

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL – XI’AN

XI’AN, SHAANXI PROVINCE

PEOPLE’S REPUBLIC OF CHINA

NOVEMBER 19-20, 2020

INTRODUCTION

On November 19-20, 2020, an online certification inspection was completed on Maple Leaf International School - Xi’an (MLIS-X) in Xi’an, Shaanxi Province, People’s Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Mr. Rob Comeau and Mr. Henry Contant (Chair).

The School’s BC program has a reported enrolment of 195 students in grades 11-12 with 95 students enrolled in grade 11 and 100 students enrolled in grade 12. Students enroll 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 and the new Maple Leaf World Program.

Since MLIS- Xi’an is transitioning from the BC curriculum to the Maple Leaf World School Program this current 2020/21 school year, the 178 new grade 10 students are no longer in the BC program. The launch of the World School curriculum and the impact of the COVID-19 pandemic accounts for a drop-in enrolment numbers within the BC program. This number does not include approximately 40 students currently enrolled in the ESL Bridging program and another 40 students currently enrolled in the ESL Foundations program.

During their virtual visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met virtually with the School’s Superintendent, BC Principal, Educational Coordinator, Department Heads of English/Social Studies, Math/Science and ESL. In addition, the Team also



met with the academic advisor, administrative support staff, one additional teacher in the BC program and 5 high school students in grades 11-12.

The Team also reviewed the inspection survey responses of 8 BC Program teachers.

The Owner/Operator, China Maple Leaf Educational Systems (CMLES) is responsible for the BC program. MLIS-Xi'an is one of fifteen China Maple Leaf Educational Systems schools in China offering the BC program. There are other educational programs being offered on the same campus as the BC program such as a Chinese elementary and middle school feeder program. All these programs are under the authority of China Maple Leaf Educational Systems.

MLIS-Xi'an remains supportive of the grade 11 and 12 students enrolled in the BC program and is committed to ensuring their high school graduation with the BC Dogwood Certificate. The CMLES system continues to offer the BC curriculum in three foreign nationals schools, with plans to add more BC foreign nationals schools in the near future. CMLES's vision and direction continues to have the educational approach as follows:

The Maple Leaf Educational System BC program's philosophy, objectives and special features include:

- An educational philosophy that 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 global society.
- An educational philosophy that assumes that every child has a strong desire to learn and to develop an understanding of the world, to share their knowledge, and to communicate their understanding, thoughts, and feelings through wide-ranging personal expression.
- An international education that emphasizes academic excellence within a supportive community that respects and promotes cultural norms and traditions for both Chinese and international students.
- Each school promoting and appreciating the diversity of people and cultures, providing an optimal environment for learning and teaching, and offering a globally respected curriculum that inspires in its students the spirit and ideals of global citizenship.
- Measuring each school's success by the extent to which they guide each student in the exploration of their interests, assist them in the accomplishment of their goals and promote a sense of self-fulfillment and pride.
- Working 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 cooperation and preparedness for the inspection visit.

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

Requirement Met
 Requirement Partially Met
 Requirement Not Met
 Not Applicable

Comment:

The Team confirms that the one requirement identified in the previous inspection report was met.

The School was required to confirm certification, or authorized exemption of all teaching staff. The Team confirms that Letters of Exemption were issued to two staff shortly after the previous inspection was completed. Confirmation was sent to the Ministry of Education.

The Team reviewed the suggestions that were made in the previous report and is satisfied that all suggestions were thoughtfully considered by school leadership at the campus level (MLIS-Xi'an) and by China Maple Leaf Educational Systems (CMLES).

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 Partially Met
 Requirement Not Met

Comment:

It was reported that the CMLES overview brochure continues to be an effective marketing tool. Produced annually and guided by the head office, individual Maple Leaf schools produce their own marketing materials following a template and guidelines produced by the CMLES head office.

The CMLES ESL Foundations and Bridging program is also actively promoted as a pre-qualification opportunity for students who will not have adequate English language skills to access the high school directly.

MLIS-Xi'an's BC program is now beginning its fourth year and the focus remains to continue promoting the high school program within the existing Maple Leaf middle school. MLIS-Xi'an recruiting staff also advertise with brochures and social media throughout the surrounding areas of Xi'an city and Xianyang. During week holidays and some weekends, local staff participate in special events with the Xi'an and Xianyang to promote the School. However, due to the COVID-19 pandemic, local recruitment activities suffered as a result.

