INTRODUCTION

On December 5-6, 2019, a virtual certification inspection was completed on Canada Yantai Secondary School (CYSS) in Yantai, Shandong Province, People’s Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the BC Global Education Program – Offshore Schools Certification Agreement. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the BC Global Education Program – Offshore Schools Certification Agreement (the Agreement), consisted of Ms. Wendy Hyer and Mr. Henry Contant (Chair).

The School’s BC program has an enrolment of 58 students in Grades 10-12, an enrollment increase from the previous year. Encouragingly, 32 new students enrolled in Grade 10. The BC program operates from the north campus of a large well-established, host Chinese public school, namely Yantai No. 1 Middle School. This public school has been in existence for 88 years and has earned the reputation as one of the top ranked schools in Yantai.

The BC program utilizes four classrooms, two computer labs, chemistry and physics labs, additional storage rooms as well as administrative offices and staffroom in one of the buildings of the sprawling public school campus that enrolls some 6000 students. The BC program also benefits from this large campus having access to a cafeteria, its own large play space with outdoor volleyball and basketball courts, ping-pong tables, open areas and courtyard for their exclusive use. With prior arrangements the School also has access to a large gymnasium complex. In short, the facilities are excellent to deliver the current BC program, with ample capacity to increase the enrolment of the BC Program.

During their virtual visit to the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual.
and met virtually with the School’s Owner/Operator, Offshore School Representative (OSR), BC Principal, and all the BC teachers. In addition, the Team met with the administrative assistant, academic advisor, and the Chinese host school vice-principal responsible for the international program. Six students selected from Grade 10, 11 and 12 were also interviewed.

The Team also reviewed the inspection survey responses of all BC teachers, the BC Principal and the Offshore School Representative.

The Owner/Operator, Mr. John Zhu, is responsible for the BC program through his company, Canadian-Sino Education Exchange Centre (CSEEC). Mr. Zhu operates three other BC program-certified schools in the Shandong province. These include Canada Weifang Secondary School (Weifang), Canada Qingdao Secondary School (Qingdao) and Canada Shandong Secondary School (Tai’an). All four BC certified schools operate within a larger Chinese host school and offer dual graduation diplomas, the BC Dogwood Diploma and the Chinese high school graduation diploma. This allows the graduates of the BC Graduation program to apply to any western university, as well as Chinese universities.

The BC program’s philosophy, objectives and special features include providing educational opportunities for all students to experience success, to strive for excellence and to appreciate the value of learning. These opportunities are provided within an environment characterized by caring, respect, cooperation and personal integrity. The School strives to set high expectations for students with consequences for choices made striving to instill the concept of accountability. The School also encourages tolerance and diversity, tries to model good citizenship and leadership and helps students set attainable goals and encourage them to become independent learners.

The Team would like to thank Canada Yantai Secondary School for its cooperation during the virtual inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.

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Comment:
The previous inspection report of October 25-26, 2018 contained 5 recommendations and some additional suggestions/best practices which the School reviewed and considered as they deemed necessary.

The requirements were:

1. Updating of the Student and Parent/Guardian Consent for Storage and Access of Personal Information forms with the current 2018-19 versions
   The Team saw evidence that required forms are now included in student files.
2. **Ensuring that all employed teachers are in possession of the appropriate work permits and visas**
   The teacher without a valid work permit was terminated within a week of the previous inspection visit. He was replaced by a teacher who had a valid work visa and was a BC Certified Teacher. The Team confirms that all current teachers are in possession of the appropriate work permits and visas.

3. **Completing curricular planning for all Grade 10 courses to ensure alignment of the program with the new curriculum.**
   The School continues on its journey of transitioning all Grade 10-12 courses to ensure alignment with the new BC curriculum. Although efforts have been made in that regard, this remains a work in progress. System support from CSEEC is assisting the School in its efforts to do so. [See requirement in Section 2.19(f-g)].

4. **Updating the ESL 10 BAA course outline to align with the new curriculum.**
   The School chose not to teach the ESL 10 BAA course this year, and therefore has not submitted an updated ESL 10 BAA course template that shows alignment with the new curriculum. Instead the School is now offering a 2 credit Spoken English 10 course and a 2 credit Drama 10 course.

5. **Incorporating First Peoples Principles of Learning into teaching strategies.**
   Although efforts have been made in that regard, this remains a work in process. System support from CSEEC is assisting the School in its efforts to incorporate First Peoples Principals of Learning into teaching strategies. [See requirement in Section 2.19(f-g)].

