

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA SHANDONG SECONDARY SCHOOL

TAI'AN, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 26 – 27, 2023

INTRODUCTION

On October 26 and 27, a certification inspection was completed on Canada Shandong Secondary School (CSSS) in Tai'an, Shandong, People's Republic of China, referred to as the School or in this report. This was the first onsite inspection conducted on this program since the onset of the COVID-19 pandemic. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of James Christopher and Edward Noot, who served as Chair for this inspection.

The School's BC program has an enrolment of 65 students, in grades 10 - 12. The BC program is hosted by Taishan High School of Shandong Province which educates some 2,500 students in total.

During the visit to the School, the Team reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), Taishan High School Principal and Vice-Principal, BC Principal and BC teachers. Informal interactions with students occurred throughout the on-site inspection.

The Owner/Operator, Mr. John Zhu, representative of Canadian-Sino Education Exchange Centre (CSEEC), is responsible for the BC program. CSEEC operates three other BC offshore schools in China, all located in Shandong Province. The Owner/Operator has an additional company based out of Vancouver that owns and operates one Group 4 independent school.



The BC program's philosophy, objectives and special features include striving to teach BC's curriculum with sensitivity to Chinese culture thereby equipping students to have success in post-secondary education abroad. The School is dedicated to preparing students for success in a rapidly changing world by providing a supportive English learning environment that recognizes and respects individual differences, encourages students to challenge personal limits, and promotes excellence.

The Team would like to thank Canada Shandong Secondary School for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School's previous inspection report contained no requirements. The Team offered several suggestions, some of which have been acted on by administration, while others are still under consideration. The School has offered a thoughtful response to all suggestions.</p> <p>The Team noted with appreciation the development of a student recruitment video and the multi-year continuous improvement plan. These two initiatives address the main suggestions made in the previous inspection report.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School has submitted a business plan that meets all required elements. The Team noted that enrolment is higher this year due to the increased intake of grade 10 students. While student recruitment remains a challenge, stronger grade 10 intake bodes well for future program growth and school sustainability as international program enrolment was diminished during the global COVID-19 pandemic.</p> <p>The School is tracking limited student performance data, using this to plan for continuous improvement primarily in English language acquisition. At this time sample sizes have been small, but with growing numbers in grade 10 future data should prove useful to the administration and teachers in addressing continuous improvement. Despite limited data,</p>		

the School has produced an impressive multi-year learning improvement plan that highlights a strong focus on enhancing English language acquisition.

Commendation:

A new promotional video, featuring school staff and alumni, has been developed to enhance student recruitment efforts. The Team commends the School on the development of a multi-year learning improvement plan with a strong focus on English language acquisition.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Owner/Operator meets the requirements set forth in the Agreement and demonstrates a strong commitment to the ongoing success of the School. His presence during the school inspection is evidence of his active involvement and interest in supporting school success.

The Owner/Operator works constructively with the School's leadership team, along with the Offshore School Representative (OSR) and other staff.

Commendation:

The Owner/Operator is commended for hiring a superintendent for his schools in China and Canada, allowing for more focused leadership support and teacher professional development.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the School, as outlined in section 5.03 of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team verified that the School has a letter on file from the Tai'an Education Bureau that authorizes Canadian-Sino Education Centre (CSEEC), in conjunction with Taishan High School of Shandong Province, to operate a British Columbia offshore school program, leading to graduation with a BC Dogwood Certificate. The letter is dated December 2022, and is effective for five years.



The program is operated in accordance with the requirements set out in the Agreement. The letter from the Tai'an Education Bureau references no objections to the three items noted in section 5.03 of the Agreement; namely that the program will operate in accordance with the Agreement, the program will lead to a BC graduation certificate, and the program will be taught by teachers certified by the BC Teacher Regulation Branch (TRB).

The approval letter has been translated as per Ministry guidelines.

2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School is situated on the third and fourth floors of the Overseas Education Exchange Centre building on the Taishan high school campus. The campus has sports facilities, science labs, and a large new gymnasium. CSSS has access upon request to use these facilities.

CSSS has the exclusive use of the two floors which contain classrooms, workrooms, an administration office, a library, a computer lab and a rooftop assembly or play area. Six CSSS students live in school dormitories, with the majority commuting to campus daily.

The Team verified that the facilities at the School are suitable to support the BC program.

Certified translations of building, safety and cafeteria compliance documents are in order. The School is in compliance with local regulations and all inspections are up to date.

The School has a written emergency plan for natural disasters (i.e., fire, earthquake) and holds regular drills for students to practice these protocols. The documentation includes a protocol for the unplanned temporary or permanent closure of the School. The School's emergency plan is annually vetted for accuracy and functionality by the Offshore School Representative (OSR) and detailed in the 2023 Annual Report.

An ad hoc contingency planning committee remains in place to address any urgent health or safety concerns that may arise. Any response planning will be coordinated with Taishan High School.



2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in Schedule B, Part II of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Owner/Operator appointed an experienced individual to act as Offshore School Representative (OSR). The OSR meets the requirements set out in Schedule B, Part II of the Agreement and has been confirmed by the Ministry as suitable for this position.