As reported in the School's Annual Report, *"CMLES target market is middle class families who have become very affluent in an expanding economic market in China. Families are familiar with the Maple Leaf brand and trust the organization to deliver an excellent educational program that will enable their children to graduate and successfully enrol in the top 100 universities in the world."* In the previous (2019-2020) academic year, 78% of Maple Leaf graduates across China received offers from the top 100 universities. Chinese families appear very aware of global economics and politics, and have an expectation that their children will work hard in achieving good results in high school, (presumably within the MLIS high school system and beyond.)"

CMLES has identified a number of 2020/21 system goals that are being carried out at MLIS-Xi'an and the other CMLES schools that offer a BC program. These include:

- To analyze the external review completed in the spring of 2017 through the *Cognia* accreditation that focused on continuous improvement. The schools are working on the fourth year of the improvement strategy.
- To continue the use of the Maple Leaf 12 Teaching Strategies by all teachers in all lessons across all subject areas. CMLES will conduct a qualitative assessment to determine the success of these strategies.
- To ensure that the grade 1-12 BC program curriculum is delivered to students in an effective manner within the challenges of COVID-19, where some teachers are unable to return to China due to border closures and visa restrictions, and the curriculum is delivered in a blended face-to-face and online educational program.

Additional improvement priority goals include:

- Enhance opportunities for students to excel in English language learning
- Increase student engagement; implement ELEOT Classroom Observation Tool
- Develop and maintain the IT infrastructure to provide for the teaching, learning, and operational needs of teachers and students to reliably enable meaningful integration of IT in classroom learning
- Review factors that impact on the retention of international teachers and develop a strategic plan for ongoing enhanced recruitment and retention
- Review factors that impact on high school student satisfaction and their success in completing the requirements for graduation and develop strategies for student retention.

The Superintendent shared the 'big picture' expansion plans of CMLES over the next 5 years with the Team. These included establishing 10 school districts in China with an overall enrolment of 100,000 students. The current enrolment in 100 schools is 47,000 students. In addition to the Hainan, Hubei and Tianjin School Districts, Maple Leaf will expand to Yangtze River Delta, Liaoning, Southwest, Jiangsu, Henan, Guangdong-Hong Kong-Macau, Shandong, Xi'an and Inner Mongolia.

In addition, CMLES acquired two schools on three campuses in Malaysia and Singapore, increasing the overall enrolment by 4,500 students. Malaysia ML Kingsley International School with an enrolment of 1,050 students studying the A-Level curriculum and Canadian International School, offering the IB program to 3,450 students have been acquired by CMLES.

Plans are in place for a new high school to open in Hohhot in September 2021, with plans for a BC foreign nationals school as well.

Commendation:

The Team commends CMLES for its expanding vision of continued development, growth and global impact and commitment to the BC program through its expansion of BC foreign national schools.

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:

MLIS-Xi'an holds appropriate Chinese provincial verification. Within the limitations of a virtual inspection, the Team is satisfied that the facilities are in compliance and are suitable to support the BC program.

Commendation:

The Team commends the School for its ongoing commitment to provide facilities and learning spaces to support the BC program. Staff who have been at the School since its inception, comment favourably on the improvements made in the past 3½ years.

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:

Similar to the previous inspection, 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. The Team confirms that the

Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in section 5.03 of the Certification Agreement.

As reported, MLIS-Xi'an has written approval from the local government to operate a BC graduation program that offers a dual credit diploma to graduates. Because of the sensitivity to go back to authorities and ask for approval a second time after it has been granted, Maple Leaf's letter of no objection is not in the format as outlined in the Agreement but it still grants Maple Leaf the ability to provide the BC program to students in grade 10-12, even though the BC program is now only serving grade 11 & 12 students.

The Team confirms that translation of government approved documents were submitted along with the School's Annual Report.

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:

Although new, the current facility is almost a mirror image of the facility the BC program was housed in last year. The campus consists of several major structures and an outside sports area.

Building #1 houses the cafeteria on floors 1 and 2, with currently only floor 1 being utilized to accommodate about 300 students and staff.

