

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

SHANGHAI UNITED INTERNATIONAL SCHOOL (JIAOKE CAMPUS)

SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

DECEMBER 3-4, 2018

## INTRODUCTION

On December 3-4, a certification inspection was completed on Shanghai United International School (SUIS) at the Jiaoke Campus in Shanghai, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) Education Program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Dr. Heather Smith and Mrs. Beverly Pulyk (chair).

The School's B.C. program has an enrolment of 337 students, in grades 9 -12. SUIS is one of the five programs operating in the larger school facility; the others being a Chinese grades 6 – 8 junior program, a Chinese grades 10 – 12 high school program, a grades 6 – 8 pre-international baccalaureate program, and pre-high school foundations language program. The entire school, which houses the B.C. program, enrolls approximately 1600 students.

During their visit to SUIS, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with The School's owner/operator representative (general principal of the Xiehe Education Group), offshore school representative (OSR), Chinese principal of Shanghai United International School, B.C. principal, B.C. teachers, Chinese teachers and Chinese support staff.

The owner/operator, Xiehe Education Group (XEG), is responsible for the B.C. program. Under the Xiehe Education Group umbrella, there are various education programs: fortune kindergarten, elite kindergarten, and the Shanghai United International Schools. Xiehe Education Group is in its twenty-fifth year of operation with numerous campuses educating over 25,000 students.



The B.C. program is based on a philosophy of “East Meets West”, with an “education concept featuring diversification, balance, inclusiveness and innovation”. The mission statement as noted in the annual report is:

*The SUIS Jiaoke Campus is dedicated to assisting our students in becoming world class citizens. We will encourage, facilitate and/or teach our students to: exhibit high ethical standards; perform community service; act in a responsible manner; display a sense of fairness; demonstrate leadership skills and attitudes; and, be accepting of a progressive view of social change: all taught in an "East Meets West" context.*

During the inspection, the principal and offshore school representative noted the special feature of the school to be: the balance of multiple programs offered in the school, the amount of extra-curricular activities available to students, and the variety of choice to personalize student learning, preparing them for an array of post-secondary pathways.

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

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

Requirement Met       Requirement Not Met       Not Applicable

**Comment:**

There were no requirements noted in the previous inspection report, however the administration of the School reviewed projected enrollments and shared facilities to ensure access to adequate space and resources for the growing B.C. program.

## BUSINESS PLAN

**The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.**

Requirement Met       Requirement Not Met

**Comment:**

The Team confirms the business plan items noted in the Global Education Program – Offshore Schools Annual Report. The business plan confirms the sustainability and planned growth of SUIS.

**Commendation:**

Xiehe Education Group is commended for its business plan which provides a solid foundation and long-term sustainability of the SUIS B.C. program. This includes the:

- steady growth of the school to its present maximum capacity;
- retention rate and stability of staffing that exists from year to year; and
- administrative succession planning that has taken place.



## OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

### 2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement Met       Requirement Not Met

**Comment:**

The Team verified all items noted in section 2.1 of the inspection catalogue. The owner/operator meets the requirements set forth in the Agreement, including:

- the qualification criteria for owner/operators as outlined in section 5.0 and schedule A of the Agreement.
- public announcements regarding the school outlined in section 8 of the Agreement.
- that the owner/operator and principal are aware of the requirement to report the dismissal, suspension and/or discipline of teachers as required in section 17 of the Agreement.

A letter from the Shanghai Municipal Education Committee, dated October 11, 2018, is on file at the School confirming that that the Committee approves the implementation of the B.C. curriculum pilot in Shanghai United International School in the form of an integrated curriculum of Chinese and western courses.

