

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

LANZHOU ORIENTAL CANADA SECONDARY SCHOOL

LANZHOU, GANSU PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 22-23, 2018

INTRODUCTION

On October 22-23, 2018, a certification inspection was completed on Lanzhou Oriental Canada Secondary School in Lanzhou, Gansu Province, People's Republic of China, referred to as the School or LOCSS in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Alan Schroeder and Peter Drescher (Chair).

The School's B.C. program has an enrolment of 145 students, in grades 10-12. The School is housed within Lanzhou Jiaotang University Oriental Middle School, which enrolls approximately 3500 students.

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's owner/operator, offshore school representative (OSR), B.C. principal, B.C. teachers, several key support staff and the principal/owner of the host school.

The owner/operator, Mr. Hong Zhang, Canada Horizon International Education Incorporated, is responsible for the B.C. program. He has an agreement in place with Mr. Tang, the owner/operator and principal of Lanzhou Jiaotang University Oriental Middle School to operate the B.C. program on the campus. The owner/operator has had a long-standing arrangement with Maple Ridge School District 42, where 50 grade 10 students engage in a summer studies graduation credit program which also includes post-secondary visits and various cultural experiences.



The B.C. program's mission is stated as follows:

Lanzhou Oriental Canada Secondary School, in partnership with its member communities, strives to develop responsible and educated citizens by providing an environment that expects and encourages respect for each other and the community.

We uphold rigorous academic standards through a variety of teaching and learning strategies so that all students may acquire the skills, the knowledge and the work ethic to become contributing members of an evolving society.

The School has established four key goals for 2018/19, centered around (1) new curriculum implementation, (2) improving provincial exam results, (3) cross-curricular English language learning (ELL) teaching strategies and (4) high graduation rates.

The Team would like to thank Lanzhou Oriental Canada Secondary School for its hospitality, 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 Not Met <input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School has satisfactorily addressed the two recommendations contained in the previous inspection report.</p>

BUSINESS PLAN

The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.
<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team reviewed the business plan filed by the owner/operator and confirms that there is a sustainable plan to ensure the future growth of a quality program. The Team noted the intake of 50 grade 10 students into the B.C. program for 2018/19. The B.C. program has aggressively made recruitment efforts in Lanzhou and in neighbouring cities. The principal is actively involved in recruitment initiatives. The owner/operator has expressed his interest in growing the enrolment, but not at the expense of diluting or compromising the admission standards for students wishing to enter the B.C. program.</p>



The summer English immersion experience in Maple Ridge School District is seen to be an attractive feature in the recruitment of students. It is one of the very few summer programs where students can earn credits toward graduation. The School is to be commended for providing this positive learning experience for its grade 10 students.

Staff retention from the previous year has been quite good, despite the challenges presented by the teacher shortage in British Columbia. The School has undertaken several initiatives in an effort to retain staff.

The School engages in very detailed and thoughtful tracking of its students in the years following graduation. The successes of its graduates are used to promote the B.C. program with prospective students.

Students are assisted by a post graduate advisor and staff in researching and applying to post secondary institutions. The School is aggressively promoting enrolment of its future graduates at B.C. post-secondary institutions. Immediately following the Team's visit, the School is scheduled to host a post-secondary fair attended by representatives of eleven B.C. post-secondary institutions.

The School has had a very high graduation rate, exceeding the provincial rate each year. Last year the graduation rate was 100%.

Commendation:

The summer English immersion experience in Maple Ridge School District is seen to be an attractive feature in the recruitment of students. The School is to be commended for providing this positive learning and cultural experience for its grade 10 students.

The School is commended for engaging in very detailed and thoughtful tracking of its students in the years following graduation. The successes of its graduates are used to promote the B.C. program with prospective students.

The School is also to be commended for its very high graduation rates which have exceeded the provincial rate.



OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

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

Requirement Met Requirement Not Met

Comment:

The Team confirmed that the owner/operator meets all of the requirements as set forth in the certification agreement.

The owner/operator is actively engaged in the operation of the B.C. program and has been the key driver behind the introduction of new courses at the School such as the Art and Music courses added in the 2018/19 school year. He was present during the inspection and very helpful to the inspection team.

The owner/operator maintains a good relationship with the owner/principal of the host school which is key to securing support, resources and staff required for the smooth operation of the B.C. program.

The School has on file its original approval document provided by the provincial department of education that demonstrates support and permission for the B.C. program to operate. The owner/operator and host school principal have and continue to make efforts to secure a letter of approval or no objection from the local government that satisfies B.C. Ministry of Education requirements.