The gymnasium is located on the fourth floor, which has 5 adjoining rooms to be used for dance, weight room, and classrooms as well storage and office. The gym also has male and female change room and showers. The sports field has a 400-meter track and 3 basketball courts.

Building #2 is the administration building. Floors 1 and 2 are not yet utilized with current offices located on the 3rd floor.

Building #3 is the teaching building, which houses 8 labs (4 in use) and 18 teaching classrooms and teacher offices. A 300-seat amphitheater is located on the 1st floor.

Building #4 is another teaching building not in use.

Buildings #5 and #6 are student dormitories, with the nurse's station in Building #5.

Building #7 is designated for teacher dormitories, however currently no BC teacher resides in them.

From the description above, it is clear that the Owner/Operator meets all facility requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

The Superintendent reported that CMLES continues to develop additional system-wide school emergency plans, protocols and guidelines reflective of the current realities of the COVID-19 global pandemic. These system-wide emergency plans, protocols and guidelines will then direct further specific plans at each Maple Leaf school campus, including MLIS-Xi'an. Local plans will continue to be vetted by the Offshore School Representative for accuracy and functionality.

Commendation:

CMLES continues to develop additional system-wide school emergency plans, protocols and guidelines reflective of the current realities of the COVID-19 global pandemic. These system-wide emergency plans, protocols and guidelines then direct further specific school emergency plans at MLIS-Xi'an.

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:

Maple Leaf has provided the MOE with a letter that the present OSR is permitted to remain in his position until June 2023 when Maple Leaf transitions from the BC program to the ML World School Program.

The OSR also acts as the Superintendent for ML Global Educational Systems as well as serves on the CMLES Board of Directors as Executive Director.

In the absence of the OSR, Maple Leaf authorizes the Superintendent of Schools and Assistant Superintendent to act on behalf of China Maple Leaf Educational Systems (CMLES) in the following capacities:

- The Superintendent/Assistant Superintendent are appointed by the OSR and the CEO, Dr. Sherman Jen to act for the company.
- The Superintendent is authorized to make binding decisions on behalf of Maple Leaf.
- During the inspection process, the Superintendent/Assistant Superintendent act on behalf of the OSR in the following capacities:

- Act as the ownership liaison representative to the Inspection Team
- Ensure compliance by the schools of the terms of the Offshore Certification Agreement
- Ensures that schools address the suggestions and requirements arising out of the inspection
- Supports and directs the administration of the school in delivering the BC education program
- Assists in teacher recruitment and hiring
- Directs school administrative and support staff to assist new teachers with work permits, visas, accommodations, professional development and dispute resolution
- Assists the OSR in the transfer to data as outlined in Schedule F that is required for the Annual Reports
- Participates in and supports the inspection team in conducting the annual inspection
- Reports any school operational changes to the Ministry in a timely manner
- Hires principals and vice-principals for BC international schools
- Determines staffing requirements for BC international schools
- Adjudicates teacher professional conduct and informs the Commissioner for Teacher Regulation when the TCB professional standards have been breached by a teacher

Essentially, the Superintendent/Assistant Superintendent are the Maple Leaf representatives on the ground in China who work in co-operation with the OSR in meeting BC Ministry policy and compliance issues that regulate the BC program in BC-certified offshore schools in China.

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

Commendation:

The Team commends the OSR and Superintendent for the level of administrative and curricular support given to the School's leadership team, the administrative support staff and BC program teachers.

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 School has a new administration team this school year with a new principal coming to MLIS-Xi'an after having served the two previous years as principal in another BC offshore school in China, albeit not part of the CMLES. The Principal was appointed in the spring of 2020 and arrived on-site at the School in August. He is ably supported by one of the founding staff members at MLIS-Xi'an who was appointed to the position of Educational Coordinator and Academic Advisor at the beginning of this academic year.

In addition to having two years of experience with the new BC curriculum at his previous BC offshore school, the Principal also has experience working in International Baccalaureate (IB) schools globally. This experience has further equipped the principal as he begins to work with the BC teachers in their implementation of the new BC curriculum.

The Principal expressed deep appreciation for the administrative support he receives from the Maple Leaf head office and the Maple Leaf Superintendent.

The new Principal is fully BC-certified holding a COQ Interim Conditional Certificate.

