

# Certification Inspection Report

## BRITISH COLUMBIA PROGRAM

at

SHANGHAI UNITED INTERNATIONAL SCHOOL

MINHANG DISTRICT, SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 16-17, 2022

### INTRODUCTION

On November 16 and 17, 2022, a virtual certification inspection was completed on Shanghai United International School in Shanghai, Minhang District, Shanghai, People's Republic of China, referred to as the School in this report. 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 Bill Beeke and Doug Lauson, who served as Chair for this virtual inspection.

The School's BC program has an enrolment of 276 students, in grades 9 to 12. It is one of two international programs offered at Shanghai International School, a private Chinese school. The host school is a large private Chinese school with appropriate buildings for academic instruction, administration, boarding and cafeteria facilities. The entire school, which houses the BC program, enrolls approximately 1,800 students.

During the visit to the School, the Team reviewed all standards required in the Agreement and *Operating Manual* and met with the representative of the Owner/Operator, Chinese Director of International Education, Chinese campus Principal, Offshore School Representative (OSR), BC Principal, BC teachers, school support staff and students.

The Owner/Operator, Xiehe Education Group, is responsible for the BC program. The Owner/Operator operates a total of nine Chinese schools, kindergarten schools and other international schools. The total enrollment of these schools is approximately 25,000 students.



The BC program's philosophy, objectives and special features include a strong focus on student achievement to be achieved by true partnerships with parents, students, BC and local teachers and support staff. The School sees the key to this mission being a well-equipped teaching staff who have a passion for learning and a commitment to each student in their care. The staff's teaching methods are based on research and wise practices that allow students to demonstrate Core Competencies through various activities.

The Team would like to thank Shanghai International School for its cooperation and preparedness for the virtual inspection visit.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The previous inspection did not have any requirements for the School to address. There were several suggestions that the School is still in the process of implementing due to the delays and disruptions caused by the strict COVID-19 quarantine laws that result in frequent rotating lockdowns in Shanghai.</p>			

## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator of the School is the Xiehe Education Group who operate nine private schools in the People's Republic of China, enrolling close to 25,000 students. The Owner/Operator submitted a detailed business plan with the School's Annual Report.</p> <p>The business plan includes five specific goals for the 2022/23 school year that includes improving professional development opportunities, increasing supports for students at risk, supporting staff and student resiliency through COVID-19 restrictions and improving school spirit.</p> <p>The business plan also projects enrolment forecasts for the next five years, increasing from the present 276 students to 350 students by 2027/28. Discussions with the school administration and the Offshore School Representation (OSR) revealed that the relatively low enrolment for this year is largely due to COVID-19 disrupting the usually comprehensive</p>		



extracurricular program, a main attraction for students. COVID-19 has also made it difficult for the School to attract BC teachers, causing the School to currently operate at three teachers below its optimum number. The recent compulsory educational changes made by the Chinese national government requiring that all students must complete the Zhong Kao (grade 9) final exams also has an unknown impact on international education. The Xue Ji student registration numbers and recruiting timelines for international schools have also had a negative effect on enrolment. The Team met with a representative of the Xiehe Education Group Board of Directors who indicated strong support for the BC program despite these challenges.

The School is located in the Minhang District of the city Shanghai. It is primarily a day school with 78 of the 276 students living in the boarding facilities during the week. The students return home on weekends and are under the supervision of a Chinese homeroom staff. The target areas for recruitment of students are the Yangtze River Delta regions including Shanghai, Zhejiang Province, and Jiangsu Province. Approximately 80% of the current students come from these regions. The competition for students from other ~100 bilingual or international schools in Shanghai is described as 'very fierce'. Despite the competition, the School is optimistic that it will achieve its target enrolments after the COVID-19 restrictions are relaxed.

The post secondary transition from last year's graduates was very good, with 93 of 94 students graduating with the Dogwood diploma. Of these, 14 graduates transitioned to the University of British Columbia and Simon Fraser University. 22 graduates registered at post secondary institutions in Ontario and three at the University of Alberta. The majority of students (46) transitioned to universities in the United Kingdom (27), Australia (15) and the United States of America (4).

**Commendation:**

The Owner/Operator is very supportive of the School and is committed to its continuing success through the current COVID-19 restrictions.

## 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 ownership requirements as outlined in section 5.00, qualification criteria for Owner/Operators, and Schedule A of the Agreement.



The Owner/Operator, with the Province's approval, retains an Offshore School Representative (OSR) in accordance with the requirements set out in Part II of Schedule B. The Owner/Operator is aware that it must advise the Province if it comes to it that the OSR is acting in a manner that is inappropriate or gives rise, either directly or indirectly, to any conflict of interest or the perception of a conflict of interest, in relation to the performance of their obligations to the Owner/Operator.

