

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA BRITISH COLUMBIA INTERNATIONAL SCHOOL-KUNMING

KUNMING, YUNNAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 25-26, 2019

INTRODUCTION

On November 25-26, 2019 a virtual certification inspection was completed on Canada British Columbia International School – Kunming in Kunming, Yunnan Province, People's Republic of China, referred to as CBCIS-K or 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 Peter Drescher and Cathy Lowenstein (Chair).

The School's BC program has an enrolment of 91 students, in Grades 10-12. The entire School, which houses the BC program, enrolls 3230 students.

During their virtual inspection of 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 as well as a phone meeting with the Owner/Operator.

The Owner/Operator, Beijing Kezhi Times International Consulting Co. Ltd (Kezhi) is responsible for the BC program as well as five other BC offshore schools from another province, and two international schools. The Owner/Operator also operates Lowell High School in Vancouver, BC. The School offers a BC graduation program for Grades 10-12. In addition, Lowell High School provides opportunities for Kezhi students to take a semester or year of their studies in the onshore context. It also provides a base for students to attend summer or winter camp in BC. As this was a virtual inspection, the Team Chair was able to contact the Owner/Operator via phone call.



The BC program’s philosophy, objectives and special features includes a statement that, “The School is dedicated to preparing its students for success in a rapidly changing world, by providing a supportive learning environment that recognizes and respects individual differences, encourage students to challenge personal limits and promotes excellence”.

CBCIS-K strives to offer students an authentic BC education. BC-certified educators help prepare students for the linguistic and cultural challenges they will face in non-Chinese universities. In Chinese classes, students develop a strong work ethic and memorization skills. In CBCIS-K classes, critical thinking, inquiry and problem-solving are encouraged. CBCIS-K helps ensure that in addition to intellectual development, students are able to develop socially, emotionally, and physically.

The Team would like to thank Canada British Columbia International School-Kunming for its cooperation and preparedness for the virtual 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>There were two requirements in the previous inspection report:</p> <ul style="list-style-type: none"> • To update the MoE on teacher certification for one staff member • To confirm with MoE the acquisition of a working visa for one staff member <p>Both of those requirements were dealt with accordingly, adhering to the time frame stated in the 2018 report.</p> <p>While the 2018 requirements were ultimately met, the overriding suggestion remains-the Owner/Operator should ensure that he is putting significant resources into the sustainability of the program; focusing on increased enrolment of students who are able to be successful in the BC program and the ongoing sustainable leadership of the school.</p> |

BUSINESS PLAN 1.0

| |
|--|
| The Owner/Operator has submitted a business plan to the BC 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 which laid out a plan for addressing the significant issues at the School. While the plan outlines a road map for</p> |



addressing future growth and sustainability, the Team noted continued issues with student recruitment, staff retention and leadership sustainability. The Team noted the strong experience of some of the staff members. Retaining strong faculty and leadership would bode well for the teaching and learning at the School.

The School is aiming for a student population of 150 students. At present, the enrolment is below 90 students. The School should continue to consider and implement a robust and comprehensive plan for recruitment and marketing. The Team noted that many of the recruitment initiatives were the responsibility of the international director who was on leave at the time of the inspection. A careful plan should be executed and a review of the past marketing plans should be undertaken with an expressed goal of ensuring that only students able to achieve success in the BC program are admitted to CBCIS-K.

At present, the School has discussed the potential organization of media events to promote the School. WeChat is a major form of communication and marketing. At CBCIS-K a monthly newsletter was produced to be shared in print and via social media. They have re-invigorated parent open houses and other events to attract potential students. The host school has expressed a willingness to support these measures, and to distribute paper pamphlets and other advertisements to promote the School.

The recruitment of new students takes place mainly after Chinese New Year. The School participates in the Kunming Education Fair. In addition, there is cooperation with the New Oriental Education and Technology group to help advertise the school. Open houses are usually held approximately 5 times per year. The Director of International Programs is normally in charge of marketing and recruiting students. The admissions of students are ongoing and there are no specific application deadlines.