Against the backdrop of the profound impact that the COVID-19 pandemic, quarantine and travel restrictions, and a current staffing shortage has had on the staff, the Team suggests that the Principal develop a plan and establish priorities to address the current tension and lack of cohesion between the majority of the teaching staff and principal in the BC program. Failure of the Principal to address issues of declining staff morale, and growing tensions between principal and teachers, may result in an increasingly negative work environment and poor staff retention rates for the following school year.

Commendation:

The Team commends the new principal for the positive relationships that have already been established with the Chinese headmistress and the Chinese program on campus.

2.08 The School meets the administrative support requirements as outlined in section 2.08 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 School benefits from the services of a Foreign Affairs Secretary (FAS) and a BC Secretary (which is shared with the school's Chinese partners). The FAS assists teachers with their visas, living spaces and other related items. The duties of the BC secretary include a variety of roles and responsibilities that address issues within the BC program.</p>		
<p>Commendation:</p> <p>The Team commends the administrative support staff for their support to the BC Principal, Education Coordinator, and BC program teachers, both those who are at the School and those still teaching remotely because of COVID-19 travel and visa restrictions. Their efforts and willingness to 'go above and beyond' in support of others has only been made even more evident by the crisis brought on by the COVID-19 pandemic.</p>		

2.09 The School meets the Student Record requirements as outlined in section 2.09 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>Considering the limitations of a virtual inspection, the Team relied on previous inspection reports to confirm that student records are securely stored in filing cabinets in the Records Room. In addition, the Team confirms that each student had a Permanent Student Record (PSR) card showing the Personal Education Number (PEN), school and attendance record and historical achievement records by grade/year. The file also contained the student's report cards and English language assessment, as well as Chinese policies and letters.</p> <p>The Team confirms that the Student and Parent Consent forms have been updated for the 2020/21 school year.</p>		
<p>Commendation:</p> <p>The School is commended for the organization and completeness of the student files.</p>		

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.

<input type="checkbox"/> Requirement Met	<input checked="" type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>Most of new teachers hired are in the process of applying for either a COQ or an Independent School Subject Restricted (ISSR) certificate. Due to COVID-19 restrictions, some teachers who are ‘caught’ behind border closures, university office closures and documentation accessibility issues, are struggling to provide the TCB with the documents needed to apply for the COQ or ISSR certificate.</p> <p>It was reported that currently 2 teachers who are applying for a COQ or an ISSR certificate possess a Letter of Exemption (LOE) issued by the Independent Schools and International Education Branch.</p> <p>At the time of the inspection 2 BC program teachers’ certification remains in process. The Team encourages the School begin the process of applying for a second Letter of Exemption for these teachers.</p> <p>One teacher was terminated last year due to unprofessional conduct and was reported to the Commissioner for Teacher Regulation.</p> <p>The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.</p>		

2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 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>In discussion with the staff, the Team observed evidence of the redesigned curriculum being implemented in grades 11 and 12. This included the use of Big Ideas, Core Competencies, Curricular Competencies and the integration of First Peoples Principles of Learning into course documents and daily lesson planning. The Team was witness to creative and engaging lesson designs targeted at developing critical thinking, communication and problem-solving skills. After interviewing the staff, it is clear to the Team that the School has directed its professional development efforts in training teachers in the new curriculum.</p> <p>Students struggling with concepts in Math and English are provided comprehensive after-school tutorials. BC program teachers encourage students at all times to speak English.</p>		

It is worth noting that under the MoE-Maple Leaf transition strategy, grade 10 students are provided with the ML World School Program in 2020/2021, and grade 11 will be added in 2021/2022, and the first MLWSP graduates will take place in 2022/2023.

Commendation:

The Team commends the instructional approach utilized at MLIS-Xi'an. The creative and engaging lessons that students are actively participating in embodies the intent of the new BC curriculum.

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:

CMLES has a comprehensive system for assessing student competency, placing them appropriately, and clearly outlining the promotion procedures. Central to this process is the ML English proficiency test. The results of the test will determine placement into either the Foundations Program, Bridging Program, or directly into the BC program. All students write this test before they enter the grade 10 program. The results of the ML English proficiency test are under the control of the BC Program Principal and designates. Last year approximately 20 percent of students gained direct entry into the Grade 10 world program upon writing the proficiency exam.

