

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - SHANGHAI

SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 10-11, 2021

INTRODUCTION

On November 10-11, 2021, a virtual certification inspection was completed on Maple Leaf International School – Shanghai, in Shanghai, People’s Republic of China, referred to as the School or MLIS-Shanghai 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 inspection team (the Team), appointed by the Executive Director of the Education Policy Branch, British Columbia Ministry of Education (the Ministry) in accordance with the *BC Offshore School Program Certification Agreement* (the Agreement), consisted of Wendy Hyer and Peter Drescher, who served as Chair for the inspection.

The School’s BC program has an enrolment of 220 students in grade 12. This is the final year for the BC program as the School fully implements the Maple Leaf World School Program (MLWSP) in 2022/23. Students in the BC program graduate with both a BC Dogwood Diploma and a Chinese graduation diploma. Another 316 grade 10 and 11 students also attend the school and participate in the MLWSP, which is being phased in over a three-year period. The entire campus including the middle school program houses approximately 850 students.

During the virtual inspection of the School, the Team, to the best of their ability, reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the CMLES Assistant Superintendent (representing the Offshore School Representative), BC Principal, BC Vice Principal, the headmaster, the academic advisor, BC teachers, and a group of students.

The Owner/Operator, China Maple Leaf Educational System (CMLES), is responsible for the BC program. CMLES operates eleven (grade 12 only this year) BC programs across China as well at three foreign nationals schools (two kindergarten to grade 9, one kindergarten to grade 12) and



86 Chinese pre-kindergarten elementary and middle schools. CMLES operates two high schools in British Columbia on the campuses of Thompson Rivers University in Kamloops and Kwantlen Polytechnic University in Richmond. Additional schools have been opened in Singapore and Malaysia. More than 6000 students are enrolled in BC programs operated by CMLES.

The Maple Leaf Education System (MLES) educational philosophy is based on the premise that every child has a strong desire to learn and to develop an understanding of their world, to share their knowledge and to communicate their understanding, thoughts, and feelings through wide ranging personal expression.

The BC program’s mission, vision, and beliefs are stated as follows:

Mission:

Maple Leaf International School – Shanghai develops lifelong learners where students, parents and faculty members learn in an inclusive, diverse, caring and academically challenging learning community.

Vision:

Maple Leaf International School – Shanghai learning community brings together the ‘Best of the East and West’ and, in doing so, develops students' social, emotional, physical, and academic abilities. Students are provided academically challenging experiences that prepare them for future 21st century leaders.

Beliefs:

Maple Leaf Educational International School - Shanghai acknowledges that parents are the primary educators, and faculty enriches the foundations of both Chinese and International parent beliefs and values. We believe that all students can achieve academic excellence by blending the best innovative and inquiry-based western educational model with the culturally rich and disciplined traditional Chinese educational model.

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

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
Comment: The School had one requirement in the previous report pertaining to teacher certification. This was addressed to the Ministry’ satisfaction.			



BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed the business plan filed by the Owner/Operator. The School is transitioning to the CMLES branded Maple Leaf World School Program curriculum certified by the COGNIA organization. This transition now incorporates grade 10 and 11 with grade 12 following next year. This is the last year the BC program will be offered at the School. CMLES has committed to providing a robust BC graduation program to the current grade 12 students.

The School is confident that virtually all the 220 students will complete graduation requirements by the end of the school year. The few that are at risk are being provided with after school tutoring and have opportunities to resubmit assignments and other demonstrations of learning to improve their marks. Meetings have also been held with students and their parents to review options that will ensure graduation on time.

Graduates

Of the 157 graduates in 2020/21, two enrolled in post-secondary institutions in BC, two in Alberta and five in Ontario. Other favored destinations included, Australia (35), the United Kingdom (47), USA (2), and other countries (14). Forty-three enrolled in post-secondaries in China.

Four Chinese staff located in the School's graduation centre and a 0.5 FTE academic advisor assist students with post-secondary options and university applications.

