

# Certification Inspection Report

## BRITISH COLUMBIA PROGRAM

*at*

JIAXING SENIOR HIGH SCHOOL

JIAXING, ZHEJIANG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

DECEMBER 4—5, 2023

## INTRODUCTION

On December 4 and 5, a 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 if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Sherri Ko and Doug Lauson, who served as Chair for this inspection.

The School's BC program has an enrolment of 114 students, in grades 10-12, a 25% increase over the previous year. The BC program shares the International building of the Jiaxing Middle School (host school) with a small German language program. The entire Chinese public school, which houses the BC program, was established in 1997. It enrolls 1,700 students.

During the visit to the School, the Team reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representatives (OSRs), BC Principal, BC teachers and the host school Principal and the Director of International Education.

The Owner/Operator, CINEC Education Group (CINEC) is responsible for the BC program. CINEC three BC program offshore schools in the People's Republic of China. It opened its first BC offshore school in 2005. The two other BC offshore programs are at Shanghai Nanyang Model Private High School and Luwan Senior High School, both in Shanghai. In addition to operating the BC offshore schools in China, the Owner/Operator operates a summer school program with partners in BC.

The BC program’s philosophy, objectives and special features include two mission statements, one for the CINEC Education Group and one for the School.

**CINEC Mission Statement:** *We are dedicated to preparing our 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.*

**Jiaxing Senior High School Mission Statement:** *We strive to create an inclusive, culturally responsive learning community where students harness a growth mindset to develop in a holistic manner. As a unified family, we continue to nurture our respectful and positive environment so students can become intrinsically motivated, independent thinkers who pursue excellence in English and can self-advocate and communicate effectively.*

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The previous inspection was conducted virtually in November 2022. The inspection report had no requirements; however, there were suggestions for the School to consider. After reflection, the School implemented some changes based on these suggestions.</p>			

**BUSINESS PLAN 1.0**

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

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Owner/Operator submitted a business plan in the Annual Report describing the successes and challenges the School faces as it continues to grow. On the positive side, the School's enrolment has increased by 25%, with 114 students in 2023/24, despite the ongoing challenges of the post-COVID-19 pandemic. Last year, the local Education Bureau increased allowable enrolment/grades to 75 from the previous 50. This was primarily due to the good relationships between the Education Bureau, the host school and the BC program.

However, the current facility cannot accommodate 75 students per grade, so the School can only accept 49 grade 10 students this year. In speaking to the host school Principal, there are plans to build a new host school in two years, with a groundbreaking in early 2024. The new campus will include facilities for the BC offshore program, enabling it to take advantage of the higher 75 student/grade admissions. However, for now, the School is physically limited to 50 students per grade. The Annual Report indicates an enrolment forecast of 195 students by 2028/29.

Discussions with the Principal indicate that the School is focusing on its students' mental health and well-being. This year, a strategy was introduced to allow students more autonomy in their learning and decision-making on the premise that this will reduce stress and pressure on their mental health. To determine the result of the strategy, the School has implemented a variety of ways to receive student feedback.

The School will attend the CINEC spring conference in Shanghai, where continuous improvement for student outcomes will be discussed as a systemic strategy. All three CINEC school principals are excited about this opportunity to work together on a common platform to improve student learning and mental health well-being.

**Commendation:**

The School is commended for introducing a strategy to reduce stress on students to improve their mental health and well-being. The School is encouraged to share the results of this strategy with the two other CINEC schools at the upcoming spring conference.



## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the Agreement.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator is well-versed and experienced in the BC offshore program. CINEC opened its first school in 2005, and three other schools after that. In 2022, it decided to focus on three schools. However, the organization has plans to increase the number of BC offshore program schools in the future.</p> <p>The Team confirms that the Owner/Operator meets all the requirements in Sections 5.00 to 7.00 of the Certification Agreement and the requirements in Section 2.02 of the Annual Report.</p>		
<p>Commendation:</p> <p>The Owner/Operator was onsite for the school inspection and is to be commended for his commitment and support for the BC program at Jiaying Senior High School. The Owner/Operator has a good working relationship with the host school, resulting in a collaborative effort to provide the students with a good program of study.</p>		

<b>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.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team examined the document submitted that confirms the School has the appropriate permissions to operate the BC program. These included:</p> <ul style="list-style-type: none"> <li>• original approval to operate a Canadian high school program (Jiaying Education Bureau), issued in 2012</li> <li>• approval to operate a Canadian high school program (Jiaying Education Bureau), issued September 15, 2023, expires December 31, 2027</li> <li>• Business Licence (Business Registration Ordinance), issued February 4, 2023, expires February 3, 2024</li> </ul> <p>The Team confirms the School meets all the items outlined in Section 5.03 of the Agreement and Section 2.03(b) of the Annual Report.</p>		

