachers over to fill vacant positions. Processing and regulatory changes to acquire both BC teacher certification and Chinese work permits and visas have both contributed to the current staffing difficulties experienced by the School.

As such, the Team notes that not all authorized persons under the Agreement possess valid and current certification under the Ministry of Education. The School currently has one teacher awaiting confirmation of temporary certification exemption by the BC MoE. A letter requesting these exemptions was recently received by the MoE and is being processed.

The BC program at MLIS-X is supported by 14 teachers. The Team confirmed that 8 teachers hold valid COQs and Subject Restricted Independent School Teaching Certificates, while 5 are awaiting certification and are temporarily authorized with a letter of exemption. The Principal is supporting the TCB application processes and has confirmed that all required documents have been submitted by these 5 individuals, whose letter of exemption runs until January 31, 2020.
All locally certified teachers have evidence of certification and local criminal records checks on file.

Staff contracts were reviewed and found to be comprehensive, addressing all the required areas.

Staff turnover at the School is an area of concern, inasmuch as the inability of the School to find a suitable number of qualified replacements is impacting the BC program. CMLES is encouraged to review all factors that may be contributing to the teacher recruitment problem, including salary and benefits, recruitment strategies and the like.

The Team confirmed that all teachers are employed under proper Chinese work permits and Z visas. Teacher files are in order and well maintained and include evidence that teacher evaluations are occurring as per school policy. The Superintendent verified that principal evaluations are conducted as per CMLES policy.

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School is required to confirm certification, or authorized exemption of all teaching staff.</td>
</tr>
</tbody>
</table>

**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:
In discussion with the staff, the Team observed evidence of the new curriculum being implemented in all grades.

This included the use of core competencies, Big Ideas, curricular competencies and the integration of First Peoples Principles of Learning into course overviews and daily lesson planning.

The School has directed most of its professional development towards training teachers in the new curriculum. Due to so many teachers not being from BC or Canada, much of the professional development was focussing on introduction of the BC curriculum. This included both teacher-led workshops focused on the core competencies as well as a combined teacher-student activity regarding First Peoples Principles of Learning and Chinese ancient teachings.

The photographs of the classrooms show tables for student seating which are designed to improve group work and creative class distribution.
The Principal shared that the implementation of the new curriculum has received excellent support from the system coordinators, curriculum writers and oversight by the head office by the assistant superintendent of curriculum and professional development.

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 heard from the Principal how CMLES has initiated a system approach to assist all schools in improving student achievement in English language proficiency. These initiatives include ELL teaching strategies for use by all teachers throughout the system. It also includes the hiring of an English language system coordinator to support the campus and the additional academic supports offered to students at risk through school-based teams. The Success Room area is used by students and teachers for extra support.

ELL resources are implemented throughout the School including the use of computer-assisted ELL learning and regular in-class support for ELL learners.

Administration explained to the Team how MLIS-X has established a graduated system for entry into the BC program in Grade 10. Before any student is accepted into the full BC program, they are required to successfully complete the BC entrance exam. If they do not pass the exam there are a series of graduated interventions and supports to help them improve their language skills to successfully pass the exam in the following semesters and to join the regular BC program.

Ways of improving the level of student English language continues to be a school-wide conversation with teachers using some of the intervention strategies described in the handbook. Ways to encourage student use of English in all areas of the school are also being explored by the staff.

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.

☑️ Requirement Met ☐ Requirement Not Met

Comment:
The Team reviewed MoE letters of approval to offer Mandarin 10, 11 and 12 and Chinese Social Studies 11 as exempted courses. The Team confirms that the School is making appropriate use of these courses.
The School makes appropriate use of equivalency and challenge. The School makes limited use of BAA courses and the Team confirmed that all BAA courses listed in the inspection catalogue have approval and course overviews aligning with the tenets of the new curriculum.

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.

☐ Requirement Met ☐ Requirement Not Met

Comment:
The course overviews for Grade 10-12 curricula have been updated to reflect the new curriculum frameworks using a template provided by CMLES. Course overviews were complete and aligned with the new curriculum, although the Team noted variation in the inclusion of key elements.

The Team conducted interviews with individual teachers to review and discuss planning and assessment. The teachers shared their passion for what they are doing with the new curriculum in their classes. 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 was consistently addressed. Teachers shared with the Team a variety of assessment samples that showed self-reflection, visual and oral representation as well as graphic representations. Samples of rubrics were also shared with the Team.

During the virtual inspection, students who were interviewed confirmed that they have opportunities to demonstrate their learning in a variety of ways and there were considerable opportunities for active engagement.

