

# Ministry of Education

## 2020/21 – 2022/23 SERVICE PLAN

February 2020



## Minister Accountability Statement



The *Ministry of Education 2020/21 - 2022/23 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in blue ink that reads "Rob Fleming".

Honourable Rob Fleming  
Minister of Education  
February 4, 2020

## Table of Contents

Minister Accountability Statement .....	2
Purpose of the Ministry .....	4
Strategic Direction .....	4
Performance Planning .....	6
Resource Summary .....	11
School Districts Resource Summary .....	12
Major Capital Projects .....	13
Appendix A: Agencies, Boards, Commissions and Tribunals.....	16

## Purpose of the Ministry

The province's K-12 education system is responsible for ensuring that the learning outcomes of over 665,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy.

The Ministry of Education (ministry) places student success at the centre of its mandate, by continually focusing on improving results and ensuring equity of access and outcomes for all learners. As specified in the *Statement of Education Policy Order*, the ministry's mandate is to develop the "Educated Citizen," which is defined as the intellectual, human, social, and career development of students. The ultimate purpose being that our children achieve their individual potential and become independent adults who enjoy happy, successful, and prosperous lives.

The ministry's role is to provide leadership and funding to the K-12 education system, through governance, legislation, policy and standards. Specific roles and responsibilities are set out under the *School Act*, *Independent School Act*, *Teachers Act*, *Library Act*, *First Nations Education Act*, and accompanying regulations.

Public education is critical to reconciliation. The ministry, with the overarching guidance of Indigenous experts, organizations and Indigenous government representatives, is committed to building an education system that serves Indigenous students well. As part of these efforts, the ministry is actively working on implementing the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission of Canada's Calls to Action pertaining to education, the B.C. Declaration on the Rights of Indigenous Peoples Act, the 10 Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples, and the B.C. Tripartite Education Agreement.

## Strategic Direction

The Government of British Columbia remains focused on its three strategic priorities: making life more affordable, delivering better services, and investing in a sustainable economy.

Ministries are actively working to provide quality, cost-effective services to British Columbia families and businesses. By adopting the Gender-Based Analysis Plus (GBA+) lens and Business and Economic Implications Framework to budgeting and policy development, Ministries will ensure that equity is reflected in budgets, policies and programs.

Additional key initiatives underpinning lasting prosperity in 2020/21 and beyond are the implementation of:

- A Framework for Improving British Columbians' Standard of Living which will provide the foundation for quality economic growth in our province and a pathway to a more inclusive and prosperous society,
- The *Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission Calls to Action, demonstrating support for true and lasting reconciliation, and
- The CleanBC plan, putting B.C. on the path to a cleaner, better future – with a low carbon economy that creates opportunities while protecting our clean air, land and water.

This 2020/21 service plan outlines how the Ministry of Education will support the government's priorities, including selected action items identified in the July 2017 Minister's Mandate Letter. Over the previous fiscal year, the Ministry of Education made progress on these priorities by:

- Completing the implementation of the Grade 11 and 12 curriculum and developing related learning support materials for key curriculum areas, such as Physical and Health Education and Indigenous Education.
- Implementing key components of the BC Tripartite Education Agreement to support First Nations student success including: transportation plans; a dedicated professional development day; and the first Jointly Convened Annual Meeting, which brought together Superintendents and Indigenous leadership to discuss reconciliation in education and the implementation of the Calls to Action from the Truth and Reconciliation Commission.
- Completing the funding model review process, with input from over 350 partners. Twenty-two recommendations were provided to the Minister which offered a pathway to a more equitable, accountable and transparent funding system for K-12 public education.
- Establishing the Playground Equipment Program to invest \$5M in playground installations. This Program will be ongoing.

The following performance plan outlines how the Ministry of Education will continue to track progress on key mandate letter commitments and other emerging government priorities.

## Performance Planning

The ministry’s 2020/21-2022/23 Service Plan has been designed to strategically align with the [Policy for Student Success](#) and to ensure ministry priorities stated in this policy are captured in the Goals, Objectives, and related Performance Measures outlined below. Consequentially, several amendments have been made since the 2019/20-2021/22 Service Plan and (when applicable) are discussed in the ‘Linking Performance Measure to Objective’ sections. Through the [Policy for Student Success](#), the ministry aims to align its legislated mandate and vision for the education system with the work of all boards of education, independent school authorities and First Nations schools to ensure everyone in the education sector is working towards the same goal: student success.