**2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team examined the following building, safety, food preparation and fire safety documents:

- Permission to Operate (Jiaxing Education Bureau), issued January 28, 2011
- Building Safety Inspection (Zhejiang Province), issued December 26, 2000
- Fire Safety (Jiaxing Public Security Bureau), issued March 21, 2000
- Inspection Report (Jiaxiu Disease and Prevention Control), issued March 25, 2011
- Food Production Licence (Jiabei Market Supervisory Authority), issued December 14, 2021, expires December 16, 2026

The Team reviewed the School's Emergency Procedures Plan, which includes procedures to be followed in the event of accidents, fire, security issues, earthquake, and evacuation and natural disasters. These are also in the teacher's handbook. The Emergency Procedures Plan indicates that the CINEC organization will fulfill the personal services agreement with its employees in the event of an unplanned temporary or permanent closure of the School.

The Offshore School Representative (OSR) has vetted the emergency plan.

**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 Schedule B, Part II of the Agreement.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

Last year, the long-serving Offshore School Representative (OSR) for the CINEC BC offshore schools passed away mid-year. Before that, plans were already underway to transition to a new OSR, who assumed the position for the balance of the school year. In 2023/24, CINEC decided to employ two OSRs for its three BC offshore schools, one resident in Vietnam and the other in Richmond, BC. This Team presents an ideal support system for the schools because of the sharing of duties and the locations in the different time zones, providing 24/7 support.

The current OSR for the BC program at Jiaxing Senior High School is an experienced BC educator of 26 years who has worked in various capacities, including teacher, curriculum coordinator, vice-principal, principal and university lecturer. He has 13 years of experience with the BC Offshore School Program, including two principalships. He holds a PhD in Educational Leadership and Policy Studies from the University of Alberta. He is on a two-year



contract with the CINEC Group. The Team met several times with the OSR and confirms that he is exceeding all the requirements of the Certification Agreement and the Annual Report. The written job description of the OSR is thorough and complete. Discussions with the OSR indicate that he is fully aware of his job responsibilities, including 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 Owner/Operator is commended for employing two OSRs to ensure that the needs of both the CINEC Group and the CINEC schools are met on both continents. The Team confirms that the two OSRs work synchronously to support the CINEC BC offshore schools in all the required responsibilities of an OSR.

The Team met with the two OSRs during the inspection visit and confirms that they exceed expectations in their services to the CINEC schools. Having two OSRs provides a level of service not possible in other BC offshore schools.

**2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Principal is a University of Victoria graduate with three bachelor's degrees in different disciplines (BSc – Biology, BA – History and BA - Sociology). He also holds a Master of Arts degree in Sociology and a post-degree program in Education.

Currently, the Principal is in his fourth year as the principal of Jiaxing High School. Before that, he was the vice-principal and head of the math and English departments at another CINEC school.

The Team met with the Principal several times during the inspection and confirms that he meets the requirements of the Certification Agreement and the Annual Report. The Principal's philosophy focuses on the well-being of students, both in their academic achievements and in their mental health. He is the initiator of the current strategy to improve student health by reducing stress through a process of allowing students greater autonomy.

**Commendation:**

The Principal is commended for his commitment to serving the students in his care and ensuring their well-being.



**2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Vice-Principal and Administrative Assistant support the Principal. The Vice-Principal is assigned several responsibilities, including overseeing the career education courses and organizing science/math department meetings. He also assists the Principal in the organization of professional development, information technology, learning resources management and supervision of the development of the course overviews and planning documents. The Administrative Assistant has several responsibilities, including maintaining the Windsor/TESS school administration software to generate report cards. She also acts as the translator for the host school Principal.

The Director of the International Department is also a teacher, supervising two homeroom teachers as they complete their duties as the liaison between the School and parents.

The Team met with all the administrative support staff and confirms their duties and responsibilities described above. The Team confirms that the School meets all the requirements of Section 2.08 of the Annual Report.

**Commendation:**

The Team commends the administrative staff for working collaboratively, ensuring that the BC teachers and students are well supported.

**2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team met with the Administrative Assistant who is responsible for maintaining the Windsor/TESS school administration software. She demonstrated how the software generates student report cards and transmits TRAX data. The Vice-Principal explained how achievement data is used to develop the report cards.

The Team examined the student files stored by grade in the Principal's office. The Team confirms that the student files contain all the records and documents required by the Certification Agreement and Section 2.09 of the Annual Report, including the updated 2023/24 parent consent forms.