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

Requirement Met Requirement Not Met

Comment:

The School is mainly comprised of two floors in a building located on the host school campus. It has classrooms, a library, an art room, a music room, two computer labs, a chemistry lab and an exercise room. Teacher apartments are located in a high-rise tower on the campus. The B.C. program has access to a large sports field that includes a running track, an outdoor stage, as well as a large auditorium that is used for weekly school assemblies.

The Team reviewed local building, safety and cafeteria codes and permits and confirms that appropriate safety and evacuation plans are in place.



The Team verified that emergency fire drills are conducted three times per year.

Since the previous year's inspection, the school has completed an emergency plan that includes considerations in case of sudden or permanent closure of the School.

ADMINISTRATION 3.0

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

Requirement Met Requirement Not Met

Comment:

The offshore school representative (OSR) is an experienced administrator with several years experience as principal in both B.C. onshore and offshore schools in addition to extensive public school district leadership experience. The OSR has been working with the school in that capacity for four years.

The Team reviewed the contract of the OSR and confirmed that all the requirements related to the OSR in the Agreement are in compliance. The OSR has an enhanced level of engagement with the program. He communicates frequently with the new B.C. program principal and visits the School once or twice a year.

The Team appreciated the assistance of the OSR before and during the inspection.

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

Requirement Met Requirement Not Met

Comment:

The principal is in her first year in this leadership position. She has prior experience as the district vice principal for international education for Delta School District and has been involved in special education and learner support in offshore schools. In just a few months, she has clearly provided positive leadership in implementing the new curriculum and in focussing on improving teaching and assessment practices.

There are two vice principals in the School. One works with the B.C. certified teachers while the other takes on a leadership role with Chinese support teachers. Leadership initiatives and management tasks are shared among the three administrators. The School is being well served by this collaborative three-person leadership team.



Commendation:

The Team commends the highly collaborative administrative team comprised of the principal, B.C. vice-principal and Chinese vice-principal whose “one voice” approach to school leadership and management contributes to providing a positive learning climate and a professional work culture.

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

Requirement Met Requirement Not Met

Comment:

The School has a large administrative support team comprising vice-principals, human resources, information technology (IT), marketing, student support and school operations. The administrative staff are conscientious, responsive to the needs of the program and work well with the B.C. teachers. The Team commends the administrative support team for their demonstrated commitment to provide quality service to the B.C. program.

The Team appreciated their assistance during the inspection.

Commendation:

The Team commends the administrative support team for their demonstrated commitment to provide quality service to the B.C. program.

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

Requirement Met Requirement Not Met

Comment:

The Team reviewed a random sampling of ten student record files from each grade and confirms that the files contain required documents including a registration form, ELL entrance assessment results, and copies of student report cards. The B.C. Ministry of Education’s personal information consent form has been completed by all grade 10 students. Consent forms for grade 11 and 12 students will be completed during forthcoming student/parent/teacher meetings. The files are stored in a secure filing cabinet in the principal’s office.



The permanent student record (1704) is kept up to date, securely backed up on the TESS student information system and is also stored in each student's file.

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

Requirement Met Requirement Not Met

Comment:

The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.

The Team reviewed each B.C. certified teacher's file and confirmed the presence of all necessary elements including copies of each teacher's Teacher Regulation Branch Certificate of Qualification, employment contract, teacher evaluations, updated B.C. Ministry of Education teacher consent form, contact information and work permit.

The Team verified that the School has one teacher whose Certificate of Qualification application was in progress. The Team confirmed that the School possesses a letter dated October 16, 2018 from the B.C. Ministry of Education providing a temporary exemption for the teacher. The Team verified that the School is supporting this teacher to ensure that all proper documentation is submitted to the Teacher Regulation Branch in a timely manner.

For all locally-certified teachers, the Team verified local teacher certifications and criminal records checks. The School works at creating an attractive, comfortable and supportive atmosphere in an effort to support teacher retention. The School offers a competitive salary and benefits package including furnished, on-campus accommodations. The School has added a vice-principal position designed to create career growth opportunities and support the principal. The owner/operator organizes weekend team-building excursions for faculty at the start of each school year.

The Program is served by a highly supportive staff of Chinese teachers who are working collaboratively with the B.C. program teachers to ensure high level of student success. They communicate with parents on behalf of B.C. teachers, support English Language skills attainment, and monitor student progress. They provide a character education course that is very much in keeping with core competencies in the area of Personal Awareness and Responsibility and Social Responsibility.