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 Owner/Operator meets the requirements stated in the Agreement. The Owner/Operator owns a system of six offshore schools in China and a Group 4 independent school in Vancouver. The system, known as Canada British Columbia International Schools (CBCIS) has its own superintendent responsible for curriculum implementation and professional development, and provides a wide array of programs and services to support its schools and professional staff.



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

Requirement Met Requirement Not Met

Comment:

The Team viewed a letter of approval from the Education Bureau of Panlong District, Kunming. The letter states the approval from this department for the operation of the BC program at CBCIS-K which is owned by Beijing Kezhi Times International Consulting Company Limited. The letter is dated December 15, 2017 and contains the required elements as outlined in the inspection catalogue and certification agreement. The letter is valid until December 2022.

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.

Requirement Met Requirement Not Met

Comment:

The Team viewed documented approvals regarding local and provincial building, safety and cafeteria codes and regulations.

The emergency plans for the 2019/20 were reviewed by the Team. The document had a plan for temporary or permanent closure of the school in case of fire, earthquake, and other security related issues. There is also a stated protocol for an unplanned emergency and it has been vetted by the Offshore School Representative for accuracy and functionality.

The BC program is housed on one floor of the host school on a large campus. CBCIS-K currently utilizes 5 classrooms with some extra room for expansion if necessary. There are three additional offices, an administrative office and an academic advising office. The School also has an inclusive combined library/computer lab with 32 work stations. The host school shares its science lab facilities for chemistry and physics lab work.

The Team verifies that the facilities and are deemed to be suitable to support the BC program.



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 School has had a change of Offshore School Representative for 2019. He is an experienced educational leader who has served as an OSR within the BC offshore school program since 2014. He has been approved by the province and meets all the requirements as set out in section 14 of the Agreement.

The Team appreciated the participation and preparedness of the OSR throughout the inspection. His committed support will be helpful in enabling the school to address the recruitment of students and the continuous turnover of leadership at the school. A continued and close professional relationship with the Principal, will be integral in moving this school forward. There are several current issues impeding its growth.

The Team confirms that the OSR is aware of his obligation to report critical information relating to the changes in the operation of the school or ownership structure that could significantly impact the School's operation.

Commendation:

The Team appreciated the participation and preparedness of the OSR throughout the inspection. His committed support will be helpful in enabling the School to address the recruitment of students and the continuous turnover of leadership at the School.

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 Principal is in his first year of leadership at the School but is an experienced educational leader with a range of excellent experience in BC and offshore schools. He meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

The Team was impressed with the preparedness of the Principal for this virtual inspection. He is new to the School, but his candor and honesty proved to be helpful in enabling the inspection Team to acquire a fulsome and updated understanding of the significant issues that are present at CBCIS-K.



Commendation:

The Team commends the Principal for his preparedness for this virtual inspection. His candor and honesty proved to be helpful in enabling the inspection Team to acquire a fulsome and updated understanding of the significant issues that are still present at CBCIS-K.

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 meets the requirements for administrative support as outlined in section 2.07 of the inspection catalogue. Unfortunately, the international director who has important responsibility for the BC program is away on leave. Therefore, an experienced administrative assistant has assumed some of the responsibilities and is working collaboratively with the BC School leadership to ensure that all requirements are met.

2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Student files are securely stored and are maintained by the administrative assistant. The structure of the virtual inspection made it difficult for the Team to do a thorough inspection of the files and administrative functions. However, the Team spoke to the Principal and OSR about the student record requirements and they assured the team that all student records were in good order and managed appropriately.

The Principal and OSR confirmed that the student and parent consent forms have been updated based on the ministry guidelines for the 2019/20 school year.

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.

Requirement Met Requirement Not Met

Comment:

The School has had a high percentage of new staff this year. The Team reviewed the teacher certification requirements and confirm that two teachers have applied to the Teacher



Certification Branch and have a letter on file that shows that they have been granted an exemption until January 2020.

The teachers who are on exemption status, are well supported by the Principal and OSR to ensure that their appropriate paperwork is submitted and that the teachers are following up regularly on the status of their application.