Mission, Vision, Beliefs

The School had recently undertaken a process to revise its mission, vision and beliefs resulting in the statement cited earlier in the report. The School is encouraged to give its revised statement more prominence by including it in various publications such as handbooks, promotional materials, and parent communications. The School is also encouraged to examine all its practices, policies, and procedures to ensure they are aligned with the mission, values, and beliefs. In other words, "do we practice what we preach?"

School Goals

The School has identified three goals for 2021/22:

- 1) Focus on teacher retention
- 2) Focus on student active learning
- 3) Review digital resources



The School is encouraged to elaborate on these goals in the form of a clearly articulated school growth plan which includes the evidence-based rationale for setting the goals, identifies specific actions to be taken to address each goal and the key indicators that will be used to measure progress and inform practice. Furthermore, it is suggested that in keeping with the CMLES systems priority #1 “Enhance opportunities for students to excel in English language learning” the School specify an additional goal to improve student literacy skills.

A clearly articulated school growth plan will also help support the Principal’s desire to have an evidence-based approach to informing practice and improving student achievement, using both quantitative and qualitative data to inform teaching/learning strategies and make decisions about programs and services.

Commendation:

The Team commends CMLES for maintaining a full and robust BC graduation program for the current grade 12 students as it transitions out of the BC program.

The Team commends the School for the very comprehensive support program provided by the School to help students research post-secondary opportunities, make informed decisions, and engage in the application process.

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 Team confirmed that the Owner/Operator, also the founder and chairman of China Maple Leaf Education Systems, meets all the requirements as set forth in the Agreement. CMLES is a publicly traded corporation which operates more than 50 Chinese preschools, elementary and middle schools, three foreign national schools (English) and sixteen high schools (English) in China, Canada and Australia.

CMLES vision and direction is articulated in a detailed five-year systems growth plan.

Commendation:

The Team commends and thanks the Owner/Operator for supporting the BC program over these past many years and the systems approach taken in ensuring quality programs. The Team wishes the Owner/Operator, CMLES and the School well on their new educational journey in the years to come.



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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team 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 permits and licenses were made available to the Team:

- A permit of the People’s Republic of China in Running A Private School (Expires March 30, 2022)
- A Registration Certificate of Private Non-Enterprise Unit from the Civil Affairs Bureau of Jinshan District, Shanghai City (Expires December 31, 2021)
- Business Licence from the State Administration for Industry & Commerce (Annual)

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 Team reviewed inspection/safety certification for building occupancy, safety inspection, cafeteria/food service operation and emergency preparedness. All meet requirements.

The Team confirmed that the School has scheduled fire and earthquake drills each semester coordinated with the drills scheduled by the Chinese administration for the entire campus.

The School has instituted COVID-19 safety response protocols that in part have been mandated by Chinese government agencies and the Shanghai Education Bureau.

CMLES has provided a system-wide policy that supports students and teachers in the event of temporary or permanent closure to any one of the system’s BC programs. The Assistant Superintendent, on behalf of the OSR, confirmed that he has reviewed all the plans for accuracy and functionality.

The School is well endowed with facilities. At a capacity of 1850, the middle, high school and BC programs have access to 59 classrooms and 15 specialty areas. Classrooms are typically large and equipped with a video projectors and screen. Specialty areas include a computer lab, art room, science labs, dance studio, cafeteria, martial arts room and gymnasium. Outdoor facilities include a full-sized field with 400m running track and three outdoor basketball courts. The facility is suitable to operate the BC program.



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 Offshore School Representative (OSR) is an experienced education administrator with more than 20 years of experience as teacher and principal in public and independent schools in British Columbia and almost 10 years experience as independent school inspector. He has acted as OSR for Maple Leaf Education Systems (MLES) for many years.

The Team notes that due to the size of the CMLES organization and its multiple school campuses, many OSR duties such as teacher recruitment and regular contact with schools have been delegated to other individuals (superintendent and assistant superintendent) or departments (human resources) to carry out.

The Team is aware that the OSR acts as the Superintendent for ML Global Educational Systems as well as serving on the CMLES Board of Directors as Executive Director. The Team notes that CMLES and the BC Ministry of Education have come to an agreement around potential conflicts of interest that may emerge from the OSR's dual role within the CMLES organization.