**BUSINESS PLAN 1.0**

| The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program. |
|--------------|------------------|
| ☒ Requirement Met | ☐ Requirement Not Met |

Comment:
The Owner/Operator submitted a business plan as part of the 2019 annual report. The business plan provided demographic information about the BC program, information regarding which post-secondary institutions the School’s 2018-19 graduates transitioned to and the School’s relationship with the host Chinese school, namely, Yantai No.1 Middle School.

The Team confirms the information within the current business plan. Each of the four sections provided pertinent information in regard to the School’s continuing operation: 1. Description of the School
2. School Growth Plan
3. Human Resources
4. Alignment with International Education in British Columbia

The BC program has been operating at CYSS for the past four years and is the most recent of the BC-certified schools opened by the Owner/Operator within the Shandong Province.

Similar to discussions held at another school within the Canadian-Sino Education Exchange Centre (CSEEC) system of BC schools, the Team discussed the School’s marketing and promotions strategies regarding enrolment growth as the School’s enrolment has not reached some earlier enrolment targets. This has raised some concern for the School and goes against the trend of some of the Owner/Operator’s other BC-certified schools in the Shandong Province which have seen continued growth. The new principal has a reputation for being able to grow the BC program in other locations and there is a hope he will have similar success in Yantai.

**INSPECTION CATALOGUE 2.0**

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**Comment:**
The Owner/Operator has operated CYSS since its establishment in 2015. He meets the roles and responsibilities described in Section 5 of the Agreement.

The Owner/Operator continues to be strongly supportive of the BC program remaining actively and appropriately involved with each school. There appears to be a good working relationship between the Owner/Operator, the OSR and the Principal.

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**Comment:**
The Team confirms that Canadian-Sino Education Exchange Centre (CSEEC) has on file a Letter of Approval from the Shandong Yantai Bureau of Education (November 17, 2017) that grants express approval without objection to CSEEC to operate the School within Yantai No. 1 Middle School.
### 2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

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**Comment:**

The Team examined documents provided by the School that show evidence that the School is in compliance with local Chinese regulations in terms of building inspections, approvals and cafeteria licensing.

The Team reviewed emergency plans and protocols that describe action that is to be taken in the event an emergency should occur that would cause an unplanned temporary or permanent closure of the School. The plans were developed by the Offshore School Representative (OSR).

### 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.

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**Comment:**

The OSR has been working with the Owner/Operator since the School first opened 5 years ago. However, there has been a long-standing relationship between the Owner/Operator, OSR and Ministry of Education prior to the establishment of this School.

The Team reviewed the OSR’s job description in which it describes his responsibilities and duties as outlined in the Agreement. The Team confirms that the OSR also serves as the primary liaison between the Owner/Operator and the Ministry of Education, including having the ability to legally represent the Owner/Operator in dealings with the Ministry of Education.

The Team was encouraged to hear that the OSR and Owner/Operator have appointed the Canada Weifang Secondary School principal to serve in a part-time Superintendent’s role among the Owner/Operator’s four schools within the Shandong province. In addition to direct contact with the Principal, the OSR continues to serve the School through this administrative structure.

The OSR is aware of his obligation to report in a timely fashion, any critical information relating to any significant changes in the operation of the School and/or ownership that could significantly impact the school’s operation. (This includes proposed changes to the Owner/Operator governance structure, financial situation and student and/or teacher safety.)
Commendation:
The OSR and Owner/Operator are commended for have appointed the CWSS principal to also serve in a Superintendent’s role serving the four schools within the Shandong province that are operated through his company, Canadian-Sino Education Exchange Centre (CSEEC).

The School is commended for the strong supportive relationship that has been re-established between the Chinese host school and CYSS. The new principal has wisely made this a priority.

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 CYSS. He is an experienced educational leader with a broad range of previous experience in a variety of Canadian public schools, offshore schools, including other BC offshore schools within the CSEEC network of schools. The Principal fulfils the requirements as outlined in section 3.2 of the annual report.

Given the amount of recent staff turnover, moving forward the principal is encouraged to devote more attention to “providing quality assurance for the educational program being delivered and making sure that provincial educational standards and program requirements are met.” (BC Global Education Program: Operating Manual for Offshore Schools 2019-20)

The Principal’s job description is comprehensive, outlining all elements required in the Agreement.

Using his strong relational skills, the principal has quickly built a positive school climate among students, parents, and staff alike. In addition, he has successfully made rebuilding a relationship with the host Chinese school a priority.

Commendation:
Using his strong relational skills, the principal has quickly built a positive school climate among students, parents, and staff alike. In addition, he has successfully made rebuilding a relationship with the host Chinese school a priority.
### 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

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**Comment:**
The School employs various levels of administrative support to operate the School. CYSS employs an administrative assistant/translator and an academic advisor/counsellor to further support the BC program. Both employees play key roles in the successful operation of the School.

