

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

MAPLE LEAF INTERNATIONAL SCHOOL - SHANGHAI

SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 11-13, 2020

## INTRODUCTION

On November 11-13, 2020, an online certification inspection was completed on Maple Leaf International School – Shanghai (MLIS-S) 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 (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Dan Miles and Des McKay (Chair).

The School’s BC program has an enrolment of 399 students in grades 11 and 12. The BC program is not housed within a larger school, but the campus includes a middle school with 345 students and the new Maple Leaf World Curriculum program with 205 students. The entire campus, which houses the BC program, enrolls 949 students.

During their visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School’s Owner/Operator’s representative, the Superintendent of the BC School Program, the BC Principal, BC vice principal, BC teachers, the Deputy Headmistress and 12 grade 11 and 12 students.

The Owner/Operator, Dr. Sherman Jen, China Maple Leaf Educational Systems Ltd. (CMLES), is responsible for the BC program. CMLES has 15 schools offering the BC program, three foreign national schools (kindergarten-grade 9) with a new high school opening in Hohhot, Inner Mongolia next year and a foreign national school the year after, 24 Chinese elementary and 23 Chinese middle schools. CMLES operates two high schools in British Columbia, one on the



campus of Thompson Rivers University in Kamloops and the other on the campus of Kwantlen Polytechnic University in Richmond. CMLES also has a high school at Lakehead University in Ontario.

As with all BC offshore schools, the CMLES has had to overcome a tsunami of COVID-19 related challenges at all levels of the organization; however, the Maple Leaf system's strategic plan is to continue expanding in China and abroad. A new high school has been opened in Southern Australia, and CMLES has just purchased a GCE A Level school in Kuala Lumpur with 1500 students, and an IB school in Singapore with 3100 students.

The CMLES educational philosophy is based on the belief that through blending the best of the innovations and higher level thinking western educational model with the cultural richness and discipline of the traditional Chinese educational model, students will be best prepared to meet the challenges of living and working in a more internationalized society.

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
Comment: The School had no requirements in its 2019/20 inspection report.			

## 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 type="checkbox"/> Requirement Met	<input checked="" type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
Comment: The Team has been advised by the Ministry that the 2020/21 Certification Agreement between China Maple Leaf Education Systems and the Ministry of Education is in process.  The BC program currently has 399 students in grades 11 and 12 and will be phased out as of June 30, 2022. CMLES has committed to providing a robust graduation program as it transitions to its Maple Leaf World Curriculum School and will continue to offer a full range of grade 11 and 12 courses for BC program students. This will be accomplished, in part, by creating teaching assignments that span the BC program and the World Curriculum Program.		



However, MLIS-Shanghai recognizes that some students entering grade 11 this current year will not be able to meet graduation requirements by June 30, 2022; therefore, a number of interventions have been put in place to support these students including:

- meeting with parents to keep them informed regarding their child’s progress toward graduation;
- providing summer school courses for students requiring graduation credits and support;
- continuing to offer some grade 10 courses when the World Curriculum program has been implemented; and
- parents of students who are unable to meet graduation requirements must sign a letter acknowledging their child will be transitioned into the Maple Leaf World Curriculum program after June 30, 2022 and receive a Maple Leaf diploma.

In addition to curricular support, CMLES has also worked with universities and other post-secondary institutions to offer university fairs for its students and parents. The November fair will see 112 universities recruiting CMLES students, the highest number to date.

Commendation:

CMLES and the School are to be commended for their commitment to maintaining a robust BC program as it transitions to the Maple Leaf World Curriculum.

The School is to be commended for creating a “Grad Checker” for students to keep track of their progress toward graduation.

## INSPECTION CATALOGUE 2.0

### 2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

Comment:

The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team examined inspection approval certificates from the local fire authority, the local municipality for the inspection of the school buildings as well as the certificate to operate the school cafeteria. The Team confirmed that the Owner/Operator is meeting the requirements set forth in the Agreement and has the appropriate permits and licensing in place to operate the MLIS-Shanghai school. The following license and permit were made available to the Team in both English and Mandarin:

- Voluntary School Run-School License of People’s Republic of China (junior high and high school) – Education Bureau of Jinshan District
- “Shanghai Certificate of Real Estate Ownership” issued by:
  - Shanghai Housing Security & Administration Bureau
  - Shanghai Land & Resources Administration Bureau

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School has plans in place for an unplanned temporary emergency or permanent closure of the School as well as COVID-19 safety protocols. The Superintendent on behalf of the OSR confirmed that he has reviewed all the plans for accuracy and functionality.

