INTRODUCTION

On November 25-26, a virtual certification inspection was completed on Jiaxing Senior High School (JSHS) in Jiaxing, Zhejiang Province, 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 Collette Ellis-Toddington and Harry Moes (Chair).

The School’s BC program has an enrolment of 122 students, in Grades 10-12. The School is housed within its own building on the 90 acres Jiaxing Senior High School gated campus. The entire school, which houses the BC program, enrols 1700 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, Offshore School Representative (OSR), BC Principal, BC teachers and members of the host school’s administrative team.

The Owner/Operator, CINEC Education Group Ltd, (CINEC), is responsible for the BC program, which is one of four schools that it operates in the People’s Republic of China. CINEC has also been actively involved in bringing its offshore school students to BC for summer studies, immersion and life experience, partnering with Vancouver School District.

CINEC operates three additional schools in China
- Canadian Secondary Wenzhou No. 22 School
- Luwan Senior High School
• Shanghai Nanyang Model Private High School

The BC program’s philosophy, objectives and special features remain focused and include:

• Commitment to preparing students for success in a rapidly changing world by providing a supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits, and promotes excellence.
• Dedication to creating an inclusive culturally responsive learning community, where students harness a growth-mindset to develop in a holistic manner.
• Nurturing a respectful and positive environment, allowing students to become intrinsically motivated and independent thinkers, who pursue excellence in English, and can self-advocate and communicate effectively.

The School’s 2019/20 goals for the year include (a) measuring, reflecting and responding to student graduation and post-secondary placement rates, (b) increasing student’s English language proficiency, focusing on speaking and developing vocabulary, (c) ensuring the positive, collaborative, and respectful learning environment continues to develop and grow, while at the same time increasingly extending to involve parents and the local community, and (d) creating a collaborative professional learning community of teachers within the School and extending this to other CINEC schools.

The Team would like to thank Jiaxing Senior High School for its hospitality, cooperation and transparent preparedness for the inspection visit.

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<thead>
<tr>
<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
There were no requirements prescribed in the previous inspection report.

**BUSINESS PLAN 1.0**

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<th>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</th>
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Comment:
The School continues to plan to open an ELL program at a companion middle school. The CINEC and the School’s administration also remain in discussion on a comprehensive plan to
increase student enrollment for 2020/21 in conjunction with a possible remodelling of the campus for 2021/2022.

The School is permitted by the Jiaxing Education Bureau to recruit up to 50 - 60 students into Grade 10 each year. Marketing initiatives includes visiting local middle schools, hosting information sessions, scheduling special events, newspaper advertisements, recruitment brochures and digital marketing. Monthly digital newsletters were published and written by students and sent to over 1,000 recipients in the CINEC parent and alumni network. In addition, the School’s website continues to be expanded upon and updated.

The Team was informed that approximately 60% of students completing entrance examinations and oral assessments each year enroll as future students.

Commendation:
The School is commended for its ongoing financial support and active recruitment initiatives which has resulted in student population increases the last four years

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 Not Met

Comment:
The Team confirmed that the Owner/Operator, Mr. Harvey Su, meets all of the requirements as set forth in the Certification Agreement.

Mr. Su is highly supportive of and committed to the success of the School. Visiting the School several times annually, he has developed strong relationships with BC program administrators and teachers as well as the host school administration.

The Principal, Offshore School Representative and Owner/Operator collaboratively participated and supported the November 25-26, 2019 certification inspection.
### 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.

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**Comment:**
The Approval Response for the School’s Canada Offshore High School Program by the Jiaxing Education Bureau was reviewed. It is noteworthy that the approval, dated December 12, 2017 is valid until the 2022-23 school year.

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

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**Comment:**
The School is housed on the larger campus of Jiaxing Senior High School, a campus of 90 acres. The School, for instructional and administration purposes, utilizes four teacher/administrator offices, five full-sized classrooms (including one large class that also acts as assembly room), drama/dance room, reading room with 12 computers, and a computer room with 40 new computers.

Being housed within an existing Chinese public school, allows for the sharing of buildings and grounds. Students have access to a cafeteria, gymnasium, running track, soccer fields, basketball courts, library and dormitory facilities.