The OSR is supported by a Dalian, China-based BC program superintendent and assistant superintendent, both of whom have extensive experience as educators and administrators in British Columbia. The Superintendent and Assistant Superintendent both have regular and frequent communication with their principals around leadership, curriculum and instructional matters and personnel issues. Site visits are made at least two times per year.

The Assistant Superintendent was available for interviews during the inspection visit and was most helpful in clarifying the CMLES systems initiatives and supports provided to the School. The Assistant Superintendent is new to his position. As a former CLMES principal he is well acquainted with the systemic supports that are available to schools and, as a former public-school administrator in BC, he is also very familiar with the BC education system. He very capably supports the CMLES Superintendent and OSR.



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:

This is the Principal's first year at the School. He had previously served as principal of five other schools in China, including two other BC programs. He has more than twenty years experience as a teacher and administrator in the Province of Ontario. He meets the requirements as outlined in section 2.07.

It is noted that this is the School's ninth year of operation and it has had five principals during that time. He is also the third principal in the last three years. The Principal is challenged with the task of navigating the school through a year of recovery from the challenges of the COVID-19 pandemic, a high turnover of staff, a teacher shortage, a change from the BC program to the MLWSP, while charting a course for growth, change and improvement. His wide range of administrative experience will serve him well as he takes on this very challenging task.

The Principal is supported by a very capable Vice-Principal who has served as a teacher and administrator at the School for four years. He is the longest serving member of the staff. The teacher shortage has resulted in the Vice-Principal taking on a full teaching assignment with no allocated time for administrative duties. There are plans to provide much needed relief as soon as it becomes available.

Staff have indicated through survey responses and the Team's interviews that the Principal and Vice-Principal are very supportive and do everything they can to ensure a well-organized and well-run school.

Commendation:

The Principal and Vice-Principal are to be commended for their efforts to navigate the school through its post-pandemic recovery challenges while at the same time supporting the staff in learning from each other and creating the conditions that allow them to do their best work.

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:

Chinese support staff positions include a full-time school office manager, a full-time BC secretary and assistant to the Principal, a full-time foreign affairs secretary, and a full-time



Chinese human resources officer. The school has a fully staffed financial office, graduation center, general affairs, and admissions office.

The School has been allocated a full-time Vice-Principal, a 0.5 academic advisor, 0.5 student support, and a 0.5 BC librarian. The librarian position is currently vacant and the Vice-Principal is teaching full time due to a teacher shortage.

The staff is well supported by CMLES through a system-wide network of curriculum, professional development and technical coordinators. The School meets the administrative support requirements.

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 reviewed a sampling of student records and confirmed the presence of all required elements including BC Program registration form, English Language entrance assessment results, permanent student record, student and parent consent forms (updated for 2021/22) and prior year report cards.

All student records examined are in full compliance with the requirements outlined in section 2.09 of the Inspection Catalogue.

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 confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.

The Team reviewed teacher files and confirmed the presence of all necessary elements including verification of British Columbia teacher certification, employment contract, teacher evaluations, BC Ministry of Education personal information consent form, contact information, work permit and residence permit.

A professional staff of 16 teachers and administrators are assigned to the BC program.



Fifteen teachers have Certificates of Qualification (COQ), and one has a Letter of Exemption (LOE). Two additional teachers have Teacher Certification Board (TCB) applications in process but are not teaching in the program. The one teacher on an LOE has submitted all documentation to the TCB and is awaiting approval.

Four teachers are locally-certified and have all the local approvals and criminal records checks. There are four teaching assistants, and criminal records checks are confirmed.

Staff turnover has been very high and length of stay at the school ranges from one to four years. Of the 16 staff currently teaching in the BC program, four are new this year.