**2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School employs six full-time teachers in the BC program. Three teachers are new to the School this year. The Team examined the Teacher Verification File (September 1, 2023) from the Teacher Regulation Branch (TRB). There are no teachers on a Letter of Exemption (LOE). The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care.

The School employs three locally certified teachers to teach the exempted courses of Mandarin (grades 10-12), Chinese Culture 12 and Physical Health and Education 10. Each of these teachers possesses a local university degree, which includes the requirement to have a criminal record check (CRC). The Team reviewed a translated document (Application Requirements for Teacher Qualification Certification) provided by the School that indicates that a senior high school teacher must hold a bachelor's degree or higher from an institution of higher-than-normal education (university). Another translated document (Chinese Teacher Certification) explains in subsection 4 that "a criminal record, ideological and morality check issued by a Hukou neighbourhood office, village government, or place of work or school" is required to be certified as a teacher.

The Team observed the teacher files stored in filing cabinets and the Principal's office. It confirms that the files contain the six documents required in Section 2.11 of the Annual Report, including the current personal information consent form. The new teachers hired to the School this year have not yet been evaluated, but the Principal plans to evaluate them in the spring of 2024. Each teacher's file contains their independent personal services contract that includes all the requirements of Section 2.16 of the Annual Report. All teacher work permits are valid until the end of the school year.

The CINEC Education Group is planning a conference in the spring for the administrators and teachers of its three schools. The plans include transporting all teachers to Shanghai Nanyang Model Private High School for two professional development days. This was discussed and confirmed at the annual administrators meeting in early November. The Team discussed possible topics for inclusion in the conference with the Principal, including strategies to monitor the continuous improvement of learning and the well-being of students.

**Commendation:**

The CINEC Education Group is commended for reintroducing the CINEC conference to provide its teachers with common professional development and a shared focus on education in the CINEC organization schools.





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

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

This year, the School implemented bi-annual student surveys and student consolatory groups that meet with the Principal every two weeks. In conjunction with several new staff with different expertise, a few changes have been made to this year's activities, student permissions and curriculum offerings.

The School has an inquiry block where teachers offer lessons in their areas of expertise in alignment with students' interests. This block transformed into formal credit electives of French 10, Art Studio 11, Media Design 11, Dance Company 11/12, Photography 11/12, Computer Programming 11/12, Active Living 11, and Fitness and Conditioning 11/12 courses. For students to meet the required grade 10 standards, the French 10 curricular overview addresses curricular competencies from grades five to ten. Both the School and the Team expressed concerns about whether students can successfully cover the content in the allotted timeframe, even with the additional weekly block recently added. Monitoring and extending the timeline as needed will be integral to ensuring course standards are met with student success.

The School reports they are considering changing Composition 12 to English Literature 12 in semester two as some universities are not awarding credit for Composition 12. The School confirmed they would have the course overview in place before moving ahead.

The School introduced English First Peoples – Literary Studies and Spoken Language 11 last year and will offer it again in the second semester to meet the 2023/24 graduation requirement of four credits of Indigenous-focused coursework.

Curricular planning tools support teachers new to the School and BC's curriculum. New teachers expressed being oriented to the School policy and procedures. Some teachers indicated they arrived as School was starting in September and felt they would benefit from more collaboration and professional development geared to implementing the elements of BC's curriculum, particularly First Peoples Principles of Learning (FPPL), Core Competencies, inquiry/projects, scoring assessments, developing learning updates, and integrating self-reflection.

Visits to classrooms and interviews with staff confirmed that all aspects of BC's curriculum are being addressed. However, most staff believed that all FPPL and Core Competencies must be addressed in every course.



**2.20 The School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Principal and Vice-Principal construct English language admission assessments annually. The tests are administered in early June. The Principal sets the entrance cut-off point yearly based on the level of test materials used, the number of spots available and the number of application submissions. Teachers assist in administering the tests and are permitted to make a case for acceptance or denial of a student. However, the Principal makes the final decisions.

The School is fortunate to have three BC certified and two locally trained English language learning (ELL) teachers. The rest of the staff have ELL experience. The Team observed best ELL educational practices being used in all classrooms. Teachers consistently used visual exemplars, connecting newly introduced concepts to prior knowledge and introducing new vocabulary at the start of lessons. Teachers constantly checked in with students to assess their understanding.

Each year, students are timetabled to earn twice the required language arts credits. The courses are scheduled over the two semesters to promote continuous exposure to English.

Students can seek out additional teacher support over the one-hour lunch break. A self-directed study block called 'Happy Hour' is timetabled for all students. Two teachers are scheduled to provide extra instructional support during that time.