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

Requirement Met       Requirement Not Met

**Comment:**

SUIS, located in the Minhang District of Shanghai, is a gated school property with security guards positioned at the entrance. As previously mentioned, SUIS shares the facility with other programs. The B.C. program includes administration offices, staff work areas, general classrooms, three science labs, and two computer rooms. Areas shared by all the programs include: a library, two cafeterias, specialized rooms (dance, drama, art, music), textiles room, multi-purpose room, auditorium, gymnasium, fitness room, outdoor areas (soccer pitch, two outdoor basketball courts, volleyball court and a 250-meter track) and a variety of meeting rooms. Student artwork is displayed throughout the school. 46% of the students live in the residences on campus. Chinese staff members supervise students outside of school hours.

An on-site nurse provides medical services to students and staff. The cafeteria is inspected annually (last inspection September 9, 2018); the current Cafeteria Operation Certificate is posted on a wall in the cafeteria. The Food Services Certificate, valid to April 9, 2021, is located in the same area.



A detailed emergency contingency plan exists for such events as: violence, food poisoning, infectious diseases, fire, extreme weather, unplanned school closures, and an array of potential accidents (out of school, residential boarding, traffic, lab, sport-time). Students practise fire drills four times a year. The offshore school representative has vetted the emergency plans for accuracy and functionality.

The Team completed a review of the facilities and deemed them suitable to support the B.C. program.

Commendation:

The School is commended for the level of detail provided in the 15-page emergency contingency plan.

### ADMINISTRATION 3.0

**3.1 Offshore school representative (OSR) - The owner/operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the Province and must meet all of the requirements set out in section 14 of the Agreement.**

Requirement Met       Requirement Not Met

Comment:

The offshore school representative, appointed by the owner/operator, began his appointment in 2012. He also serves as a member of the Xiehe Education Group's quality assurance department.

The OSR's extensive teaching and administrative experience in both B.C. and offshore schools, provide him with the requisite background knowledge and expertise for this position. The Team confirmed that the OSR meets all of the requirements set out in section 14 of the Agreement. The OSR is aware of his obligation to report to the Ministry of Education critical information relating to changes in the operation of the School or ownership structure that could significantly impact the school(s) operation(s).

**3.2 The principal meets the requirements as outlined in section 3.2 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

Comment:

The principal was appointed to his position at SUIIS effective the 2018/19 school year. Prior to his appointment, he served as the vice-principal of SUIIS and was a teacher and vice-principal with another offshore school in China. He is responsible for the principal duties noted in section 3.2 of the inspection catalogue.



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

Requirement Met       Requirement Not Met

**Comment:**

The principal of SUI is supported by the following people: vice-principal, international director, four department heads, admissions office, a full-time office administrator and two part-time office administrators. The office administrators are responsible for such duties as daily office operations, budgeting, scheduling, human resources, filing, and translations. The OSR also supports the principal and staff of the school.

Web TESS, a WINDSOR data management system, is used to store and transmit school and student data to the B.C. Ministry of Education. TESS and TRAX are managed by the B.C. principal and vice-principal.

The School meets the level of internet connectivity as required by the B.C. Ministry of Education.

**3.4 The School meets the Student Record requirements as outlined in section 3.4 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

Student files, housed in the principal's office, are maintained by the principal and one of the office administrators. Student files contain a copy of the student registration form, student demographic information, Permanent Student Record (form 1704), English language assessment exam and results of that exam, report cards and an older version of the personal information consent forms. The Student and Parent Consent for Storage, Access and Disclosure of Personal Information forms have yet to be updated based on the B.C. Ministry guidelines for the 2018/19 school year. The files are stored in filing cabinets; all necessary information is stored electronically so can be reproduced in case of calamity. The School has record keeping rooms available for the long-term storage of graduated student files.

**Requirement:**

Student and Parent Consent for Storage, Access and Disclosure of Personal Information forms must be updated to meet the B.C. Ministry guidelines for the 2018/19 school year.



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

Requirement Met       Requirement Not Met

Comment:

**The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.** The Team also confirmed all items outlined in Section 3.5 of the inspection catalogue. B.C. teachers plan, evaluate and provide instruction; locally certified Chinese teachers teach Mandarin and Chinese Culture (geography, politics and history). The Chinese teachers are exempt as per Ministry requirements and appropriate documentation is on file. There are no teacher assistants employed by the school.