The following safety certificates/documents were made available to the Team:

- Shanghai Jinshan District Public Safety Fire Department
- Shanghai Municipality Construction Completion Planning Acceptance Certificate
- Campus Safety Protection Work Procedures (COVID 19 Protocols)
- Food Business License Valid to October 10, 2021

The School shared with the Team its “Maple Leaf International School-Shanghai Safety Handbook 2020/21”, which has detailed lockdown, earthquake and fire drill procedures that are reviewed with and practiced by staff and students. The School also made its Canteen Fire Safety Evacuation Plan document available to the Team.

The Team confirmed that the School has scheduled fire and earthquake drills each semester in addition to the drills scheduled by the Chinese administration for the entire campus. Scheduled dormitory drills occur in the evenings and way-finding signage is posted around



the School indicating what to do and where to go in the event of a school emergency evacuation. COVID-19 signage indicating the need for social distancing and hand washing is also prominent throughout the school.

MLIS-Shanghai has instituted COVID-19 safety response protocols that in part have been mandated by Chinese government agencies and the Shanghai Education Bureau. At the height of the COVID-19 emergency MLIS-Shanghai response protocols and expectations included the following:

- Only students and staff are allowed onto the campus.
- Approved visitors must undergo thermal temperature scanning, wear a mask and be officially escorted while on campus.
- Mandatory QR Code and thermal temperature scanning for everyone entering the campus.  
(Contact tracing is conducted through cell phone QR Code scanning. GREEN means clear, YELLOW means travel has occurred to a region that has since been declared a risk, and RED means travel has occurred to a high-risk region. If a YELLOW or RED reading occurs, entry to the campus is denied and COVID testing is mandatory.)
- Thermal scans three times a day and readings recorded in a logbook.
- Everyone entering the campus must wear a mask, however, once on campus wearing a mask is optional.
- Campus disinfecting procedures for washrooms, halls, offices and classrooms.
- Setting up isolation rooms in the event a student or staff member demonstrates COVID-19 symptoms.
- Seating arrangements for classrooms.
- Staggered dormitory and student break schedules.
- Emergency treatment procedures.

At the time of writing this report, campus COVID-19 response security measures have been relaxed somewhat. Staff are not required to produce their QR code to security at the gate or undergo thermal temperature scanning; however, visitors must be approved, wear masks and have their temperature scanned. Should a COVID-19 case occur anywhere in the region of the School emergency protocols will be re-instated effective immediately by the Education Bureau.

**Commendation:**

The School is to be commended for its safety response planning and COVID-19 protocols.



**2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Superintendent represented the OSR during the inspection. While he was unable to be at the School due a COVID-19 incident in the Shanghai area, his virtual attendance at every meeting and availability throughout the inspection was very helpful and much appreciated.

**Commendation:**

The Superintendent is to be commended for his presence, support and commitment to MLIS-Shanghai through this inspection.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Principal meets all the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools. She has been an educator for 26 years and during that time has held a number of administrative positions in the BC public school system as well as the China Maple Leaf Education system. She was in instructor in the Okanagan College Continuing Studies program in Vernon, BC and for the past five years the principal of three schools in the CMLES system: MLIS High School, Dalian Girls Campus, MLIS-Zhenjiang, and as of September 2020, MLIS-Shanghai.

The Principal has a M.Ed. in Leadership Studies from the University of Victoria and a COQ Non-Expiring Professional certificate.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School has a 1.0 Principal, .5 vice-principal and .5 education coordinator that have been combined to a 1.0 vice principal, .5 academic advisor, 1.0 Foreign Affairs Secretary and a 1.0 BC program secretary. Due to COVID-19 related issues, the administration and academic



advisor all have teaching responsibilities. The Principal shared with the Team that 2020 has been a challenging year for MLIS-Shanghai. She is the third principal in three years, and there has been a very significant turnover of teaching and support staff. This has been compounded by COVID-19 related issues around hiring, obtaining Chinese visas, and getting documentation to support teacher certification applications.

CMLES also provides support through a network of system curriculum, professional development and technical coordinators and other central office operations departments such as finance and human resources.

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

**Commendation:**

The administration and staff are to be commended for their caring, resilience and flexibility in shielding students and their learning from ongoing COVID-19 related crises.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team randomly selected 20 students, 10 from each grade level, and presented the list to the School's administration just prior to the first morning of the inspection. All 20 files were individually reviewed by the Team using Zoom. Each of the required documents outlined in section 2.08 of the inspection catalogue was verified by the Team, and all files included updated student and parent consent forms in both English and Mandarin.