**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 Owner/Operator submitted several documents with the Annual Report that indicate the School has appropriate permissions from various government entities to operate the BC program at Shanghai United International School. These include:

- Approval of the Teaching Cooperation between the BC Ministry of Education and Child Care and Shanghai United International School, issued by the Shanghai Minhang Education Bureau (October 29, 2010).
- Approval to implement BC's curriculum in Shanghai United international School in Minhang District issued by the Shanghai Municipal Education Committee (October 11, 2018).
- Certificate of Registration issued by the Shanghai Minhang District Civil Affairs Bureau (July 11, 2022).

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

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Owner/Operator submitted several documents with the Annual Report that indicate the School has appropriate permissions from various government entities to operate the BC program at Shanghai United International School . These include:

- Ownership Certificate of Real Estate to house school buildings, issued by the Shanghai Land and Natural Resource & House Management Bureau (May 20,2000).
- Catering Service Licence, issued by the Shanghai Minhang District Market Supervision and Administration Bureau (September 15, 2021 – valid to March 7, 2026).



- Fire Safety Certificate (original), issued by Shanghai Minhang Fire Control Command Centre (April 13, 2009). The last inspection took place on October 27, 2022 and no issues were identified.

The BC program is located on the campus of the larger host school, having its own dedicated classrooms and sharing other facilities. The dedicated rooms are the 12 classrooms, administration offices, five science labs, two IT labs, art room and textiles/robotics room. The shared facilities include the library/resources centre, auditorium, dance & drama studios, 'AV classroom and outdoor sports facilities (gym, track, soccer pitch, basketball courts, etc.).

The host school has developed a 'Safety Work Plan' that the School is required to follow. It consists of 12 parts:

- Part 1: Contingency Plan against School Violence
- Part 2: Contingency Plan against Food Poisoning Incidents
- Part 3: Contingency Plan for Teachers and Students' Infectious Diseases
- Part 4: Contingency Plan for School Fire Accidents
- Part 5: Emergency React Plan for Contingencies on Campus
- Part 6: Emergency Disposal Pre-arranged Planning for Out-of-school Activity Accidents
- Part 7: Emergency Disposal Pre-planning for Boarding Student Accidents
- Part 8: Contingency Plan of School Bus Traffic Accident
- Part 9: Contingency Plan of School Laboratory Accident
- Part 10: Contingency Plan of Anti-Terrorist Attack
- Part 11: Emergency Precaution of One Hour Sport Time
- Part 12: The Plan to Cope with Extreme Weather

Part 3 of the Safety Plan details the procedures and processes that each stakeholder group of the School should follow to prevent infectious diseases. The stakeholder groups include doctors, homeroom teachers, students and cleaning staff. The host school employs three full-time registered nurses who provide 24/7 health services to the students and staff. First Aid stations are located in various rooms, e.g., science lab, art room, cooking lab and gymnasium.

Fire drills are conducted monthly and despite Shanghai not being in an earthquake zone the School does practice earthquake procedures using the "Drop, Cover and Hold" method.

The last paragraph of the Safety Plan states that in the event of a school closure, the School will support its students in the continuation of their studies by contacting other BC offshore schools for placements. The Safety Plan has been vetted by the Offshore School Representative (OSR) for accuracy and functionality.



**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 section 14 of the Agreement.**

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

**Comment:**

The Team examined the job description of the Offshore Representative (OSR) and confirms that it meets the requirements in Part II of Schedule B of the Agreement. The job description of the OSR has been recently updated to align with the 2022/23 Certification Agreement. In addition to his OSR responsibilities, the Offshore School Representative also acts as a general advisor to the Owner/Operator. The OSR has been with the organization for ten years.

Conversation with the OSR confirms that 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 operations.

**2.07 The Principal meets the requirements as outlined in section 2.07 of the Annual Report for offshore schools.**

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

**Comment:**

The current Principal is in her first year as Acting Principal, replacing the previous principal who returned to Canada. She is under a two-year contract, the second of which will see her fulfil the position of principal. The Principal is a graduate of Memorial University, Newfoundland with a Master's degree in Educational Leadership. She has been working in BC offshore schools in China for the past 11 years. Prior to becoming the Principal, she had been the Vice-Principal at SUIIS for two years.

The Team confirms that the principal's job description meets Schedule B, Part III of the Agreement. Examination of the Principal's contract confirms that it meets all the requirements as described section 2.07(d) of the Annual Report.

**Commendation:**

The Team commends the Principal for being prepared for the inspection, providing the Team with all the supplementary documents it required to confirm that the teaching staff is appropriately covering all the elements of BC's curriculum. She also provided additional documents to support the Annual Report and to confirm that the School is being administered according to the requirements of the Agreement.



**2.08 The School meets the administrative support requirements as outlined in section 2.08 of the Annual Report for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Principal is assisted by a Vice-Principal and a full-time Director of Academics who function primarily to support students, including in matters of student discipline and scheduling examinations. The tripartite school leadership team operates as a collaborative unit.