Local building, safety and cafeteria codes and regulations continue to be met by the larger host school. Compliance documentation was reviewed.

The School has a written emergency plan for natural disasters (i.e., fire, earthquake) documentation on file which includes a protocol for unplanned temporary or permanent closure of the school. All staff and students take part in emergency drills each year. During the summer the new grade ten students are taught risk prevention skills to enhance their awareness and improve their ability to help themselves.
2.05 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 appointed Offshore School Representative (OSR), serves as the primary liaison between the Owner/Operator and the Ministry of Education. He works with the School’s administrative team and teachers in his role as superintendent to address Ministry recommendations and requirements and provides and arranges ongoing professional development.

The OSR is knowledgeable about all aspects of the School’s operations and all related aspects of the Owner/Operator’s business operations, governance, and administrative functions of the school, and his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the school(s) operations.

Commendation:
The School is commended for its ongoing relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and ongoing professional development.

2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School Principal has nine years of experience, one year on Vancouver Island and eight in offshore schools (all in China with BC program schools, the last five year with CINEC). This past September 2018, she took on the role of principal at JSHS.

It was recognized during the School inspection that the Principal, as the school leader, is comfortable enough with issues of teaching and learning, and comfortable enough with parents, students, and teachers, to engage in leadership conversations in constructing a shared understanding of what the School is trying to accomplish.

It was evident to the Team that the Principal works very hard to implement the School’s mission and that she articulates a compelling vision for international education. All stakeholder groups expressed a great deal of respect for the principal. She is described as someone who is caring; visible and relational; professional; knowledgeable; dedicated;
hardworking; committed; and a team leader, who makes the School a safe place for young adults to learn.

The Principal has completed a master’s degree in Educational Leadership from Royal Roads University in BC and recently completed the British Columbia Principal Vice-Principals Association (BCPVPA) Offshore School Leadership Development Program.

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<th>Commendation:</th>
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<tr>
<td>The School is commended for the caring, visible, relational, professional and dedicated school leader principal who models teaching and administrative excellence and motivates staff to remain current.</td>
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| 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools. |
| Requirement Met | Requirement Not Met |

| Comment: |
| The School’s administration requirements are shared by members of the administration team and is supported by the CINEC Head Office staff in Vancouver. Together professional development activities are promoted and scheduled, and teacher visas and travel arrangements are finalized. |

The superintendent (also the OSR) and a deputy superintendent provide administration oversight, supervision and direction. The vice principal, athletic director and administrative assistant, employing a collaborative leadership style, capably and effectively support the principal, as they manage, supervise and evaluate the educational and extra curricular programs at the School.

The host school assumes the lead for marketing the BC program, with input and support of the BC principal. The host school is also responsible for the physical space, furnishings, general maintenance and information technology.

The School models unity of purpose allowing education to take place in a caring respectful environment.

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<th>Commendation:</th>
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<td>The School is commended for fostering and promoting a collaborative and respectful relationship with the host school, which has allowed for diverse learning spaces and facility usage improvements.</td>
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### 2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

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**Comment:**
A sampling review of student files revealed that the School Principal and administrative assistant maintain and securely store all student records. Files contain current registration forms, English language assessments (verified by the principal), the last two report cards and the BC Ministry of Education’s personal (student parent) information consent forms.

The School Student Progress Report Cards verify (a) the number of days that students are absent during reporting periods, and (b) the number of days student are late during reporting periods.

The School employs TESS (Harts) as a school administration software application and Turbo School to process and transmit student data to the Ministry. Student information is backed up in multiple locations to enable their reproduction in case of emergency.

### 2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

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**Comment:**
The Team confirms that all authorized persons under the Agreement possess valid and current certification under the BC Ministry of Education. Teacher files contain current teacher contact information, copy of the Authorized Person’s work permit or visa and updated BC Ministry of Education personal information consent forms.

Employment contracts between teachers and the Owner/Operator clearly outline the terms of employment. For all locally certified teachers, the Team verified local teacher certifications and criminal record check documentation. The School possesses a letter from the Ministry authorizing locally certified teachers to teach Physical and Health Education, Arts Education, Information and Communications Technology and Technology Education. Chinese homeroom teachers continue to be responsible for supporting the communication between the school and parents.