The OSR's contract began in 2013 and is a continuing contract. The OSR is instrumental in hiring staff and in supporting ongoing professional development and support to school staff. The OSR was on site for this inspection.

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. He 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.

2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal is a BC administrator who meets the experience and training requirements for this role. She is in her second year as principal, having previously served as a teacher and administrator in BC offshore schools. Collaboration with CSEEC administrators to generate system-wide resources, policies, and training supports her leadership at CSSS. In addition, she is assisted by the newly appointed CSEEC Superintendent, who is based in BC.

The Principal's job description outlines the expected role in compliance with the Agreement. The contract is comprehensive and complies with all requirements under the Agreement.

The Principal possesses a valid Certificate of Qualification from the BC Teacher Regulation Branch (TRB) which meets the requirements outlined in the Agreement.

The School is currently understaffed as they seek to hire another qualified teacher. This necessitates the Principal taking on an increased teaching role, which in turn leaves little time for administrative leadership, teacher evaluation and the like.

2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School meets the requirements for administrative support as outlined in section 2.08 of the Annual Report. Along with support from the Offshore School Representative (OSR) and Owner/Operator, the School has sufficient administrative support staff that work directly with the BC Principal.

An experienced English-speaking Administrative Assistant has responsibility for maintaining student records, data collection and daily administrative needs within the School. She is also responsible for the translation of documents and acts as an interpreter between the parents and the School and manages data entry into web based TESS (Windsor).

Academic advising is provided by the host school to assist students with university applications and study visa applications.

The Chinese Vice-Principal, who has had a long affiliation with the program, actively supports CSSS while providing a critical link with the host school.

A newly appointed CSEEC Superintendent, based in Vancouver, works to support leaders and offers professional development for teachers and administrators.

2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team verified that student files are securely stored, properly backed up and can be reproduced if necessary. Student records are meticulously maintained by the Administrative Assistant, overseen by the Principal, and contain all required elements.

The School uses web based TESS (Windsor) administrative software to manage student data.



2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the BC Ministry of Education and Child Care, as confirmed by the Teacher Regulation Branch (TRB) verification response file dated September 21, 2023, along with a list of teachers who have been granted Letters of Exemption by the Director of the Offshore School Program.

One teacher has an unrestricted Certificate of Qualification (COQ), one teacher has a subject restricted certificate and one teacher has a subject restricted Letter of Exemption (LOE). The Team confirms that teaching assignments align with subject restrictions. The Team confirms that the School has a process for monitoring the certification application status of teachers on Letters of Exemption.

The School has a new teacher on-site, who is acting as a teacher on call (TOC) and support teacher while she awaits her Letter of Exemption. Once she secures an exemption, she can take over some of the Principal's teaching load, allowing for some much needed administration time.

All locally certified teachers have evidence of valid certification and local criminal record checks on file.

Staff contracts were reviewed and found to be comprehensive, addressing all the required areas. Teachers are employed under proper work permits and appropriate visas.

Teacher files are in order but they are lacking evidence of teacher evaluations as per school policy, which is a consequence of the Principal's heavy teaching load. A Principal evaluation did not occur last year due to travel restrictions, but an evaluation is planned for the second semester of this year as per school policy.



2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Annual Report for offshore schools.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

CSSS has been working to fully implement all aspects of BC's curriculum. As the School only includes grades 10, 11, and 12, the focus has been on providing as comprehensive a course selection as possible, given the small student population, to ensure that students are able to graduate with a Dogwood Diploma. CSSS offers a diverse selection of options to keep the doors open for a broad range of post-secondary opportunities.

The students also are enrolled in physical education and Mandarin language classes offered by the local Chinese teachers after the BC school day is completed. These courses are credited under exemption guidelines and submitted, with grades, to the Ministry.

The timetable is divided into two semesters, with a daily repeating schedule.

This year, the School is offering the Indigenous-focused graduation requirement through English First Peoples 12.

For new staff, there is a comprehensive onboarding process, which includes a thorough assessment of curricular documents to swiftly familiarize teachers with the unique features of BC's curriculum.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

CSSS draws on a pool of students who have been successful in both their application to the Chinese host school and to the BC program. It was noted by the Team that the English language facility of these students tends to be weaker than their counterparts in other comparable schools. This reality is reflected in the grade 10 and 12 BC Graduation Literacy Assessments. Ideally the School would be able to recruit stronger English-speaking students to raise its baseline. Having said that, the School has responded to this situation by establishing a strong English language learning (ELL) program to raise the English proficiency level of all students.

The Principal has a strong ELL background which has positively informed instructional practice in the School. To this end, CSSS has introduced a literacy enhancement program to



sharpen English language competency. This has been coupled with increased expectations for fluency in written and spoken English with the goal that all students attain a functional level of English proficiency to support their future studies.

To achieve this, the School provides remedial instruction in English to support students who require additional assistance. They also provide individualized English instruction which is tailored to a student's language level while enforcing an English-only policy in all BC classes to foster a fully immersive language learning environment.