A house system has been developed to encourage English language usage and development of Core Competencies. Communication, collaboration, leadership and responsibility are addressed by house teams planning monthly sports and cultural activities. Students are encouraged to increase their team's points by completing a daily literacy challenge that encompasses reading, spelling, vocabulary/synonyms, critical/interpretive thinking, writing, and creative self-reflection.

**Commendation:**

The Team commends the School for its concerted focus on improving student ELL acquisition and proficiency through:

- a daily literacy challenge integrated with the School's Core Competencies reward program,
- timetabling the number of extra instructional support blocks,
- adopting best ELL educational classroom practices, e.g., consistently connecting prior knowledge with newly introduced concepts and vocabulary to extend understanding and acquisition of the English language.



**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 Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The School offers five exempted courses: Mandarin 10, 11, 12, Chinese Culture 12 and Physical Health Education 10 (PHE10). Course overviews were made available to the Team. PHE10 is co-delivered by a BC certified teacher responsible for delivering the health components of the course within the Career Life Education course.

The School offers Chinese Culture 12 as a Ministry-approved Board/Authority Authorized (BAA) course. The School conducts an annual review of the course overview.

The Team affirms that the School fulfills the course credit requirements (equivalency, challenge, exemptions, and BAA courses) as specified in Section 2.21 of the Annual Report.

The School is not offering online courses. However, the School has an online course equivalency review policy in place.

**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 Ministry learning outcomes/learning standards identified in the educational program guides for each course.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

Through a review of relevant curricular documentation, individual lesson plans, samples of student work, various forms of assessment, and samples of student self-assessment, the Team was able to confirm the School meets the course overview/course planning requirements of the BC program.

Classroom visits and teacher interviews provided clearness and context. Teachers spoke enthusiastically about curriculum implementation for their assigned courses. Using a common daily lesson plan template directs teachers to ensure that all required elements of BC's curriculum are incorporated during course planning. Lesson plans also contained English language learning practices and teacher reflections for professional growth.

Textbooks, teacher resources, and websites for practicing math and science labs are being integrated into classroom activities.



**Commendation:**

The Team commends the School for developing and using a daily lesson plan format that aligns with the BC planning requirements and the School's course overviews.

The Team commends the teachers' self-reflections to drive their professional growth and instructional practice.

**2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, including the requirements set out in Sections 1.1 to 6, with the exception of s. 4(5)(b), 4(6), 5(8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team confirms that the School meets the requirements for the instructional time allotments. The School operates five and a quarter hours per instructional day, for a total of 992.25 instructional hours per year. This exceeds the minimum number of hours required for instruction.

**2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

Teachers are bringing their own lessons and assignments to the units and adopting and adapting many lessons and projects from the former staff and the CINEC teacher repository. Many work samples from former classes remain on the walls as examples and sources of inspiration. The Team was directed to view this year's summative assignments and projects: math history posters, Art of Mathematics in the environment boards, unit tests, quizzes, compound infographic posters, Orange Shirt Day reflections, comic strips of fairy tales, diagrams of literary devices, daily newspaper articles, recycling posters, advertising prints of the School art exhibition and auction, "who am I" posters, and storyline mountain reproductions. Across the courses, assignments promote inquiry and creativity and are based on real-life learning as often as possible.

The Team observed immediate and frequent positive feedback and formative evaluation during lessons. Ongoing formative learning occurs through daily practice assignments, homework, notebook journals, student reflections, teacher-student conferences, class discussions, warm-up questions, review assignments, essay and story writes, and oral storytelling. Teachers were adjusting content, filling in background information and re-



teaching as needed. The Team saw the use of the Know-Do-Understand model to support deeper learning. Use of rubrics with the new performance scale, percentages, and letter grades are being used.

First writes of provincial assessments are slated for November. The School assigns two invigilators to monitor BC provincial assessments written in the BC program's computer lab. The School uses cubicle dividers; only exam materials are permitted in the room. The Principal inputs the Personal Education Number (PEN) and code number for each student-assigned seat. The School uses provincial data to inform what skills may need further addressing. However, the Principal stressed that provincial results are not used as a sole measure for analysis, and many other forms of assessment are required to make inferences, as students are not always giving their best efforts. Students do not see the assessments as a practical university requirement. The School requires rewrites until a three or four is scored to encourage the importance of the assessments.

**Commendation:**

The Team commends the School for developing varied and creative learning opportunities rooted in real-life learning to foster the development of higher-order thinking and prepare students for life-long learning, e.g., projects given to the students that develop their creativity in relation to the curricular material that they are studying in the various courses.