**Commendation:**

The Principal and her office staff are to be commended for their record keeping system and preparedness for the virtual review of 20 student files and every teacher file.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed every teacher file, including the Principal's, using Zoom. Each file was checked to include the following items: Certificate of Qualification, teacher contract, teacher



evaluations, personal consent form, teacher emergency contact information, and work permit/visa. At the time of writing this report, two teachers are still waiting for visas to return to China and are teaching remotely. The Team also noted that two teachers at the School did not have proper authorization from the BC Ministry of Education (e.g., either a valid BC Certificate of Qualification or Letter of Exemption) and must therefore be immediately replaced by BC-certified teachers.

The Team cannot confirm that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education; two teachers currently do not have a BC Certificate or a Letter of Exemption. The Team has notified the Independent Schools and International Education Branch.

**Requirement:**

The School must always ensure that only teachers who hold authorized certification from the Teacher Certification Branch or Letters of Exemption from the Ministry of Education teach the BC education program.

**2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

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

Many of the teachers interviewed are new to the school and came from U.S., Jamaica, and South Africa, where the teaching methodologies tend to be more teacher directed. The Department Heads and System Coordinators have been very helpful in supporting teachers new to the BC curriculum transition their teaching methodologies to support inquiry-based learning. The new teachers all expressed that they had the resources and the support they needed to begin teaching the BC program. They were appreciative of the extra time and effort put in by their colleagues to help them. Many of them talked about the curriculum's flexibility permitting high interest activities for students.

The implementation of the updated curriculum has progressed very smoothly largely due to the structured support offered by the System Coordinators, Curriculum Writers and oversight by the Assistant Superintendent of Curriculum and Professional Development.

CMLES continues to rely on effective System Professional Development to ensure that teaching and assessment strategies are consistent with the goals of the BC program.



**Commendation:**

The experienced staff are to be commended for the support and mentoring they have provided to the many new teachers.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The report presented to the Team indicated that, similar to other Maple Leaf Schools, CMLES has initiated a system approach to assist all schools in improving student achievement in English language proficiency. These initiatives include:

- using the 'ML 3 key English language instructional strategies' for use by all teachers throughout the system;
- incorporating 12 additional English acquisition strategies in curriculum documents to assist teachers in delivering course material in all subject areas;
- including English Literacy strategies in all CMLES schools, and in most cases replacing sustained silent reading (SSR) reading;
- using computer-assisted English learning for individual self-study (memrise.com);
- implementing a 20-minute structured homeroom to focus on sustained silent reading of English novels;
- using Maple Leaf vocabulary books which teach the GWL and AWL word families to students;
- providing ongoing professional development in the area of ESL teaching strategies;
- providing additional academic supports to students at risk through school-based teams, and success room programs; and
- using Vocabulary.com to increase vocabulary development specific to curriculum content.

Students entering CMLES BC program schools undergo an English proficiency test to ascertain the level of ELL support they will need. All designated ELL students are tested at designated times throughout the year to monitor growth. Students in the grade 12 BC High School program take a system-wide common English Studies 12 exam.

Teacher interviews confirmed that CMLES provides all teachers instruction in the 12 teaching strategies which provide support on a daily basis for English language learners. Videos and instructional materials for the 12 teaching Strategies are available to all teachers on the



Training Hub and in the Canvas Teacher course. Teachers felt well supported in their ELL assessments.

**2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the inspection catalogue for offshore schools.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

The School follows procedures and maintains records that align with the International Student Graduation Credit Policy.

The School offers three BAA courses:

- Psychology 12
- Teacher Assistant 11/12.

The course overviews have been updated by CMLES to reflect the current curricular framework and have the appropriate Ministry approvals.

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

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

The Principal shared the teachers' planning binders with the Team via the School SharePoint. This provided evidence of the planning and assessments that went along with the class activities that were described in the interviews.

The course overviews for all grades 11 and 12 curricula have been updated to reflect the current curriculum frameworks using a template provided by CMLES. The course overviews were complete and aligned with the new curriculum, with all competencies clearly identified along with the First Peoples Principles of Learning.

The Team conducted interviews with individual teachers to review and discuss planning and assessment. There was evidence of short- and long-term planning that included content, teaching strategies, evaluation and assessment methods linked to BC curriculum. The



planning documents also indicated that students are exposed to a variety of learning experiences and that English language development was consistently addressed.

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

Commendation:

The department heads are to be commended for the flexible support they give to their teams ranging from structured content and assessment for new teachers to providing opportunities for creativity and passion for more experienced teachers.

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

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

Comment:

The Team verified that the School offers:

- 5.75 hours per day
- 181 days per school year
- 1040.75 instructional hours per year

This exceeds the instructional time allotment requirements.

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

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met



**Comment:**

In conversations with teachers the Team heard a variety of approaches to assessment. Teachers described and produced samples of assessments that met the criteria of the BC curriculum. Course materials and assignments included rubrics so that teachers and students clearly understood expectations and grading.