Staff are supported through professional development opportunities provided by CBCIS-K. The close-knit faculty are supportive of each other and share their collective knowledge and contribute to each other's professional learning.

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

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:

Implementation of the new curriculum is progressing but is not at the level that one could describe as "fully implemented". High turnover of staff and administration, and unfamiliarity with the curriculum on the part of new staff have conspired to slow the implementation process and prevent year to year progression toward full implementation. There is evidence that the language of the new curriculum has been adopted (big ideas, curricular competencies, learning intentions) and there is evidence that the learning experiences that one would expect are an integral part of the new curriculum such as inquiry and project-based learning, research and group assignments are being provided. Students can demonstrate their learning in multiple ways and there are multiple forms of assessment. There was limited evidence of the core competencies being incorporated as an intentional and ongoing part of the student's educational program. There was also limited evidence of BC First Peoples Principles of Learning being intentionally included in the educational program.

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 School uses an English language entrance assessment developed for and used by all Kezhi schools in China. It includes listening, vocabulary, grammar, reading comprehension, and



writing. There is no oral interview component. The Team reviewed several entrance assessments for students who were deemed to be on the borderline for acceptance and discussed the administration of the assessment with the Principal. Due to high turnover of school administration (four principals in four years) the Principal's ability to manage intake has been limited. The Team has concerns about both the process and the outcome.

Process – The Principal or a designate may administer the assessment as long as the Principal gives final approval on admissions. The Team is concerned that individuals without the appropriate level of expertise are administering and marking the assessment. An examination of the writing component of the assessment samples revealed language skill levels that were well below a level of proficiency required for success in the program and were scored inaccurately. Kezhi policy cites a 50% score as the minimum standard, with close monitoring and support to be provided for students in the 50-60% range.

The Team was also unable to discern the scoring criteria for the writing component. There was no evidence that the three point – five component rubrics provided by Kezhi was being used. Due to the timing of transitions between one principal and another, the acceptance/refusal can come at a time when the student and parent have little time to pursue alternatives.

Outcomes – The Team was unable to determine the admission threshold at the School in order to compare it with expectations set by the Kezhi system. Based on their experience with numerous other inspections, the Team believes that it is well below what it should be. The Team was also unable to determine how many students are accepted or refused entry each year. Section 9.9 of The Agreement states that *“the Owner/Operator must not enroll a person in the BC Educational Program who has not completed an English language assessment, demonstrating a proficiency at a level required by the Province, in accordance with the Program Requirements”* Section 9.10 states that *“the Owner/Operator must be able to demonstrate, to the satisfaction of the Province, that each Student's level of English language proficiency was, at the time of his or her enrolment, adequate to enable that Student to meet or exceed the learning outcomes identified in the BC Curriculum”*.

The issue of admission of students whose language skills are not proficient enough to ensure success in the BC program is not a new one at this school. The concern had been raised in previous inspections, and yet, the problem persists.

The School provides a variety of supports for English language learning including, but not limited to

- Two English Language Arts courses taken at each grade level
- Conscious efforts by classroom teachers to teach the vocabulary necessary to address particular competencies,
- A 40 minute daily guided reading block



The 40 minute daily guided reading block is a levelled reading initiative. Regular assessments identify a reading level for each student, who chooses appropriate fiction for use in this mandatory afternoon reading class which occurs four times each week.

One practice that appears to be meeting with limited success is an “English only” policy that is to be followed by both BC teachers and Chinese staff.

There would be a significant benefit in also having a cross-curricular focus on writing with all classroom teachers involved in the application of a writing standards rubric.

A periodic school-wide writing assessment scored collaboratively by all teachers can help inform instruction.

The role of English-speaking Chinese staff in English language development appears to be limited. It is common practice in many other BC Programs to have English speaking Chinese staff working collaboratively with BC teachers to improve English language proficiency and supporting students in their vocabulary development as well as helping them address curricular learning intentions.