**2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The BC program has its own three-story building on the host school campus. The BC program has five classrooms, a meeting room, a dance/drama room, a reading room, a computer lab, and offices. The School anticipates a new campus being built within two to three years.

CINEC allocates a budget for learning resources to the School. The Principal collaborates with staff to identify the necessary resources. According to the teachers, there are enough subject-specific textbooks, workbooks, and additional print and online materials for previously taught courses. For the newly added courses, teachers are researching and assessing for the best materials.

The School has access to the host school's library and maintains its own library (reading room). The library contains around 300+ print resources and 1000 online e-books. It acts as a learning commons with ten students' networked computers and one teacher access computer. Students use the reading room during lunch for various activities such as playing board games, studying, socializing, planning leadership activities, and completing homework assignments.



Additionally, the School has a computer lab with 40 computers available during lunch and class times. The lab facilitates the administration of BC provincial assessments.

The School provides Wi-Fi access throughout the building with an internet bandwidth that was recently upgraded. Teachers mentioned that the internet speed and availability may vary depending on the number of devices connected to the network. Teachers use their own devices. The school-issued ones are six to seven years old.

A joint technology agreement with the host school has been expanded to allow all BC program students to bring and register their devices with the School. This is the first year grade 10 students are permitted to bring their laptops/tablets to school. Personal cell phone use is restricted for all students. Student use of school technology is always supervised by school staff.

### **2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

#### **Comment:**

The School provides four interim learning updates a year (October, December, March and May) and four mid-term/final learning updates each school year (November, January, April and June). Self-reflections are issued to parents. The form has been updated to include an evaluation of 'I can' statements and journaling on evidence of core competency achievements and setting competency goals.

Parent/teacher interviews are offered at the close of each semester and as needed. In addition, parents are welcome to request a meeting at any time. The School will mandate an immediate meeting if a student is not thriving in a class.

The Principal continually reaches out to parents as a best practice. The homeroom teachers support ongoing teacher communications with families through emails, phone calls, and using WeChat, a Chinese social media platform. TikTok postings of happenings at the School are popular means of communication with the community.

The School uses Schoology to keep students and parents continuously informed of learning progress and attendance. As Schoology is in English, the Chinese homeroom teachers are provided access, and they convey content to parents.



**Commendation:**

The Team commends the School for its extensive communication with families, particularly regarding student progress.

**2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The student and parent handbook has been updated for 2023/24. The multipage document includes information that students and parents would typically need to attend the School, such as the code of conduct, timetables, reporting and grading, graduation requirements, etc.

**2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team examined the teacher handbook, which is a multipage document consisting of six main sections:

- Mission statements
- Professional Responsibilities
- School Organization
- Assessment and Evaluation
- School Routines and Procedures
- Appendices

The teacher handbook includes a statement that the Ministry of Education and Child Care is not party to the contract of employment (section 2, Dispute Resolution).

The Team confirms that the teacher handbook contains all the requirements of Section 2.27 of the Annual Report.



**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 Annual Report.**

Requirement Met
  Requirement Partially Met
  Requirement Not Met
  Not Applicable

Comment:

The School is not currently offering Online Learning at this time.

**2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in Section 2.29 of the Annual Report.**

Requirement Met
  Requirement Partially Met
  Requirement Not Met
  Not Applicable

Comment:

The School is not currently offering Remote Instruction at this time.

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representatives (OSRs) of Jiaxing Senior High School for:**

- the close cooperation between the host school, CINEC Education Group, and the BC program to provide a good program of studies, resulting in students specifically asking their parents to attend the BC program.
- students who can communicate well in conversational English and are focussed on their learning and the desire to be successful at school to pursue professional careers at Canadian post-secondary institutions.
- their focussed strategic planning on student well-being that includes several strategies to give them more guided autonomy and increasing opportunities for feedback to measure the effectiveness of the plan on their well-being and success.
- developing and using a daily lesson plan format that aligns with the BC curricular requirements and the course overviews.
- their concerted focus on improving student ELL acquisition and proficiency through:
  - a daily literacy challenge integrated with the School's Core Competencies reward program
  - timetabling the number of extra instructional support blocks





- adopting best ELL educational classroom practices, e.g., consistently connecting prior knowledge with newly introduced concepts and vocabulary to extend understanding and acquisition of the English language
- developing varied and creative learning opportunities rooted in real-life learning that fosters the development of higher-order thinking to prepare students for life-long learning, e.g., projects given to the students that develop their creativity concerning the curricular material they are studying in the various courses.
- self-reflection of the teachers that drives their personal professional growth and instructional practice.
- extensive communication with families on student progress.

### **SUMMATIVE RECOMMENDATION**

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