Through conversations with teachers the Team was told that department heads check grade books and enable meetings between teachers who teach the same course to ensure marking is accurate and consistent. Teachers engage in moderated marking to ensure that standards are the same throughout all subject areas.

Teachers interviewed were grateful for the resources provided for assessment. Team interviews with teachers confirmed that Maple Leaf International Schools offer professional development opportunities to teachers on both formative and summative assessment practices. The administration supports and offers teachers opportunities to find different ways to incorporate both formative and summative assessment into their practice. Artifacts and observed teachers' lesson plans reflect a variety of assessment methods including observation, collection of work, anecdotal notes, self-assessments, projects, and tests. The report confirmed that formative and summative assessments are used by teachers to make informed instructional decisions and work with students to set criteria and learning goals.

**Commendation:**

The staff are to be commended for the variety of assessment strategies demonstrated in the artifacts shared with the team.

### **2.24 The School meets the learning resources requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

Interviews with teachers confirmed that they have resources and access to the technology and print that they need.

The report confirms that over the last few years, the library has steadily built up a larger catalogue of books, textbooks, magazines, and teacher resources.

The School reported the creation of a positive library environment where students feel comfortable to come work, study or read and relax. After school there are often teachers in the library who help and support students who have questions or who are seeking extra help.



The report confirmed that the School has two dedicated computer labs where classes take place and where students can use more specialized software. CMLES is using the Canvas Learning Management System to provide online classes during the pandemic lockdown. Teachers who have not been able to return to China are using Canvas to teach online. It is also a very effective tool for having students submit their assignments, and check for plagiarism. The staff also reported that Vocabulary.com was added, an online tool to help students learn subject relevant vocabulary.

The staff explained that each year the school participates in the system budgeting process. Input provided by the BC program includes identification of print and digital resources to support curriculum implementation. A transition away from print resources to digital resources is part of the ongoing conversations at the school. Clarifying the budget is an annual conversation that impacts what is purchased by the school.

### **2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The vice-principal shared with the Team how parents and students have access to the PowerSchool student information system with real-time information about student progress in class and attendance records. Additionally, parents are kept informed through the school WeChat channel and by the school and system website. Also, "I Reports" are sent to parents when there is a concern that the student may fail their course.

In the fourth week of the semester, all teachers ensure that PowerSchool has a record of student progress and attendance to date. Parents are informed about how to access this information. A formal report card at the mid-semester point and at the end of each semester is provided through the PowerSchool system.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed the School's updated 2020/21 parent/student handbook. It contains updated information about the new BC curriculum frameworks and the underpinning philosophy. The handbook is a valuable source of information about the philosophy, policies and procedures of the school, including the policy and procedures for appeals and dispute



resolution. The appropriate sections are also written in both English and Mandarin to facilitate effective communication.

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

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

The teacher handbook is prepared centrally by CMLES and has been updated to reflect the current year. It contains all the required elements as part of the Agreement. The policy regarding the evaluation of teachers was also being adhered to at MLIS-S.

**2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met                       Not Applicable

**Comment:**

The Team verified that the School offers four courses through distributed learning (DL) –

- Earth Science 11 (1)
- Foundations of Math 10 (1)
- Career Life Education (2)
- Career Life Connections (1)

A total of 5 students took these courses, all of which were offered by the prescribed DL provider – Kamloops SD73 Business Company – Global Education. Students are supervised by BC teachers or Administrators during exams. Otherwise, they are supervised by the Librarian/Library assistant during study blocks, or counsellors during night study.



## CONCLUSION

### Commendations

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

- their commitment to maintaining a robust BC program as it transitions to the Maple Leaf World Curriculum.
- creating a “Grad Checker” for students to keep track of their progress toward graduation.
- its safety response planning and COVID-19 protocols.
- the Superintendent’s presence, support and commitment to MLIS-Shanghai through this inspection.
- the administration and staff’s resilience and administrative agility in shielding students and their learning from the COVID-19 related crises.
- the Principal and her office staff’s record keeping system and preparedness for the virtual review of 30 student files and every teacher file.
- the experienced staff’s support and mentoring they have provided to the many new teachers.
- the department heads’ flexible support they give to their teams ranging from structured content and assessment for new teachers to providing opportunities for creativity and passion for more experienced teachers.
- the staffs’ variety of assessment strategies demonstrated in the artifacts shared with the team.

### Requirements

**In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 2021, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following item:**

- The School must always ensure that only teachers who hold authorized certification from the Teacher Certification Branch or Letters of Exemption from the Ministry of Education teach the BC education program.

#### **NOTE FROM MINISTRY:**

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



## **SUMMATIVE RECOMMENDATION**

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