Teacher files include completed (annual) teacher evaluations and (annual) growth plans.
2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The School participates in the annual CINEC Professional Development Day which prioritizes the implementation of the new curriculum. Teachers engage in Professional Learning Community (PLC) on site and electronically with other school based Professional Learning Communities. Teachers yearly attend the Annual BC Offshore Professional Development Conference held in Richmond during the month of July. Teacher surveys indicated that they feel well supported by the school administration.

The School has fully implemented the new curriculum for Grades 10, 11 and 12. The Team reviewed course outlines, unit plans and lesson plans. The plans were peer reviewed so that all staff members assisted each other in planning. The plans are very detailed and reflect the language, philosophy and intent of the BC program.

Active learning opportunities have been increased. Examples include sharing circles, debates, dramatic performances, real-world based experiences such as stock market simulations, and science fairs. There is also designated time on Wednesday mornings for club time and the School participates in extracurricular such as basketball, soccer, badminton, ultimate frisbee, running team, choir club, and dance club. Students, without staff involvement, publish a school newsletter (often translated for parents) that reports happenings around the school and results of athletic events.

Commendation:
The Team commends the resourcefulness, thoughtfulness, creativity and innovation that staff have demonstrated in providing a student-centered approach to implementing the new curriculum.

The staff is also commended for their collaborative efforts and commitment to professional development and curriculum planning documentation peer reviews.

2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirms that English language assessment and acquisition meets the requirements.
The Principal is responsible for managing and making final decisions on student admission and assessment of English Language skills, ensuring that students meet or exceed the learning outcomes identified in the Education Program Guide. Entrance Assessments include written, grammar, reading response (informational and short story section), listening and interview sections. The interview sections are scored using a rubric for each response given.

Program delivery is characterized by:

- Grade 10 and 11 students enrolling in double the English courses.
- emphasis on English Grammar during their Chinese English (non-credit) courses
- supervised silent reading every morning.
- Club time (timetable scheduled) to practice spoken English in an informal environment.
- a teaching assistant to support the students with language acquisition
- enhanced Speak-Up program affording opportunities for students to improve their oral language abilities through responding to prompts (IELTS related), recording their responses, receiving peer-evaluations, and formally presenting their responses to members their Speak-up Team.

Monday review meetings are scheduled to discuss students at risk. Students experiencing difficulties in English are temporarily pulled from the clubs to work with the Principal on a dynamic personal growth plan. The desire to return to the popular clubs is an incentive for the students to improve. A dedicated reading room is staffed daily by teachers for remedial support.

Commendation:
The Team commends the staff for the commitment to student success through the concerted efforts of supporting all students to ensure their success in the BC program.

2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School meets the course credits requirements. The School offers Chinese Culture 10, 11 and 12 as BAA courses. The exempted courses offered at the school are Physical Health Education 10-12, Arts Educations 10-12, Information and Communication 10-12 and Technology Education 10-12.
The planning documents for the BAA and exempted courses reflect the Know Do Understand curriculum design and include Big Ideas and core competencies. A BC teacher is working alongside the Physical Education teacher to teach the healthy choices and personal introspection big ideas of the program.

The School currently offers Advanced Placement (AP) courses in Calculus.

2.19(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 Not Met

Comment:
The Team confirms that curriculum planning documentation meets or exceeds the new curriculum frameworks for Grades 10-12. Big Ideas, core competencies and curriculum competencies are addressed at all grade levels. Reviewed planning documents included English language acquisition strategies as well as First Peoples Principles of Learning strategies.

Course planning documents reflect the collaborative work of administration and teachers planning and implementing the curricula together. Teacher interviews gave evidence of teachers experimenting with different curriculum delivery approaches, reflective of personal pedagogical philosophy and practices. School-based assessments align with ministry recommendations and exemplars.

Students, when interviewed, referenced ongoing formative and self-reflective assessment, and expressed appreciation for the School’s curriculum offerings and academic and extra-curricular enrichment opportunities.

2.20 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 exceeds the required instructional hours. There are 186 days in session with 6 hours per day for a total of 930 hours of instruction. The timetable is designed so that the
students in each grade have opportunities to participate in a club activity and the Speak-up program on Wednesday mornings.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirms that there is evidence of instructional and assessment practices that align with the new curriculum frameworks. These practices include the use of technology, active learning involving group work and movement, peer and self-assessment, and project work such as the science fair.