Teaching staff are well supported in their professional growth through CMLES systemic opportunities for staff development. There are many opportunities for new and veteran teachers, most of whom had received their training outside of Canada, to become comfortable with BC's curriculum and to engage in continuous professional learning. The Superintendent, with the help of a team of nine system coordinators work to ensure the effective implementation of curriculum initiatives. These coordinators are school-based teachers with reduced teaching loads that allow them to take on a subject based systemic role.

The teaching staff at the School are very collaborative and supportive of each other. Professional development and thoughtful conversations about teaching, learning and assessment occur both formally and informally in departments and on a school-wide basis. Professional development themes last year and in the current year have focussed on assessment, active learning and the CMLES 12 Key Teaching Strategies.

Commendation:

The Team commends the dedication demonstrated by the teaching staff to help students achieve success, their commitment to grow as professionals and their creation of a mutually supportive professional work culture. It is clear that the School is seen to be a place of learning for professional staff as well as students.

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 Team reviewed documents and engaged in conversations with teachers, administrators and students, all of which gave evidence that BC's curriculum continues to be fully implemented in grade 12 courses. The Team also observed that the teaching staff seem



genuinely enthusiastic about the BC's redesigned curriculum and are committed to its implementation on a day-to-day basis.

Students are exposed to a variety of instructional practices, including individual and group project-based learning, problem-solving, student choice in topics, novel-studies, synthesis essays, written reports, class discussion, PowerPoint presentations, note-taking, lab experiments and reflective journals. CMLES supports system-wide implementation of the Maple Leaf 12 Key Teaching Strategies to address curricular competencies in all subject areas. These strategies include using think-pair-share, identifying K/D/U learning goals, scaffolding, developing vocabulary, checking frequently for understanding and integrating technology. Learning maps, visuals, mind maps and exit tickets are also employed by teachers to engage students.

First Peoples Principles of Learning and specific topics that connect with Indigenous knowledge have been embedded into course overviews and incorporated into lessons. There were examples of teachers making local connections with Indigenous content, such as a comparison of Chinese and First Nations cultural traditions and the exploration of stereotypes in various cultures.

Teachers also provided examples of how they were integrating Core Competencies in planning for instruction and described how departments were working collaboratively to engage students in self assessment, using department developed reflection rubrics. The students who were interviewed for this inspection were able to clearly articulate the competencies they perceived as their strengths and those that they still needed to work on.

A strong extra-curricular program offers students a wealth of opportunities to explore various interests and to develop academically and athletically. Staff identified the after-school clubs, sports activities and events as one of strengths of the school.

Teacher surveys and interviews indicated that MLIS-Shanghai has supported implementation of BC's curriculum by providing ongoing school-based professional learning opportunities. Teacher resources are shared willingly among staff through the School's Sharepoint site and at department meetings. Teachers who are still teaching online while awaiting approvals to travel to China acknowledged the ongoing support that they receive from both the School principal, department heads and CMLES.

CMLES coordinators and curriculum writers provide system-wide professional development to support curriculum and the Maple Leaf 12 Key Strategies used to support ESL learners. CMLES makes videos and instructional materials available to all teachers on the BC curriculum hub and the Canvas learning management system.

Commendation:



The Team commends the authentic engagement and creativity of teachers in using BC's redesigned curriculum to provide interesting and engaging learning experiences for students.

The Team commends CMLES for the systemic support of BC's curriculum through professional learning opportunities, online resources, and key strategies to support student learning.

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 Team found evidence of a system-wide approach to support English language acquisition. MLIS-Shanghai has used the MELT entrance assessment, consisting of reading, writing and listening components, to identify students who could be admitted directly into the BC program. It is still being used to determine placement in the Maple Leaf World School Program. Students who do not have adequate English language skills are placed in a Foundations or Bridging program and are reassessed. Once students meet the requirements on the entrance assessment, they are admitted into the BC program. All components of the assessment are under the supervision of the BC Principal.

CMLES provides a system wide approach to English Language Learning (ELL) by:

- supporting the use of the Maple Leaf 3 Key English Language Instructional Strategies and the Maple Leaf 12 Key Strategies by all teachers in all courses.
- providing a computer-assisted English learning program, memrise.com, for individual self-study.
- developing subject-specific vocabulary books.
- offering professional development in ELL teaching strategies.
- encouraging schools to explore creative and meaningful ways to use a daily 20-minute block of time to advance literacy initiatives.