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

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**Comment:**
Considering the limitations of a virtual inspection, the Team relied on previous inspection reports to confirm that student records are securely stored in filing cabinets in the Records Room. In addition, each student had a Permanent Student Record (PSR) card showing the Personal Education Number (PEN), school and attendance record and historical achievement records by grade/year.

A sampling of scanned student files confirmed that these files also contained the student’s report cards (with teacher’s comments translated into Chinese) and a copy of the English language assessment. Through this process the Team was able to confirm that *Student and Parent/Guardian Consent for Storage and Access of Personal Information* forms have been updated to the current required version.

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

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**Comment:**
The Team reviewed the School’s *Certificate Verification Response File* from the Teacher Certification Branch (TCB). In addition, the Team was able to examine a Letter of Exemption from the Ministry dated September 20, 2019 for the one teacher who is permitted to teach while their teaching certification application is in process. The Team reminded the OSR and Principal that this exemption for the teacher expires on January 31, 2020.
2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☒ Requirement Not Met

Comment:
The Team reviewed documents and engaged in conversations with teachers and the Principal, all of which gave evidence of the new curriculum being implemented in some Grade 10-12 courses. This included the use of core competencies, big ideas, curricular competencies and the integration of First Peoples Principles of Learning into curricular documentation. The Team was unable to verify that the School is in compliance as the School did not provide curricular documentation for courses offered in second semester, suggesting that CYSS is still in the process of transitioning to the new BC curriculum.

Curricular documents and staff were able to provide examples of individual and group project-based learning. Other forms of student learning included lectures, note taking, class handouts, videos, class discussion, and teacher PowerPoint presentations.

The School has worked towards implementation of the new curriculum by directing most of its professional development towards training teachers in this regard. Further, professional development, focusing on instructional practice that supports teachers in making the transition to the new curriculum a reality in their day-to-day teaching is encouraged.

Requirement:
The School is required to ensure curricular documentation for all Grade 10 -12 courses align with the new curriculum. (See requirement in Section 2.19(f-g))

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 has established an entry English language assessment to ensure that students joining the program have a sufficient level of English proficiency. The assessment includes vocabulary, grammar, reading comprehension and writing components.

During first semester, all Grade 10 students are enrolled in 2-credit courses in both Spoken Language 10 and Drama 10 to support English language acquisition. Students who require additional support, may receive assistance from individual teachers before or after class.

In some courses, students are assessed in improvements in vocabulary and their ability to elicit, clarify and respond to questions, ideas and points of view. The Team noted that the
school does not conduct on-going assessments of students’ English language proficiency, a practice they may wish to consider.

### 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.

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**Comment:**
The School is no longer teaching its BAA ESL English 10 course. As such, no BAA course documentation was reviewed.

Exempt courses offered by the School include Mandarin 10, Mandarin 11 and Mandarin 12.

### 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.

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**Comment:**
The Team reviewed curricular documentation providing evidence that most Grade 10-12 course documents for the first semester met the requirements of the new curricular framework. Curricular documentation contained the big ideas, curricular competencies, core competencies, unit plans, and some daily lesson plans. The Team, however, was unable to verify curricular compliance for courses to be taught in the second semester because they were not available.

After review of the course documentation provided and discussion with the Principal, the School was unable to provide evidence that it is in full compliance with section 2.17 of the inspection catalogue for offshore schools. While steps have been taken to align their Grade 10-12 courses, unit and lesson planning documents with the new curricula, demonstrate that process is not yet complete.

The Team suggests the School consider moving toward a more consistent course overview template that more explicitly identifies the *Big Ideas* that are driving student learning.

The Team interviewed the academic advisor and discussed different ways the School supports Grade 12 students as they transition from Grade 12 and go through the application and visa process into Canadian Universities. It was encouraging to hear the role the
Academic Advisor plays to help Chinese parents understand the Canadian university application process.

### Commendation:
The School is commended for the support the academic advisor provides Grade 12 students and their parents as graduates’ transition from Grade 12 and go through the application and visa process into Canadian Universities.

### Requirement:
The School is required to ensure all curricular documentation for Grade 10-12 courses align with the new curriculum.

#### 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.

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**Comment:**
The School provides 5 hours of instruction per day over a reported 198 days per year for a total of 990 hours of instruction per school year, which comfortably exceeds the Ministry requirement of a minimum of 850 hours.

The school year is divided into two equal semesters and the school day begins at 7:00 AM and ends at 2:40 PM. BC program students take Chinese courses each semester in addition to their BC Graduation Program courses.

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

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**Comment:**
CYSS staff review student transitions rates to post-secondary institutions on a regular basis to assess the success of their program.