Foundations Program students who are placed in the Foundations program typically study for two semesters (one full year) before they can enter a higher-level course.

Bridging Program students who are placed in the Bridging program typically study for one semester before they can enter the Full World School program.

Due to Covid-19 travel restrictions, the school year started with seven of fourteen teachers having to teach online through video conferencing. The current number of teachers still reaching remotely is now down to two teachers in the BC program. In order to assist in English translation and comprehension, an adult teaching assistant is placed in each room to interpret for the online teacher and assist any struggling English language learners.

Commendation:

The School is commended for the implementation of a rigorous English language proficiency assessment and advancement program that more readily ensures students are prepared to be successful in the BC graduation program.

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:

Currently the School is not offering any BAA courses or utilizing any DL courses.

The following courses fall under the exempt course category to support the acquisition of a Dual Diploma.

- Chinese Mandarin 11 (Man11)
- Chinese Mandarin 12 (Man12)

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:

Course overviews are developed centrally through CMLES and ensure consistency throughout the teaching staff. The student learning experiences and assessment practices outlined in the documents are congruent with the foundational principles of the new curriculum.

Accommodations to support English language learners have also been implemented in the curriculum, and a phased-in entry into the BC program is in place to help students develop the language skills to be successful. Those struggling students have access to tutorials to work on enhancing their skills.

Considering the number of staff currently at the School due to COVID-19 and those teaching remotely from different places globally, a significant focus of the administrative team has been to continue to connect teachers with their department heads in discussions related to instructional strategies and assessment pertaining to aspects of the new curriculum.

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 School provides 6.1 hours of instruction per day for 181 days per school year with a total of 1109 hours of instruction per school year. The Team notes this exceeds the Ministry requirement of a minimum of 850 hours.

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:

The Team confirms that the School meets the requirement for assessment methods. Departments ensure consistent evaluation of student's language abilities through group marking of the MELTS assessment. The use of rubrics is evident, and the use of BC Performance Standards is encouraged.

There is evidence that a variety of formative and summative assessment strategies are used to inform students about their learning and to help guide instruction for teachers. Students are able to re-submit work and departments have developed procedures for students to be reassessed.

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. The interviews conducted by the Team confirmed that a variety of assessment methods including observation, collection of work, anecdotal notes, self-assessments, labs, projects, and tests and quizzes are used to generate a final grade.

The Principal oversees the BC provincial assessments in compliance with the procedures for BC assessments.

2.24 The School meets the learning resources requirements as outlined in section 2.24 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>Maple Leaf International School-Xi'an is a relatively new school (4 years young). According to the School Superintendent, Xi'an is currently on a growth trajectory that will see the school population likely increase. With this growth will come an increased demand for learning resources and space. Currently the School is utilizing many different options for learning resources, including a 200 Mbps bandwidth to gather valuable and relevant resources for the classroom.</p> <p>The School does not have a functioning library. It has been described by staff as simply a collection of books (many still in boxes), none of which have been organized or catalogued. There is currently no staff time dedicated to the operation of the library, and thus it remains woefully inadequate and unable to support learning within the BC program. The Team discussed the lack of a functioning library with the Superintendent.</p>		
<p>Requirement:</p> <p>The School is required to properly organize, staff and develop the library/learning commons so that it can begin to support the BC Program as per the Certification Agreement.</p>		

2.25 The School meets the student progress report requirements as outlined in section 2.25 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>CMLES establishes student records in accordance with the BC Ministry of Education's Student Records requirements: this includes maintenance of permanent student records, transcript generation, attendance and medical alerts.</p> <p>The School reports to parents 4 times each school year. Student self-assessments on the core competencies are reported on the final report card of the year.</p> <p>Students are given progress reports directly by Chinese counselors and BC homeroom teachers in grade meetings and homeroom classes. Parents may receive progress reports by Chinese counselors (as directed by the BC program) by telephone, at grade meetings and through the PowerSchool Parent Portal in the world wide web. Individual parent meetings, regarding parent concerns or student progress are usually conducted in translation and involve administration and the Educational Advisor.</p>		
<p>Commendation:</p>		

The School is commended for having all student and staff documentation organized and available to the Team during the virtual inspection.