The BC program administrative support staff consist of two full-time administrative assistants, one of which also functions as the Principal's executive secretary. The administrative support staff are assigned to be responsible for the School's finances, payroll, and day-to-day administration of the School. The School uses the Harts Systems TESS and WebTESS student information system software. There is a Chinese teacher assigned to assist in translations.

The host school admissions office processes student applications, working collaboratively with the BC administration.

**2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Annual Report for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Principal demonstrated the Harts Systems school administration software, explaining to the Team how the School uses both programs in conjunction with paper files to ensure that the student records meet the requirements as described in the Annual Report. The Team confirms that through the combination of these three student record-keeping elements, all the mandatory items of a student record are on file including 2021/22 student and parent consent forms. The school will update these to the 2022/23 versions next school year.



**2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Annual Report for offshore schools.**

☒ 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 Ministry of Education and Child Care.**

Currently, the School does not employ any teachers who practice on Letters of Exemption (LOE).

The Team examined the translated teacher certification documents of the local national teachers and confirmed that they each possess a valid teacher certificate from their respective Provincial/Municipal Education Bureaus where they were certified. By Shanghai Teacher Law and Guidelines, all local national teachers must have:

- (a) for kindergarten & primary school: College degree or above;
- (b) for junior high school: Bachelor's degree or above; and
- (c) for senior high school: Bachelor's degree or above.

The Team examined the translated criminal record checks (CRC) of the local national employees and confirms that each has successfully complete the check. The CRCs are current as of September 20, 2022, having been conducted by the Shanghai Public Security.

The Team examined a sample teacher's employment contract and confirmed that it includes employment terms, hours of work, job description, compensation & benefits, termination clauses, vacation time, etc.

Professional development is largely self-directed due to the continuing COVID-19 lockdowns occurring in Shanghai. Despite this, the school administration has been able to provide in-house professional development on technology use and curriculum implementation. The School continues to work with its teachers on the full implementation of the First Peoples Principles of Learning as this presents a contextual challenge to international teachers working in a foreign country such as the People's Republic of China.





**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:**

The Team reviewed the documents and engaged in virtual conversations with the teachers, Principal, Vice-Principal, department heads and students. The teaching staff showed an understanding of the various ways of implementing BC's curriculum during the interviews.

Most of the required elements of BC's curriculum were present in the course overviews, however, due to the challenges of this school year, the First Peoples Principles of Learning (FPPL) are not included.

The Team was impressed with the eloquence of the students who were interviewed. They had a good command of the English language and dialogued well with the Team on a variety of topics from career choices to sharing what it was like to be a student at the School.

**2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the Annual Report for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Team reviewed the English language entrance assessment practice. The School has demonstrated a comprehensive approach to English language assessment and acquisition. The Principal, along with staff from the English department, conduct interviews and administer the assessment.

The School provides English language learning (ELL) in all of the courses offered; each teacher focuses on strategies to assist in ELL. Another way the School provides ELL support to students is by intentionally scheduling smaller class sizes for English courses.

The success room, the School's center to provide specialized and personal ELL help, is staffed by an experienced teacher who works closely with the teaching staff to identify and support learners who would benefit from specialized, individual ELL support.

The School provides a program initiative that supports peer tutoring. This program creates a culture of support for students while they continue to practice and engage in language learning.



**Commendation:**

The Team commends the School's focus on English language learning (ELL) by developing the English language skills of students.

**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 for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The School offers two Board/Authority Authorized (BAA) courses: Leadership 12 and Psychology 12. The School has updated course overviews to reflect the curriculum framework and have received the required Ministry approvals.

The School offers four exempted courses which include Art Studio 10 and Mandarin 10, 11 and 12. The School has Letters of Exemption on file, as needed, allowing the delivery of these courses by locally certified teachers.

The Team confirms the School has an equivalency review policy in place.

**2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. € 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:**

The Team reviewed curriculum planning documents, providing evidence that the grade 9 to 12 courses reflect BC's curriculum documents. Moreover, online interviews with teachers gave evidence that planning for instruction clearly reflects the grade 9 to 12 curricular frameworks of BC's curriculum. Course overviews include the Big Ideas, Curricular Competencies and Core Competencies. The planning documents also include content, unit plans, suggested activities, and a suite of assessments including formative, summative and student self- assessment strategies. First Peoples Principles of Learning (FPPL) were identified as a continuing growth goal.



**2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 of the Annual Report 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 up to seven hours of BC program instruction per day over 197 days per year for a total of up to 1,243 hours of instruction per school year. All grades exceed the Ministry's minimum requirement of 850 instructional hours per year.

**2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the Annual Report for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

Comment:

The School demonstrated through teacher and administrator online conversations and course outlines that the assessments include a variety of methods throughout the units they teach. These methods align with BC's curriculum, and many are competency focused.