Interviews with teachers and students gave evidence of ongoing formative and self-reflective assessment. Students use a checklist of “I Can” statements for self-assessment of the core competencies. Students also complete self-reflections of the core competencies that include artifacts and goals and growth statements.

Teachers prioritize the on-going analysis of formative and summative assessment results and adjust their instruction and evaluation accordingly.

The Team reviewed the results of the most recent Numeracy assessment. Ninety percent of the students scored 3 or 4 (proficient, extending) on the assessment. The five students that rewrote the exam also scored a 3 or a 4. Preparation for the Numeracy and Literacy assessment is cross curricular and year long. All teachers teach processes that will be assessed and relate them to their courses.

Commendation:
The Team commends the administration and staff on the extensive efforts put into the assessment practices evidenced in the documents reviewed. Student responsibility for their learning is well demonstrated in their core competency self-evaluation and student reflection documents.
2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Reading Room has over 300 print books and 1000 online e-books. The host school has over 1700 English books. Students frequent the Reading room during breaks to use the resources for projects, study, read and practice English conversation.

The School has a computer lab of 40 connected desktop computers for exclusive use by the BC program teachers and students. It may be used by students during lunch time and two evenings a week. The Reading room has 11 computers available for student, classroom have Smart Boards and Wi-Fi is available in all classrooms and office areas.

The School is presently working with the host school to develop a policy that will allow grade 12 students to bring their own laptops.

Textbooks and online resources are pre-approved by the Principal.

2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School communicates with parents through the Chinese head teachers and the student generated newsletter and WeChat. Grade 10 and 11 parents meet with the Principal twice a year to discuss the program and receive feedback. Grade 12 parents meet twice a year to discuss processes for university applications.

Formative interim reports are completed midway in terms 1 and 3. These interims include student input. Formal student progress reports are sent out 4 times a year. Parent/teacher/student interviews occur yearly, and as needed, and as required for students at risk.

Students are registered for online accounts using several platforms, including Schoology & Read Theory. Students have access to their current grades, allowing them to monitor progress, and communicate with the teachers directly.

TESS is the management system used to generate the formal report cards. Absents and lates are recorded by hand on the report card. The report card comments are generated from a bank of comments.
### 2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

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**Comment:**
The parent/student handbook is updated yearly and is descriptive, informative and current. It includes a message from the Principal, and details school organization, grading and reporting, assessment procedure, Graduation Program, student code of conduct, technology policy, university applications, counselling opportunities, academic and extra-curricular competitions, as well as school routines and procedural guidelines.

The School has developed policy and procedures for appeals and dispute resolution.

### 2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

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**Comment:**
The teacher handbook, updated yearly, details –

(a) Professional responsibilities - *professional covenant, teacher-student covenant, assessment, teacher duties and expectations, dress, evaluation protocol*

(b) School organization – course offerings, textbook and online resources, internet usage, social media policy and emergency procedures and

(c) School routines and procedures

Teachers and administrators are evaluated as required and respective policies were reviewed.

### 2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.

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**Comment:**
The School does not offer courses through distributed learning (DL).
CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Jiaxing Senior High School for:

- its ongoing financial support and active recruitment initiatives which has resulted in student population increases the last four years.
- the ongoing relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and ongoing professional development.
- the caring, visible, relational, professional and dedicated school leader principal who models teaching and administrative excellence and motivates staff to remain current.
- fostering and promoting a collaborative and respectful relationship with the host school, which has allowed for diverse learning spaces and facility usage improvements.
- Staff resourcefulness, thoughtfulness, creativity and innovation demonstrated in providing a student-centred approach to implementing the new curriculum.
- staff commitment to professional development and collaborative efforts through peer reviews of the curricular planning documentation.
- staff for the commitment to student success through the concerted efforts of supporting all students to ensure their success in the BC program.
- the extensive administrative and staff assessment practices efforts. Student responsibility for their learning is well demonstrated in their core competency self-evaluation and student reflection documents.

SUMMATIVE RECOMMENDATION

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