Documents and conversations with teachers indicated a growing variety of assessment methods are being used. Formative assessment strategies include teacher observation, student questioning, quizzes and, in some classes, the opportunity to re-submit work, if they
can demonstrate that they have developed a plan to utilize the feedback received on the assignment.

CYSS staff provide students with regular opportunities to participate in group work and students are required to assess the contributions of each member of the group, including themselves. Summative assessment methods include tests, quizzes, assignments, projects, essays, reading comprehension, and student presentations. However, after review of the course documentation provided, the Team observed that the criteria for student success was not consistently well-defined or made explicit to the students.

The Team observed some evidence that the teachers are beginning to engage students in self-reflection and self-assessment in some of the core competencies, such as communication. However, intentionality needs to be given to addressing student self-assessment of all the Core Competencies.

After review of the documentation provided, the Team observed that the School is unfamiliar with the required procedures for conducting and invigilating assessment sessions.

| Requirement: |
| The School is required to review and implement the procedures for conducting and invigilating assessments as outlined on the Handbook of Procedures for the Graduation Program at [https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf) and the School Secure Web at [https://www.bced.gov.bc.ca/exams/tsw/princ_terms.jsp](https://www.bced.gov.bc.ca/exams/tsw/princ_terms.jsp) |

### 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: |
| Input from staff indicated that resources are adequate, however, more library books, textbooks, Science lab resources and musical instruments to support the implementation of the redesigned curriculum are desirable. The sharing of textbooks impedes student learning. |

Through photos provided, the Team noted that classrooms have a smart board and a computer with internet access. Although the School has two computer labs, one lab was reported to be unreliable because of its poor internet connectivity. Generally, it was reported by teachers and students that while internet connectivity throughout the School is marginally adequate, slow connectivity impedes effective teaching and learning.
2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

- Requirement Met
- Requirement Not Met

Comment:
The School communicates progress reports directly to students and parents via 2 interim reports and 4 formal reports per year. Two of those formal reports are given directly to parents at parent teacher conferences in November and April. All report cards are published in both English and Mandarin and parents received hard copies.

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 Team reviewed the School’s updated 2019-20 parent/student handbook. It contains appropriate information for students and their parents on such topics as the redesigned BC curriculum, BC teaching staff, courses offered this year and courses required for high school graduation.

The handbook provides a year at a glance, outlining unique CYSS programs such as Shark Tanks and Student Government. It explains policies and procedures concerning textbooks, computer use, attendance, emergency procedures, admissions requirements, tuition payments, homework, marking, awards, parental appeals procedure, repeating courses, the CYSS Student Code of Conduct and what happens when there is a breach of the Student Code of Conduct, suspensions, and parental concerns.

The handbook has also been translated into Mandarin.

In short, the parent/student handbook is relevant, informative and helpful for parents and students alike.

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 Team reviewed the School's updated 2019-20 teacher handbook. The 12-page handbook contains information required of teachers to help them understand their unique roles and
responsibilities as professional educators with the BC offshore school program in China and specifically at CYSS.

Within the 4 sections of the Handbook, topics covered include such items as:
1. The City of Yantai: Economy, Climate, Transportation, Traffic, Language, Postal Service
4. Note from BC Ministry of Education regarding contracts with teachers

Appendix: Teacher Orientation and Personal Information Disclosure form

In summary, the staff handbook is personal, clear, and informative.

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

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Comment:
The School offers one course via distributed learning, namely Physics 11. This course is currently offered to one student through the Ministry approved distributed learning service provider: School District #73 Global Education, Kamloops, BC.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Canada Yantai Secondary School for:
- the strong supportive relationship that has been re-established between the Chinese host school and CYSS. The new principal has wisely made this a priority.
- how the Principal has used his strong relational skills to quickly build a positive school climate among students, parents, and staff alike.
- the OSR and Owner/Operator’s vision for having appointed a system principal to also serve in a superintendent’s role supporting the four schools within the Shandong province that are operated by the Owner/Operator.
• the CSEE system support, including designating personnel to oversee staff professional development which has been applied to the implementation of the new BC curriculum.
• the support the Academic Advisor provides Grade 12 students and their parents as graduates transition from Grade 12 and go through the application and visa process into Canadian Universities.

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 ensure curricular documentation for all Grade 10 -12 courses align with the new curriculum.
- The School is required to review and implement the procedures for conducting and invigilating assessments as outlined on the *Handbook of Procedures for the Graduation Program* at [https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf) and the *School Secure Web* [https://www.bced.gov.bc.ca/exams/tsw/princ_terms.jsp](https://www.bced.gov.bc.ca/exams/tsw/princ_terms.jsp)

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 Yantai Secondary School continues to be recognized as a British Columbia-certified school.