With respect to assessment, the Literacy Enhancement Program is designed to bridge the gap for grade 10 and 11 students between their grade 10 BC Literacy Graduation Assessment results and their targeted graduation literary assessment goals.

As part of this process, teachers are committed to achieving assessment consistency by using ELL quick scales and regularly checking in with students. ELL assessments are conducted each term, with results informing the provision of additional, personalized student support as needed.

Commendation:

The Team commends the School on its comprehensive and systematic approach to English language instruction, assessment, and the acquisition of functional spoken and written fluency.

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 Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School meets all course credit requirements. There are no equivalency, challenge or Board/Authority Authorized (BAA) credits being awarded or offered by the School.

Mandarin 10, 11, and 12 credits and physical education 10 credits are being awarded for courses delivered by certified Chinese teachers from the host school. These courses are taken for credit by the students as authorized through the School's approved exemptions.

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 Ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

BC's curriculum is clearly documented, with a consistent template and attention paid to the main required components of the program. The teaching staff has made a deliberate effort to effectively integrate, assess, and report on such facets of the curriculum as: Big Ideas, Core and Curricular Competencies and First Peoples Principles of Learning as part of their planning.

The curriculum documents are detailed and thoughtful and clearly reflect both the content and core attributes of BC's curriculum. As the School is one of four affiliated BC offshore schools in the region, it would be helpful for educators to collaborate with their peers in other schools to share the work that they have done and mutually support one another to undertake a more systematic approach to curriculum enhancement and implementation across all four schools.

Commendation:

The teaching staff is to be commended on their excellent effort in creating detailed and comprehensive course outlines and unit plans for their courses.

2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, 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:

Instructional time allotments are in compliance with Ministry requirements. Students receive 925 hours of instruction in BC's curriculum per year and additionally have credit courses in Mandarin and physical education delivered through the Chinese host school.



2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Teachers use a wide range of assessment methods and rubrics and provide opportunities for student reflection and self-assessment. In conversation with the teaching staff it was clear that regular formative assessment was a key component of their classroom routines to ensure that students had a clear understanding of materials taught prior to moving on to the next topic in each course.

The Principal specifically reviews assessment strategies and the application of results to teaching and learning as part of the teacher evaluation process and the School makes specific support interventions for students based on student performance data.

The School uses its computer lab, portioned for individual privacy, with a dedicated secure server to ensure the effective and proctored completion of required Ministry assessments.

2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Classrooms at the School are each equipped with interactive whiteboards and the teachers are quite skilled at integrating this technology into their teaching.

Students are generally not allowed to bring their personal devices to school unless requested by the teacher for specific classroom use. The School has two dedicated computer labs available which teachers utilize.

The students have access to library materials from the host school and there is a dedicated BC library with a growing collection of age-appropriate fiction, in English, both digitally and in print. The library also houses class sets of plays and novels for student use with parallel Mandarin versions that students can refer to if needed.

Teachers report that they have an adequate supply of texts and student workbooks that they can use with their students.

In addition, the School uses the sports facilities of the host school and has access to science labs through a pre-booking process.



2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School meets all the current reporting requirements with four formal written reports each year including an end of year summary report. In addition, there are three face to face parent/teacher/student conferences (on Microsoft Teams) and parents can access ongoing student progress information in real time on Microsoft Teams.

2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed the well-developed bi-lingual parent/student handbook. It includes school vision and goals, student code of conduct, Ministry of Education and Child Care policies, appeals process, school calendar, pathways to graduation and other required information.

The Team noted that although English First Peoples 12 is listed among the courses offered, the Indigenous-focused graduation requirement is not listed among the required BC program elements.

2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The comprehensive teacher handbook details the school organization, mission statement, marking and grading procedures, professional development, dispute resolution protocol, computer and internet usage, emergency procedures, student discipline, progress reporting, grading appeal procedures, and the learning assessment policy.



2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in Section 18 of the Agreement and Section 2.28 of the Annual Report.

Requirement Met
 Requirement Partially Met
 Requirement Not Met
 Not Applicable

Comment:

The School does not currently offer any courses via Online Learning.

2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in Section 2.29 of the Annual Report.

Requirement Met
 Requirement Partially Met
 Requirement Not Met
 Not Applicable

Comment:

The School does not currently offer any courses via Remote Instruction.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Canada Shandong Secondary School for:

- producing a new promotional video, featuring school staff and alumni, to enhance student recruitment.
- developing of a multi-year learning improvement plan with a strong focus on English language acquisition.
- hiring a Superintendent, allowing for more focused leadership support and teacher professional development.
- its comprehensive and systematic approach to English language instruction, assessment, and the acquisition of functional spoken and written fluency.
- their excellent effort in creating detailed and comprehensive course outlines and unit plans for their courses.



SUMMATIVE RECOMMENDATION

The Inspection Team recommends to the Executive Director of the Independent Schools and International Education Branch that the British Columbia education program offered at Canada Shandong Secondary School continues to be recognized as a British Columbia-certified school.