Requirement:

The School is required to submit a plan for the timely administration of an English language entrance assessment which:

- Ensures that Kezhi has clearly communicated its standard for acceptance to the School.
- Is administered at a time which ensures that principal or designated BC certified teacher is able to properly score the writing component of the assessment and conduct an oral interview.
- Affirms an appropriate minimum score that is in keeping with the standard established by Kezhi.
- Is administered and scored in a timely manner so that parents have time to pursue education alternatives should their son/daughter not qualify.

This does not preclude the Owner/Operator from providing an intensive English language development program to students who are deemed not to be proficient enough prior to starting 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 does not offer BAA courses and there are no exempted courses taught by locally certified teachers at this time. No course challenges have been granted. Students receive equivalency credits for Mandarin 10, 11 and 12). Elective courses are very limited at the School.

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 reviewed course overviews, unit plans, and lesson plans and interviewed each teacher to review and discuss planning assessment, resources and assorted School-wide matters. Course outlines generally follow a template provided by CBCIS which addresses big ideas, curricular competencies, learning intentions, teaching/learning strategies and assessment methods linked to the BC curriculum. Planning documents provided evidence that students are exposed to a rich and varied set of learning experiences and were able to demonstrate their learning in a variety of ways.

Commendation:

The Team commends staff for their thoughtful and thorough planning for instruction. The learning experiences in which they engage their students are rich and varied and allow students to demonstrate their learning in a variety of ways.



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 Team verified that instructional time meets requirements. Students have at least 200 hours of instructional time committed to English Language Arts courses in each grade. The School is commended for capturing additional instructional time in the late afternoon for Guided Reading activities. The Team encourages the School to continue to seek opportunities to further expand instructional time.

Commendation:

The School is commended for capturing additional instructional time in the late afternoon for Guided Reading activities.

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:

Staff use a variety of assessments as student demonstrate their learning in a variety of ways. What is unclear is whether their formative and summative assessments are accurate, valid, and reliable indicators of student progress in developing curricular competencies. The Principal and staff reported some informal collaboration around assessment practices, but also identified this as an area of focus for future professional learning.

It is suggested that staff engage in a number of more formal “standard setting” rubrics-based assessment activities, such a large group marking of writing assignments and major projects. It is also suggested that a set of “exemplars” of student work be collected that can be used to help future teachers that come to the School. The extent of involvement of students in developing rubrics and engaging in self-assessment appears to be in its formative stages and should also be an area of focus.

Teachers are using Schoology as a means to communicate on a regular and frequent basis with their students, posting assignments, providing access to grades and other timely performance feedback, and promoting the notion of having students take responsibility for their own learning.



The Team reviewed the results of the most recent Numeracy assessment. This was written by students in their Grade 11 year. 34% scored 1 (emerging), 34% scored 2 (developing), 28% scored 3 (proficient) and 0% scored 4 (extending). Given the language intensive nature of the assessment, low language proficiency would factor significantly in producing such low results. The School plans an intensive, focused preparation for this year's Literacy and Numeracy assessments, largely through Mathematics and English Language Arts classes.

The structure of both the literacy and numeracy assessments is designed to assess those skills as they are applied to a variety of cross-curricular competencies. It would be in the students' best interests to ensure that both applied numeracy and literacy skills receive attention in all curriculum areas. They are not intended to fall under the sole domain of Mathematics and English teachers.

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:

Teachers report that, generally, learning resources are adequate to support the new curriculum. There is a large collection of textbooks for various subject areas with some that are appropriate to support the curriculum while others are quite dated. Teachers are also accessing a variety of online resources to support the curriculum. The Science teacher reports that he has full access to Physics and Chemistry labs in the host school and has assistance from lab technicians. He has developed a professional working relationship with the host school's Science faculty.

The library has a growing collection of both fiction and non-fiction titles. The twenty-four-station computer lab and library are housed in the same space. There is no dedicated person that is responsible for managing the library collection or the computer lab. If this resource is to have an integral role to play in supporting the new curriculum and become much more of a research and inquiry-based learning center, it should be properly staffed. As the School continues to expand its print resources, consideration should also be given to expand the collection of electronic resources. An investment in a current computer-based reading program is one such resource.