Teacher files are stored in the principal's Office. These files include: employment application information, current Teacher Regulation Branch membership, evaluation reports, contracts, signed personal information consent forms, work visas, and permanent residency documents. The Teacher and Principal Consent for Storage and Access of Personal Information forms have yet to be updated based on the Ministry guidelines for the 2018/19 school year. The terms and conditions of employment are included in the teacher and principal contracts, with the exception of language regarding the "availability of instructional supplies".

Professional development (Pro-D) events for teachers this year include: a three-day orientation for new teachers in mid-August before returning teachers arrive; a full week of orientation and Pro-D for all teachers the third week of August; one Pro-D day mid-year with other cross-campus teachers. Five in-house Pro-D sessions, with a focus on the new curriculum, are planned for the second half of the year on early dismissal days. This past summer the principal attended leadership training in Ontario and one teacher, together with the OSR, attended the B.C. Offshore Professional Development Workshop offered by the Ministry. Individual teachers can request professional development funds to attend professional development of their choosing. Some of the teachers also attend Pro-D sessions hosted by other offshore schools.

SUIS provides incentives promoting the retention of teachers, such as signing and completion bonuses.

Requirement:

Teacher and Principal Consent for Storage, Access and Disclosure of Personal Information forms must be updated to meet the B.C. Ministry guidelines for the 2018/19 school year.



## EDUCATIONAL PROGRAM 4.0

### 4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the inspection catalogue for offshore schools.

Requirement Met       Requirement Not Met

#### Comment:

The new grade 10 curriculum has been implemented at SUIS in terms of the course content. The School is in the early stages of implementing changes to the grades 11 and 12 curriculum, with plans for full implementation in 2019-20 as required.

Teachers at the school are conversant in the new B.C. program and the Team saw evidence of teaching practices changing and moving from teacher-directed instruction to a balance of teacher instruction and inquiry or more project-based learning. Teachers are making meaningful efforts to move students towards higher level thinking and to interact with and assess the application of student learning. There is a sense that the school is shifting to more personalized and individualized learning for students.

Course planning documents reflect changes in the B.C. curriculum and include curricular competencies; many elaborate on the Big Ideas. Teachers understand the two streams of both incorporating aboriginal content and incorporating the First Peoples' Principles of Learning.

#### **Grade 9**

Upon assessment of entrance exams, SUIS streams students into three programs. Some students start immediately into the B.C. offshore 10-12 program. Alternately, SUIS offers two programs designed to strengthen student performance in English language development. Students may be placed in a partial B.C. grade 9 program or in a language foundations program. The B.C. grade 9 program is for grade 9 students as a pre-cursor into entry in the B.C. graduation program, as well as for grade 10 students who require an additional year of preparation and language development. It is taught by B.C. teachers and students take Physical and Health Education (PHE) and English all year, Socials 8 in semester 1, Socials 9 in semester 2, Math for most of semester 1 and Science for semester 2. Additionally, students take Mandarin and local Math and Science courses. The School has implemented the new curriculum for the B.C. grade 9 courses offered.

#### **Grade 10**

Grade 10 students at SUIS have moved into the new curriculum. The grade 10 curriculum has been updated in terms of content, and the language inherent in the new curriculum can be found in teachers' yearly planning. In English, student take four of the five new modules in the new curriculum: Creative Writing, Composition, Literary Skills and New Media. Two are completed each semester with each course running nine to ten weeks. In the first semester, grade 10 students take Drama (Action English); Computer Studies, PHE, Math and two of the four modules of English. PHE and English continue in the second semester with the addition of Science and Social Studies.



**Grades 11 and 12**

Teachers are experimenting with the new curriculum in grades 11 and 12 with plans for full implementation in 2019-20. Evidence of the content change in courses is already visible; for example, teachers providing instruction in Math, Socials and Science have been exploring project-based learning options.