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 Team reviewed the School's updated 2020/21 parent/student handbook. A Chinese translation of the 53-page handbook follows the English version, section by section for easy reference in both languages. The handbook references grades 10-12, making distinctions between requirements for the ML World Curriculum (current grade 10's) and the BC curriculum (grades 11 & 12).

The handbook contains appropriate information for students and their parents on such topics as the vision, mission and beliefs of CMLES, the curricular programs for the BC graduation program grades 10-12, the ESL Pathways (Foundations and Bridging program), Assessment, the School's schedule/timetable, and a number of school policies that directly impact students and their parents.

These include such items as Student Behavior Policy, Attendance and Lates, Appeal Process, Wi-Fi and Laptop Student use, Course Drop & Course Change, Academic Advising, Summer School Program and Student Athletic Code of Conduct.

In short, the MLIS-Xi'an parent/student handbook is informative, relevant and helpful for parents and students alike.

Commendation:

The Team commends the School for developing a parent/student handbook that is informative, relevant, and helpful for parents and students alike.

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 Team reviewed the School’s updated 2020/21 Teacher Handbook. The extensive 143-page handbook contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the BC Offshore School Program in China.</p> <p>Topics covered within the Handbook include such items as:</p> <p>Section I: Maple Leaf International High School System Calendar for Year 2020/21</p> <p>Section II: Student Matters</p> <p>Section III: Student Safety</p> <p>Section IV: Professional Conduct</p> <p>Section V: Performance Management</p> <p>Section VI: Payroll Administration and School Budgeting</p> <p>Section VII: Hours of Work</p> <p>Section VIII: Employee benefits</p> <p>Section IX: Conditions of Employment</p> <p>Section X: Communications</p> <p>Section XI: Employment Separation</p> <p>Appendices</p> <p>APPENDIX 1 – Teacher Recruitment</p> <p>APPENDIX 2 - Required HR Forms</p> <p>APPENDIX 3 - Student Safety Instructions for Extracurricular Activities</p> <p>APPENDIX 4 - Employee Travel and Reimbursement Policy</p> <p>APPENDIX 5 - Field Trip Forms</p> <p>APPENDIX 6- Foundations, Bridging, and Full BC Program Requirements</p> <p>In summary, the Staff Handbook is clear, extensive, and informative.</p>		
<p>Commendation:</p> <p>The Team commends the School for the development of a clear, extensive, and informative staff handbook.</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 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>Currently the School does not offer any courses via distributed learning (DL).</p> <p>The School may consider offering a DL course next semester and is aware that these courses must be offered through the Ministry-approved distributed learning service provider: Global Education: School District #73 Business Company, Kamloops, BC.</p> <p>The School is aware that credit for DL courses that cover the graduation program, and which meet the graduation requirements can only be given by the offshore school following equivalency review by the offshore school.</p> <p>Previously the School used members of the administrative team (academic advisors, success room teachers and education coordinators, department heads) to support students taking DL courses.</p>			

CONCLUSION

Commendations

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

- its ongoing commitment to provide facilities and learning spaces to support the BC program. Staff who have been at the School since its inception, commented favourably on improvements made in the past 3½ years.
- the level of administrative and curricular support given to the School's leadership team, the administrative support staff and BC program teachers by the OSR, Superintendent and Assistant Superintendent.
- the development of positive relations between the BC program and the Chinese program.
- the administrative support staff for their support to the BC Principal, Education Coordinator, and BC program teachers, both those who are at the School and those still teaching remotely because of COVID-19 travel and visa restrictions.
- the instructional approach utilized at MLIS-Xi'an. The creative and engaging lessons that students are actively participating in embodies the intent of the new BC curriculum.

- the implementation of a rigorous English language proficiency assessment and advancement program that more readily ensures students are prepared to be successful in the BC graduation program.
- having all student and staff documentation organized and available to the Team during the virtual inspection.

Requirement

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 5, 2021, 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 develop a plan to properly organize, staff and develop the library/learning commons so that it can begin to support the BC Program as per the Certification Agreement.

NOTE FROM MINISTRY:

The requirement listed above has been addressed to the Ministry's satisfaction. This School remains in good standing for the 2020/21 school year.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that, contingent on responding to the above requirement 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.