Professional development has focussed on implementation of the new curriculum. The Chinese teachers are also participants. Their resulting understanding of the teaching methodology commonly seen in B.C. schools has left them well positioned to support the teachers of the B.C. program.



Commendation:

The Team commends the dedication and commitment demonstrated by the teaching staff to grow as professionals and help students achieve success.

The team also commends the highly supportive staff of Chinese teachers who are working collaboratively with the B.C. program teachers to ensure high levels of student success.

EDUCATIONAL PROGRAM 4.0**4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the inspection catalogue for offshore schools.**

Requirement Met Requirement Not Met

Comment:

The School is well on its way to fully implementing the grade 10 curriculum. Course overviews, student learning experiences and assessment practices are reflective of the foundational principles of the new curriculum. Staff and administration recognize that there is more that needs to be done and have committed to addressing this priority during this school year.

As the staff turns its attention to full implementation of the new curriculum in grades 11 and 12, it is suggested that close attention be paid to collaboratively ensuring that there is vertical alignment and appropriate scaffolding of content and skills development in each curriculum area. Cross curricular approaches to addressing the core competencies, (communication skills in particular), should be given a high priority.

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

Requirement Met Requirement Not Met

Comment:

Incoming grade 10 students must successfully complete an English Language intake assessment that is administered in May and July. The assessment includes listening, reading, grammar, mathematics, and oral components as well as a writing sample. The principal and vice-principal take responsibility for marking the writing sample and the principal makes the final determination in accepting students. The principal has indicated that she is reviewing and possibly replacing the assessment with one that would better inform classroom teachers of students' skills levels so that instruction may be adjusted as needed. The team concurs with this approach.



English language learning is supported in several ways. Students attend a 35-minute English language acquisition class each day and cross curricular language development strategies are infused into lessons. Expanding the teacher repertoire of English language learning strategies remains as a school goal. The School is in the process of identifying good assessment tools to monitor the level of English language acquisition on a continuous basis.

The Team supports the school goal to continue to develop and implement a range of English language learner teaching strategies and encourages the staff to adopt cross-curricular strategies that are consistent in their application and in the assessment of results. The Team also suggests that cross-curricular assessments such as school-wide writes be considered. Collaborative group marking, and a discussion of results can help contribute to validity, reliability, accuracy and consistency of such assessments. Compilation and analysis of results on a school-wide basis by staff and administration can help determine what collective steps might be taken to adjust teaching and learning.

The School has a well articulated admissions policy. The policy provides parents with clarity about the admission standards for entry to LOCSS.

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

Requirement Met Requirement Not Met

Comment:

The School offers several exempted courses including Physical Education 10-12, Arts Education 10 and 11, Music 10 and 11. There are no BAA courses offered at this time. All letters approving the exemptions are on file and meet requirements. Course overviews have been developed.

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

Requirement Met Requirement Not Met

Comment:

The Team confirms that course overviews for all Grade 10 curricula have been updated to reflect new curriculum frameworks. A school wide template for overview completion has been adopted. In anticipation of curriculum changes at the grade 11 level, some overviews have been updated.



The Team conducted interviews with teams of teachers to review and discuss planning and assessment as well as making classroom visits. There was evidence of short- and long-term planning that included content, teaching strategies, evaluation and assessment methods linked to B.C. curriculum. There was evidence that daily lesson plans and student work were consistent with course overviews. Classroom visits and planning documents provided considerable evidence that students are exposed to a variety of learning experiences.

Students can demonstrate their learning in a variety of ways. Noteworthy are the very attractive displays of student artwork found in various hallways throughout the school.

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

Requirement Met Requirement Not Met

Comment:

The Team verified that the School exceeds the required number of instructional hours per year.

Additional supports are provided to students through a daily extended homeroom period which allows for language development through English lessons and individual reading as well as the increased instructional hours provided for the teaching of English in grades 10 and 12 and Social Studies 11.

Commendation:

The Team commends the additional supports provided to students through a daily extended homeroom period which allows for language development through English lessons and individual reading as well as the increased instructional hours provided for the teaching of English in grades 10 and 12 and Social Studies 11.

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

Requirement Met Requirement Not Met

Comment:

The Team reviewed provincial exam results for English 12 and Communications 12 and noted the difference between English 12 and exam and school marks was higher than the difference



provincially. The School has made rectifying this a goal for this year, and the teacher of English 12 has been active in implementing strategies to address this issue.

In the longer term, with the implementation of the English literacy assessment soon to be a reality, it is suggested that the staff develop a much more coordinated approach to addressing cross-curricular literacy at every grade level.