Adequate, reliable and convenient access to technology and connectivity are a resource imperative which will grow in importance as full implementation of the new BC curriculum is realized. It is expected that student use of devices as a frequently used learning tool in classrooms will become commonplace. This requires adequate and reliable access to Wi-Fi connectivity throughout the school. Currently, adequate bandwidth is an issue which should be addressed. A library equipped with an LCD projector or smartboard to enhance its



capabilities to host large group seminars. Classroom teachers should have access to suitable reliable laptop computers for planning, lesson presentation, communication, accessing internet resources, using multimedia and operating learning management systems (ie Schoology).

The new BC curriculum is far less prescriptive in terms of learning resources to support the new curriculum. Teachers are increasingly called upon to exercise professional judgement in selecting appropriate print and electronic resources (for purchase, through subscription, or for free).

The School does not appear to have a clear set of criteria for resource acquisition and use that addresses issues such as relevance to the curriculum, developmental and age appropriateness, effective instructional and technical design, copyright and cultural sensitivity. It is suggested that the School enlist the help of Kezhi to develop a policy for use by all of its BC programs.

Most of the learning resources (technology, library, equipment) are funded by the host school, while some are funded by Kezhi. The Principal of the School is unaware of the learning resources budget that is available to the School. In the interest of ensuring both efficiency and effectiveness, it would be appropriate to advise the principal as to size and scope of the budget he has to work with.

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 Team reviewed a sampling of report cards from the previous year and November of this year. The School uses the TESS student information system. The Team noted that report cards were missing 1) attendance, 2) tardiness and 3) a scale of letter grades and percentages. The Principal has provided assurances that this will be corrected at the first possible opportunity. In anticipation of this correction, progress reporting has been determined to meet requirements.

The School issues four formal reports each year. Three parent/teacher/student conferences are planned for this year.

The content of a sampling of report card comments was reviewed. The Team believes that more can be done to have comments add more value to the reporting of percentages and letter grades than is currently the case.



2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The parent/student handbook has been updated for the 2019/2020 school year. It is comprehensive and contains policies on the conduct of students, student assessment, parent and student dispute resolution, student admission and supervision.

The parent/student handbook meets the requirements as outlined in section 2.24 of the inspection catalogue.

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

Requirement Met Requirement Not Met

Comment:

The School has a teacher handbook that is comprehensive and addresses all of the required areas. It has been updated for 2019/20. The handbook contains policies on teacher and principal evaluation as well as dispute resolution processes for staff and administrators. The School has developed professional development opportunities for staff and administrators.

The teacher handbook meets the requirements as outlined in section 2.25 of the inspection catalogue.

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.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School offers one course through distributed learning – Biology 12 (2 students) Global Education BC is the service provider. The Principal assists students with this course.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Canada British Columbia International Schools - Kunming for:

- The preparedness of the Principal for this virtual inspection. His candor and honesty proved to be helpful in enabling the inspection Team to acquire a fulsome and updated understanding of the significant issues that are still present at CBCIS-K.
- The participation and preparedness of the OSR throughout the inspection. His committed support will be helpful in enabling the school to address the recruitment of students and the continuous turnover of leadership at the school.
- The staff's thoughtful and thorough planning for instruction, the learning experiences in which they engage their students are rich and varied and allow students to demonstrate their learning in a variety of ways.
- Capturing additional instructional time in the late afternoon for Guided Reading activities.

Requirements

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by March 31, 2020, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

The School is required to submit a plan for the timely administration of an English language entrance assessment which :

- Ensures that Kezhi has clearly communicated its standard for acceptance to the School.
- Is administered at a time which ensures that principal or designated BC certified teacher is able to properly score the writing component of the assessment and conduct an oral interview.
- Affirms an appropriate minimum score that is in keeping with the standard established by Kezhi.
- Is administered and scored in a timely manner so that parents have time to pursue education alternatives should their son/daughter not qualify.



SUMMATIVE RECOMMENDATION

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