Grade 11 students take English, Pre-Calculus, one of Chemistry, Physics or Biology 11 or 12 and some electives. Grade 12 students take English 12 and then choose additional core courses or electives. For electives, the school currently offers Textiles 11 and 12; Accounting 11 and 12; Economics 11 and 12; Marketing 11 and 12; Visual Arts 11 and 12, Media Arts 11 and 12; Drama, Film and Television 12; and Fitness and Conditioning 12. Additionally, the school offers AP Calculus AB. The School hosts a Course Selection Fair; it is an innovative way to understand student interests and allow teachers to innovate and propose new courses.

Several teachers attended roundtable curriculum sessions hosted by another school in the spring of 2018 where they interacted with staff members from other schools in regards to the new curriculum. The staff is growing in their understanding of core competencies and First People's Principles of Learning. Although staff at SUIS indicate that time at staff and department level meetings has been directed towards discussion of the new curriculum, additional Pro-D and time dedicated to resourcing teachers and working in subject area teams would help to deepen teachers understanding of the new curriculum and allow teachers time to adjust planning documents accordingly.

**Commendation:**

SUIS is to be commended for the range of courses offered to students and for the creative scheduling that makes this possible.

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

Requirement Met       Requirement Not Met

**Comment:**

Students write an entrance level exam that includes: spelling/grammar, comprehension, reading/listening, an oral read-aloud and interview components. SUIS is redeveloping their intake processes to include hosting small groups of students to observe conversational skills in a more authentic setting. Students who are new to the B.C. program attend an introductory summer camp that helps them transition to the program.

Students are given two years to successfully complete their core subject areas. The School is intentional in placing course offerings so as to provide the best configuration for second language learning. Every student who is admitted to SUIS, takes 75 minutes of English each day throughout their school year. In addition, Socials 9 and Science 9 are always taught in second semester as these courses require increased English skills.



English is offered in a number of blocks to allow for smaller class sizes, at the same time providing students choice in electives, while reducing consternation about potential course conflicts.

Students participate in a range of clubs allowing for additional practice in spoken and written English. Clubs offered include: Reading Club, Movie Club, English Festival, Speech Festival and Model UN. The School celebrates student writing and has begun publishing an anthology of student-written poetry each year as well as participating in an art show and publishing an art showcase book.

One of the School's goals for 2018-19 is to provide increased support for students at-risk of failing and to improve English language acquisition and proficiency. SUIS uses student performance data gathered through teacher gradebooks, provincial assessments to measure academic success, and customized intervention for students. All students participate in school-wide writes several times a year that are scored using the provincial rubric.

The School holds weekly School-Based Team (SBT) meetings to discuss students at-risk. Teachers' records included communication with the SBT. Teachers have recently adopted a "Check-in and Connect" program for at-risk students and the Team saw evidence of staff completing forms that provide feedback on individual student behaviors each block. The principal and student then discuss the student's daily scores to increase meta-cognitive awareness of behaviors that are hindering academic and personal success. SUIS has worked toward creating awareness of mental health issues, including coping strategies and other strategies required for student success. Additional supports include: a school counselor, the Power of Positivity Club, and a "Success Room" organized by the learning and student support coordinator.

Staff have been working in the area of assessment across the new curriculum. The composition of the staff this year shows depth in experience in addressing unique needs of second language learners, but the School still pays attention to how teachers are addressing language learning within individual subject areas. As part of their growth plans, teachers are required to reflect on the "*What are you doing in your classroom that is working with ELL students?*"

The School is to be commended for the sense of community that is perceived in the school. There is evidence of collaboration between teachers in course planning as teachers work together to ensure that the curriculum is aligned across the grades. Clearly, staff care for and invest in students as the school is responsive to the developmental levels and interests of the students. The Team observed the availability of various club programs and student leadership opportunities, at the same time, recognizing the coaching and mentorship required for these activities.

As directed, the Team reviewed the ELL teaching resources on the Ministry website with the principal.



**Commendation:**

SUIS is to be commended for the sense of community that is perceived in the School. This is visible in the levels of teacher collaboration, student leadership and the celebrations of student achievement.