Due to the virtual nature of this inspection, the Team was unable to observe daily lesson plans and student work as well as classroom activity.

Commendation:
The Team commends the leadership of the School for their support for new staff unfamiliar with the BC curriculum.

The staff is also to be commended for their school-wide approach to addressing core competencies in their class overviews.
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 School provides 6.2 hours per day for 171 days per school year with a total of 1054 hours of instruction per school year which exceeds the Ministry requirement of a minimum of 850 hours.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Principal reviewed with the Team how the School uses data to analyze trends in student achievement. The Principal meets regularly with staff, especially new staff, to ensure that the School grades and the provincial assessments are aligned in English Language Arts. The School also sets achievement standards that align with the outcomes provided by the Ministry and discusses them in staff meetings.

The Team’s interviews with teachers included their descriptions of both formative and summative assessment in their classes. They described regular professional development opportunities to review authentic assessment in the curriculum. Course overviews reflected a variety of assessment methods including observation, collection of work, anecdotal notes, self-assessments, projects, and tests and quizzes.

Teachers’ course overviews showed the use of BC performance standards in their planning. Most teachers used the template developed by MLES for these course overviews.

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

Commendation:
The staff is to be commended for the work they have done to develop a variety of approaches to assessment in their classes that inform their teaching and student learning.
### 2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

<table>
<thead>
<tr>
<th>☒ Requirement Met</th>
<th>☐ Requirement Not Met</th>
</tr>
</thead>
</table>

**Comment:**
Interviews with the staff and the results of the survey confirmed that the School has improved its learning resources over last year; however, the acquisition of new learning resources was highlighted as a source of considerable consternation.

It was confirmed that the new science lab has lab equipment and materials to support the current Grade 10 - 12 course offerings though there continue to be challenges with moving all of the equipment over to the new lab. The online library resources continue to improve; however, the print collection is limited. More materials are needed to support both the current and future course offerings as well as the daily silent reading program that occurs in home room.

Staffing of the library continues to be a concern and a challenge to ensure that the library remains a vibrant resource for the BC program.

Each student at the School also has their own laptop and is therefore able to readily access online resources as well as other online information. There is also a clear policy in place to ensure all learning resources used in the school are approved by the BC principal.

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

<table>
<thead>
<tr>
<th>☒ Requirement Met</th>
<th>☐ Requirement Not Met</th>
</tr>
</thead>
</table>

**Comment:**
The School communicates progress reports directly to students and parents currently may receive this information by telephone or at grade level parent meetings, which are held each semester as needed. This process is a collaborative effort between the BC office and the Chinese counselors.

Parent communication also occurs through Chinese social media where the School maintains official parent user groups, and through the School’s Chinese website.

The School is moving towards giving progress reports through the PowerSchool parent portal online. The report card has a section for student self-reflection that permits students to engage in their learning.
### 2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

<table>
<thead>
<tr>
<th>Requirement Met</th>
<th>Requirement Not Met</th>
</tr>
</thead>
</table>

**Comment:**
The parent/student handbook is produced by the Principal and contains the necessary polices on parent/student dispute resolution, a student code of conduct and assessment.

### 2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

<table>
<thead>
<tr>
<th>Requirement Met</th>
<th>Requirement Not Met</th>
</tr>
</thead>
</table>

**Comment:**
The teacher handbook meets the requirements as outlined in sections 2.25 of the inspection catalogue. It contains the requisite policies on staff dispute resolution, teacher evaluation, principal/vice principal evaluation, human resources policies, student supervision, and student admissions. China Maple Leaf Educational Systems has defined the employment relationship for all authorized staff as directed by the BC Ministry of Education.

### 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.

<table>
<thead>
<tr>
<th>Requirement Met</th>
<th>Requirement Not Met</th>
<th>☒ Not Applicable</th>
</tr>
</thead>
</table>

**Comment:**
The School does not currently have any distributed learning students.
CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Maple Leaf International School – Xi’an for:

- the comprehensive administrative structure of CMLES, which provides robust support for individual schools in this system;
- the leadership team at the School for their support for new staff unfamiliar with the BC curriculum;
- their school-wide approach to addressing core competencies in their class overviews;
- the work teachers have done to develop a variety of approaches to assessment in their classes that inform their teaching and student learning; and,
- the passion with which the teachers have embraced the BC curriculum.

Requirements

In order to meet the requirements of the BC Global Education Program – Offshore Schools Certification Agreement, the Team requires that by March 17, 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 is required to confirm certification, or authorized exemption of all teaching staff.

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 – Xi’an continues to be recognized as a British Columbia-certified school.