Teacher interviews confirmed that the 20-minute literacy block is used for silent reading and that the Maple Leaf 12 Key Strategies are useful in providing support for ELL students. Students can seek additional support after school at teacher-led tutorials. A speech competition, science fair, a variety of clubs, English arts festival, debate competition and Gala event are activities that are offered by staff to support English language acquisition. The School has also purchased leveled books and students have access to Newsela, ReadTheory and CommonLit websites to further support English language learning.

Survey responses indicated that additional ELL training for teachers would be of benefit to students' English language acquisition.



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 offers one Board/Authority Authorized (BAA) course, Psychology 12. Course overviews have been updated by CMLES to reflect the current curricular framework and have the required Ministry approvals.

Exempted courses include Chinese Social Studies 12 and Mandarin 12. The School has a Letter of Exemption (LOE) on file, allowing the delivery of these courses by locally-certified teachers.

The Team confirms the School has an equivalency review policy in place and maintains records that demonstrate compliance with the International Student Graduation Credit Policy for equivalency and challenge.

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:

CMLES system coordinators and curriculum teams develop course overviews, and unit plans to align with BC's curriculum frameworks and ensure consistency throughout the system. Course overviews include the Big Ideas, Curricular Competencies, Core Competencies, content, unit plans, suggested activities, a suite of formative, summative and student self-assessment strategies, and the First Peoples Principles of Learning.

Teacher survey results indicated that while overviews are provided, teachers have the flexibility to modify unit and lesson plans to meet the needs of the students as long as the modifications adhere to BC's curriculum requirements. Department Heads are responsible for ensuring consistency in course design.



2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 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:

All students in grade 12 work toward earning both a Dogwood Diploma and Chinese high school certificate. The School provides 5.75 hours of BC program instruction per day over 194 days per year, with a total of 1115.5 hours of instruction per school year; this exceeds the Ministry's minimum requirement of 845 instructional hours per year.

2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirmed that teachers use multiple formative and summative assessment practices that align with BC's curriculum. Students who were interviewed confirmed that they get to demonstrate their learning in a variety of ways. Formative assessment strategies include but are not limited to classroom discussion, in-class questioning and activities, homework checks, learning maps, "minds-up warm-up" and exit slips. In addition, teachers are using reflective journals, rubrics and learning maps to engage students in self-assessment of both the Curricular and Core Competencies. Summative assessment methods include oral and video presentations, labs, projects, posters, essays, quizzes, unit tests and final exams. This year, all CMLES schools have renamed "Exam Week" as "Assessment Week" to encourage teachers to use a variety of assessment strategies other than written exams.

Assessment validity, consistency, and accuracy are discussed at department meetings. As well, CMLES engages teachers in moderated marking sessions to ensure that standards are the same throughout subject areas. Departments review student assessments to identify trends and discuss strategies to improve student results. Departments have a reassessment policy, allowing students one chance to resubmit an assignment or re-write a test to demonstrate a new level of proficiency.

Security and invigilation procedures for the BC graduation Numeracy and Literacy assessments have been established. These procedures include securing assessment documentation and laptops prior to the assessment, inputting Personal Education Numbers (PEN) and passwords for all students, having invigilators log students into the website, and



requiring invigilators to record the confirmation numbers once students have completed the submission process.

Commendation:

The staff are commended for developing and using a broad repertoire of assessment methods that are in alignment with BC's redesigned curriculum. Staff are also commended for the variety of assessment alternatives to tests and exams used during the scheduled assessment week.

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:

Teachers reported that learning resources are adequate to effectively deliver BC's curriculum. Online teaching materials, class sets of novels, workbooks, printers, projectors and whiteboards are available for teacher use. Sharing resources using the School's SharePoint site is commonplace and all CMLES teachers can share resources through the Maple Leaf online hub.