The School is commended for their work to promote mental health and study/organization strategies.

**4.3 The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 4.3 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The School currently offers Psychology 12 and Leadership 12 as BAA Courses. No Equivalency nor challenge credit is being offered this school year.

SUIS has exemptions for Mandarin 9-12, Chinese History 11 and Chinese Politics 11. These courses are taught by Chinese certified teachers. Term 1 report cards indicate that the School is reporting on Chinese Politics 10, Chinese Geography 10, Chinese History 11 and Chinese Politics 11; however, B.C. credit is given only for Mandarin and Chinese Politics 11.

**4.4 The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (d) of the Agreement; namely, that all B.C. program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.**

Requirement Met       Requirement Not Met

**Comment:****Grade 9 curriculum**

Grade 9 Course planning documents are in place for the partial B.C. program and have been updated to reflect the new curriculum.

**Grade 10 curriculum**

SUIS has updated grade 10 course planning documents to reflect the new content in the B.C. curriculum and teacher planning includes elements of the new curricular language. The school is aware that a yearly planning document for Career Life Education 10 also needs to be developed and implemented.

**Grades 11-12 curriculum**

Course planning for grades 11 and 12 is already demonstrating movement from the old curriculum to the new. The Team verified that overviews were in place for most courses being offered. The Team saw some documentation written in Mandarin for the courses offered in Mandarin; however, the School is required to have these course planning



documents translated into English for all exempted courses for which students are receiving B.C. credit (Mandarin 9-12 and Chinese Politics 11).

**Requirement:**

As SUIS is giving B.C. credit for Career Life Education 10, Mandarin 9-12 and a Chinese Politics 11 course, the School is required to:

- develop planning documents for Career Life Education 10;
- develop/translate yearly plans for Mandarin 9-12; and
- translate into English the planning documents for Chinese Politics 11.

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

Requirement Met       Requirement Not Met

**Comment:**

The School offers 186 days of instruction with school days averaging 6.45 hours; this exceeds the minimum of 850 instructional school hours for the year.

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

Requirement Met       Requirement Not Met

**Comment:**

The teachers at SUIS have participated in significant Pro-D around assessment. They have examined fair assessment practices as well as both formative and summative assessment. Formative and summative assessments are noted in many course overviews and teachers recognize that homework and practice activities are designed to provide descriptive feedback, which is helpful and relevant, especially to their second language learners. Summative assessment tools provide the majority of the evidence for reporting to parents. The Team saw evidence of check-in strategies with students, such as exit slips requiring students to demonstrate the learning outcome before leaving the class.

Teachers use rubrics throughout the School. Assessment for activities often included marks for leadership and efforts for use of the English language. The School has developed a Work Habits rubric that is in place school-wide.

Staff review student achievement results by individual student and by classroom. They compare student performance to the performance of those around B.C. as they seek to target invention for their learners.



The School implements provincial exam procedures for all exams written at the school. For provincial assessments, the principal secures the password and books the computer lab, while the school's IT team sets up secure computers in the computer lab. Teachers and students verify PEN numbers and passwords, and the principal ensures adequate and attentive supervision for the exams. A B.C. teacher is present in every exam room.

The inspection data report was reviewed with the principal. It was noted that the student graduation rates were higher than the provincial average and that graduates are attending schools around the world.

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

Requirement Met       Requirement Not Met

##### Comment:

The school librarian oversees the acquisition of resources for the school. He seeks approval and finances from the principal before purchasing resources. The Team saw B.C. textbooks and supplementary resources that adequately support the educational program at SUIIS. The library is well-used and houses a collection of both Chinese and English resources. In addition to books, the library has electronic readers available for students to use if they are looking for a resource that is currently not in the School's collection.

Teachers use a variety of software and learning platforms to support student learning. The teaching staff have created and loaded 45 of their courses into Moodle and a number of teachers are using Moodle as a learning management system for course work. The English department uses Edmodo, and the School indicated that they are also experimenting with Office 365 as a means to further share resources.