The Team noted the use of both formative and summative assessment practices. Students can demonstrate their learning in a variety of ways and receive regular and frequent feedback. The use of rubrics, derived from performance standards, designed by teachers, or drawn from other sources was apparent. It is suggested that staff explore additional ways to involve students in developing assessment criteria and engaging in self assessment.

Elements of the core competencies are being incorporated into lessons, but assessment of those competencies is still in its early development stages.

An annual mid-term assessment takes place in mid January. The assessments have consisted primarily of written examinations to this point. It is suggested that, should this assessment period continue, staff consider alternative ways to have students demonstrate their learning.

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

Requirement Met Requirement Not Met

Comment:

Classroom resources appear to suitably meet requirements in order to effectively deliver the B.C. curriculum. The owner/operator appears to be very responsive to requests for resources as they are needed. The principal signs off on all acquisitions.

The library has a reasonable collection of fiction. Non-fiction print and electronic resources appear to require enhancement in order to support research and inquiry-based learning. It is suggested that the librarian work with the principal and teaching staff to identify appropriate non-fiction resources.

The new directions of the B.C. curriculum, with its focus on personalized, inquiry-based learning and core competencies are less prescriptive in terms of recommended learning resources. Teachers are required to exercise much greater professional judgement in the selection and purchase of resources that support the curriculum. This places greater responsibility on teachers and school principals to make wise decisions about resource acquisition and management within adequate budgets. It would be prudent to base resource selection on a clear set of criteria that address issues such as relevance to the curriculum,



developmental and age appropriateness, effective instructional and technical design, copyright and cultural sensitivity.

The School is equipped with two computer labs and Wi-Fi connectivity is available throughout the building. Recently, students have been permitted to bring their own laptops and tablets to class. Reliable and convenient access to technology will grow in importance as full implementation of the new B.C. curriculum is realized.

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

Requirement Met Requirement Not Met

Comment:

The School issues three formal reports and two interim reports each year. Parent/student/teacher conferences are held twice each year. A review of a sampling of formal reports indicates considerable variation in the content and length of anecdotal comments provided in support of reported grades. It is suggested that staff work together to establish a set of guidelines for preparing report card comments that indicate what students are able to do, what they need to improve, and suggested strategies for improvement. These guidelines should also be reflective of new curriculum directions.

The Team also suggests that the format for parent/teacher/student conferences be reviewed and consideration be given to having students take greater responsibility for reflecting and reporting on their progress. This is also in keeping with new curriculum directions.

POLICY DEVELOPMENT 5.0

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

Requirement Met Requirement Not Met

Comment:

The Team verified that there is a detailed parent/student handbook that has been updated for the 2018/19 school year. The School is commended for adding a Mandarin translation to create a bilingual handbook. The Team verified that the handbook contains required elements including policies related to appeals and dispute resolution, student admission, student assessment, student conduct and student supervision. Given the length of the handbook, the School is encouraged to add a table of contents for ease of document navigation.



The Team verified that the School has a clearly articulated student admissions policy.

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

Requirement Met Requirement Not Met

Comment:

The Team verified that the teacher handbook has been updated for the 2018/19 school year. The teacher handbook is comprehensive and includes content in support of teachers' professional and personal needs. The handbook satisfies Ministry requirements for the 2018/19 school year.

A comprehensive teacher evaluation process and criteria are in place.

The owner/operator designates the superintendent/offshore school representative to complete an evaluation of the principal. A policy is in place.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School currently offers one distributed learning (DL) course – Biology 12. It is offered by the prescribed DL provider – Kamloops SD73 Business Company – Global Education.

Assistance to students is provided by an on-site facilitator who supports students.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of Lanzhou Oriental Canada Secondary School for:

- The dedication and commitment demonstrated by the teaching staff to grow as professionals and help students achieve success.
- The highly supportive staff of Chinese teachers who are working collaboratively with the B.C. program teachers to ensure high levels of student success.
- The administrative support team for their demonstrated commitment to provide quality service to the B.C. program.
- The highly collaborative administrative team comprised of the principal, B.C. vice-principal and Chinese vice-principal whose “one voice” approach to school leadership and management contributes to providing an effective professional work culture.
- The School’s very high graduation rates which have exceeded the provincial rate each year.
- The summer English immersion experience provided to grade 10 students in Maple Ridge School District.
- The very detailed and thoughtful tracking of its students in the years following graduation. The successes of its graduates are used to promote the B.C. program with prospective students.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education and Independent Schools that the British Columbia education program offered at Lanzhou Oriental Canada Secondary School continue to be recognized as a British Columbia-certified school.