MLIS-Shanghai has a wide variety of print resources available to both students and teachers. The School has acquired more magazines, graphic novels and leveled fiction books, non-fiction books to improve reading, language and research skills and to foster a love of reading for pleasure. As well, the students have access to ProQuest eLibrary, which is a valuable resource for developing research and citation skills. While resources are adequate, teachers noted that more access to in-class resources and materials would enhance both teaching and student learning.

Two dedicated computer labs for classes that require specialized software are available for instructional purposes. Students can bring their own devices to school to use for school purposes and CMLES has a laptop program that provides all students at the School with a student laptop. In the teacher surveys, staff acknowledged that technology was well supported, and the IT staff was responsive to teacher requests.



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 School reports to parents four times each school year with two formal reports each semester. Progress reports include attendance, work habits, letter grades and comments. Parent-teacher meetings are held as needed.

In addition to the formal progress reports, “I” reports are sent to parents when a student is at risk of failure.

Parents and students have access to the PowerSchool student information system, providing real time attendance and grades. Communication to parents also occurs electronically through social media through WeChat and the school and system website.

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 verified that there is a detailed student/teacher handbook that has been updated for the 2021/22 school year. Chinese translation of the handbook is noted. The Team is of the opinion that the contents of the parent/student handbook are not fully reflective of the School’s mission, vision and beliefs nor those of the CMLES system. The contents are also not fully congruent with the information found in the “Student Matters” section of the CMLES teacher policy and procedures manual. The School’s recently developed assessment policy also needs to be at least partially incorporated into the handbook. The Team suggests a major revision of the handbook be undertaken for the next school year.

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 Team verified that the teacher handbook has been updated to satisfy Ministry requirements for the 2021/22 school year. The common CMLES systems-based teacher



handbook is comprehensive and includes content in support of teachers' professional and personal needs.

Policies and Procedures specific to MLIS-Shanghai can be accessed on the School's Sharepoint site.

The Team verified that the School has a teacher evaluation policy for new and experienced teachers.

The Team also verified that CMLES has a principal evaluation policy whereby the principal is evaluated on a regular cycle by the Dalian-based BC superintendent or assistant superintendent.

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 Inspection Catalogue for offshore schools.

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

The School is providing online learning through Global Education-SD73 in three courses:

- Calculus 12 (3 students)
- Physics 11 (5 students)
- Pre-Calculus 11 (6 students)
- Career Life Connections (1 student)

In accordance with the CMLES Equivalency Review Policy these courses are found to be compliant with BC's curriculum learning standards and students may be granted credit for taking them.

Two on-site facilitators monitor assessment and collaborate with the online learning instructors to help support student learning. On-site tutorials are also provided.



CONCLUSION

Commendations

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

- maintaining a full and robust BC graduation program for the current grade 12 students as it transitions out of the BC program.
- the very comprehensive support program provided by the School to help students in researching post-secondary opportunities, making informed decisions, and engaging in the application process.
- the efforts of the Principal and Vice-Principal to navigate the School through its post-pandemic recovery challenges while at the same time supporting the staff in learning from each other and creating the conditions that allow them to do their best work.
- the dedication demonstrated by the teaching staff to help students achieve success, their commitment to grow as professionals and their creation of a mutually supportive professional work culture. It is clear that the School is seen to be a place of learning for professional staff as well as students.
- the authentic engagement and creativity of teachers in using BC's redesigned curriculum to provide interesting and engaging learning experiences for students every day.
- for the systemic support of BC's curriculum provided by CMLES through its professional learning opportunities, online resources, and key strategies to support student learning.
- the development and use of a broad repertoire of assessment methods that are in alignment with BC's redesigned curriculum. Staff are also commended for the variety of assessment alternatives to tests and exams used during the scheduled assessment week.

Finally, the Team commends and thanks the Owner/Operator for supporting the BC program over these past many years and the systems approach taken to ensuring quality programs. The Team wishes the Owner/Operator, CMLES and the School well on their new educational journey in the years to come.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of the Education Policy Branch that the British Columbia education program offered at Maple Leaf International School – Shanghai continues to be recognized as a British Columbia-certified school.