Technology is incorporated throughout the School's program and community life and is readily accessible to both teachers and students. All classrooms are equipped with projectors and Smartboards and common areas have large screens. Students regularly present using a variety of multi-media, both in class and in weekly assemblies. The Team observed teachers incorporating a range of sites and programs into their lessons including Scratch, Coding.org and having students perform creative tasks such as animating videos as they practice English. The Team saw technology used extensively throughout the school day as students used both personal and school devices. It is clear that individual teachers are demonstrating leadership in pioneering and incorporating technology as well as demonstrating creative problem-solving to overcome technological challenges. These efforts provide extended learning opportunities for students at the School.



**Commendation:**

The School is commended for pursuing ways to use technology meaningfully in the classroom. It is evident that students are digitally literate and furthering a skillset that is important for the 21<sup>st</sup> century learner.

**4.8 The School meets the student progress report requirements as outlined in section 4.8 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The School communicates with parents on an ongoing basis through the homeroom Chinese teachers.

SUIS indicates they are including teacher-student interviews following interim reporting periods as they seek to include students in the direct conversations about student achievement. The School provides two interim reports and four formal reports yearly to parents. Teachers using Moodle have access to a range of student performance data.

**POLICY DEVELOPMENT 5.0**

**5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The parent/student handbook is updated yearly by the principal. The handbook is written in both English and Chinese. The Team confirmed that the handbook meets the requirements as outlined in the inspection catalogue (i.e. Appeals and Dispute Resolutions Policy, policies related to assessment, admissions, student supervise, student conduct).

**5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The teacher handbook is updated annually by the principal and meets all requirements as outlined in the inspection catalogue.



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

Requirement Met       Requirement Not Met       Not Applicable

There are ten students currently taking a distributed learning (DL) course at SUIIS. Business and Computer Applications 11, Physics 11, Pre-Calculus 11 and Pre-Calculus 12 are being offered through DL. These courses are provided through Global Education (SD 73 – Kamloops).

DL courses are co-facilitated on-site by the principal and student support teacher. Students bring their own devices to school and access these courses through the school Wi-Fi. Some students have dedicated blocks within their schedule; others meet outside of the timetable to work on courses.

The School plans to continue offering DL courses to allow flexibility and greater course offerings for their students, as well as providing an option for students to repeat courses or to take summer courses.

**CONCLUSION****Commendations**

**The Inspection Team wishes to recognize the owner/operator, principal and staff of Shanghai United International School for:**

- The Xiehe Education Group business plan which provides a solid foundation and long-term sustainability of the SUIIS B.C. program. This includes the:
  - steady growth of the school to its present maximum capacity;
  - retention rate and stability of staffing that exists from year to year; and
  - administrative succession planning that has taken place.
- The level of detail provided in the 15-page emergency contingency plan.
- The range of course choices offered to students and for the creative scheduling that makes this possible.
- The sense of community that is perceived in SUIIS. This is visible in the levels of teacher collaboration, student leadership and the celebrations of student achievement.
- The School's work to promote mental health and to teach study/organization strategies.
- Pursuing ways to use technology meaningfully in the classroom. It is evident that students are digitally literate and furthering a skillset that is important for the 21<sup>st</sup> century learner.



## Requirements

In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by April 15, 2019, the Owner/Operator provide the Executive Director of International Education and Independent Schools, responsible for B.C. Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- Student and Parent Consent for Storage, Access and Disclosure of Personal Information forms must be updated to meet the B.C. Ministry guidelines for the 2018/19 school year.
- Teacher and Principal Consent for Storage, Access and Disclosure of Personal Information forms must be updated to meet the B.C. Ministry guidelines for the 2018/19 school year.
- As SUI is giving B.C. credit for Career Life Education 10, Mandarin 9-12 and Chinese Politics 11, the School is required to develop Career Life Education 10 planning documents; to develop/translate Mandarin 9-12 yearly plans; and to translate into English the planning documents for Chinese Politics 11.

## SUMMATIVE RECOMMENDATION

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