The teachers and department heads have created a common rubric to use for feedback on written assignments. The teachers regularly discuss and implement assessment strategies that are focused on student enrichment.

The School is developing a fair assessment guideline to be used by teachers to assist in providing an accurate mark from a variety of ways that demonstrates individual student learning.

The School maintains a rigorous security and invigilation procedure for the BC Graduation Numeracy and Literacy Assessments. This includes a review of testing expectations prior to the exam being conducted and entering PEN numbers and preparing computers for individual students. The assessments are invigilated by a minimum of two teachers who are not the subject teachers.



**2.24 The School meets the learning resources requirements as outlined in section 2.24 of the Annual Report for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

Students have access to a fully staffed library with over 9,500 English books and many Chinese books. There are also current magazine subscriptions and a range of university view books available in the library.

The learning resource center is a hub for students, teacher clubs and meetings. It also hosts student volunteers who wish to get to know the library services better. Students and teachers have access to two IT labs with 3D printers and a colour printer. The School ensures an adequate budget is set aside for the purchase and replacement of library materials.

All students have a laptop or notebook as a required school supply. All classrooms have learning technology such as SMART Boards, Smart TV or digital projectors. The students also have access to online subscriptions such as EBSCOHost (academic research platform) and IXL, a subject specific skill building program.

The students are provided with textbooks and novels that are used in class and can be taken home with the students for the duration of the course. There are a large number of textbooks and other printed resources available for the teachers and the students.

**2.25 The School meets the student progress report requirements as outlined in section 2.25 of the Annual Report for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The School provides an interim report via student-teacher conferences and two formal reports per semester. Homeroom teachers serve as regular communicators with parents. Cross-grade meetings occur after key reporting periods to identify any interventions that would assist the student. Parents are invited to meetings with the subject teacher as required to discuss the student's progress.



**2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the Annual Report for offshore schools.**

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

**Comment:**

The School has updated the parent/student handbook for 2022/23. The handbook is published in English and Chinese, describing all the information that parents and students need to know to achieve a successful graduation, including a list of required and elective courses. It also contains the practical information about school life including the code of conduct, technology rules, class schedule, clubs & teams, career & guidance, tuition refunds, etc. The handbook is well written and easy to follow.

**2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the Annual Report for offshore schools.**

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

**Comment:**

The Team examined the detailed teacher handbook which has been updated for 2022/23. The 33-page manual includes descriptions of the School's day-to-day operations, teacher expectations, employee information including payroll and taxation, job descriptions of the school's senior leadership and educational responsibilities of teachers.

The Team confirms that the teacher handbook meets the requirements as detailed in section 2.27 of the Annual Report.

**Commendation:**

The teacher handbook is detailed, well written and easy to follow and is of valuable assistance to teachers new to the School.



**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 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
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**Comment:**

The Team confirms that the School meets the Online Learning requirements as outlined in section 18 of the Agreement and section 2.28 of the Annual Report of offshore schools.

The School offers Online Learning courses through the approved Online Learning service provider: Global Education – School District 73 Business Company. The Principal and Vice-Principal act as facilitators by providing supervision for assessments. The Principal also tracks the progress of students in Online Learning. The School has a policy in place to determine equivalency for the courses to count as credit in the BC program.

**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 for offshore schools.**

<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
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**Comment:**

The School has the ability to offer Remote Instruction but is not offering any courses via this teaching method as it has its teachers on site.

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Shanghai United International School for:**

- their perseverance in providing students with a continuing BC education despite the challenges presented by the ongoing COVID-19 restrictions in Shanghai. It became very apparent to the Team that the School, and especially the staff, have had to sacrifice and work extremely collaboratively to protect the education of their students. This meant selflessly covering for each other during ongoing lockdowns that had a great negative impact on the school program, life and community.



- being creative and adaptive in continuing to offer and operate, under severe COVID-19 restrictions, the extracurricular programs that have been a strong characteristic of the School in previous years. The Team supports the school philosophy of providing its students with a holistic education and encourages all staff to continue offering students extra- and cocurricular experiences as much as possible.
- supporting students who are deemed to be at risk either because of English language acquisition barriers or for other reasons. The early interventions, before and after school supports, English language learning (ELL) program and tutoring program indicate the level of care the teachers have for their students.
- a committed and collaborative school leadership that is well organized and efficient, dedicated to serving the needs of the students and staff under trying conditions. The Principal prepared well for the inspection, having all the required documentation and supplementary materials to enable the virtual inspection process to proceed in an efficient manner.
- a supportive Owner/Operator that is committed to ensure that the BC program of studies continues through challenging times and who works collaboratively with the School towards its goals of exceeding the expectations of students and parents.

### **SUMMATIVE RECOMMENDATION**

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