### Goal 1: Ensure Students Become Educated Citizens

The ministry endeavors to maintain high and measurable standards, with a focus on intellectual, human and social development, and career development, in order to offer each student the best opportunity to succeed in life and contribute to a prosperous economy. By increasing student-centred learning opportunities that prepare learners to achieve their career and life goals, the ministry aims to improve outcomes and enhance education experiences for all students, no matter their background or where they live.

### Objective 1.1: Promote an Education System that Places Students at the Centre

Student-centred learning acknowledges that the pace of learning is different for everyone. Not all students learn at the same rate, or in the same way. A student-centered education system involves the provision of high-quality and engaging learning opportunities that aim to meet the diverse needs of individual students.

#### Key Strategies:

- Provide teachers and students with access to updated learning resources and teaching materials designed to support ongoing instruction and assessment across the redesigned K-12 curriculum.
- Work in partnership with the Ministry of Children and Family Development to create quality early learning and child care experiences on school grounds, as part of the Child Care plan that creates new spaces that are affordable and accessible for families.
- Close the equity gap for Indigenous learners and decolonize the education system by working in partnership with Indigenous rightsholders to fully implement the BC Tripartite Education Agreement and the *Declaration on the Rights of Indigenous Peoples Act*, with specific attention to building system capacity and enabling government to government relationships

Performance Measure	2018/19 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
1.1 Equity in high school completion rates for Indigenous students, students with diverse learning needs, and children and youth in and from care relative to all other students. <sup>1</sup>	70.5%	72%	≥73%	≥74%	≥75%

<sup>1</sup> Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>

### Linking Performance Measure to Objective:

This new performance measure reflects the ministry’s commitment to closing the performance gap for Indigenous students, students with diverse learning needs and children and youth in and from care, and ensuring all students have equitable access to graduation opportunities. Research has shown how crucial it is for education systems to take learning differences into account, in order to ensure each student can meet and exceed provincial learning standards. This requires maintaining provincial-level consistency in policy design, all the while concurrently enabling flexibility to organize and deliver programs within the education sector. In this Performance Measure, the goal is to eliminate the completion rate difference between learners. The measure shows how close the completion rate for Indigenous students, students with diverse learning needs and children and youth in and from care is relative to the completion rate for all other learners, and sets future targets to reduce the gap.

### Objective 1.2: Establish and Maintain High and Measurable Standards

BC’s education system provides several provincial assessment checkpoints to ensure students are on their path to success, to target interventions and resources for them when needed, and to monitor overall system performance.

#### Key Strategies:

- Continue to deliver reliable provincial assessments aligned with the BC curriculum (including the new Grade 12 Literacy Assessment) and implement strategies to support the timely instructional use of resulting student data.
- Use information from the Literacy and Numeracy assessments in Grade 4, 7 and 10 to monitor student outcomes across the province.

Performance Measure	2017/18 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
1.2 Percentage of students in Grade 4 and 7 on-track or extending literacy expectations as specified in Foundation Skills Assessment. <sup>2</sup>	Literacy: 83%	Literacy: 85%	Literacy: ≥85%	Literacy: ≥85%	Literacy: ≥85%
	Numeracy: 69%	Numeracy: 70%	Numeracy: ≥70%	Numeracy: ≥70%	Numeracy: ≥70%

<sup>2</sup> Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>

### Linking Performance Measures to Objectives:

The Foundation Skills Assessments at Grades 4 and 7 measure the extent to which students are both literate and numerate and provide them with information about their proficiency relative to the provincial curriculum. Literacy and numeracy are distinct skills which require separate measurement. The ministry also uses the information from these provincial assessments to assess the efficiency and adequacy of BC’s education system.

### Objective 1.3: Position the Education System to Be Future-Oriented

BC’s education system must prepare all students for their future. Because of the increased pace of social, economic and environmental changes, there is a greater need to equip students with an array of skills and competencies that will support them to successfully transition to the next stages of their lives.

**Key Strategies:**

- Implement the updated Graduation Program and monitor graduation rates to support student success.
- Provide schools with information and resources that emphasize and expand on the career development opportunities within the updated Graduation Program, including the required career education courses, 30 hours of required experiential learning, and optional elective work experience opportunities.

Performance Measure	2011/12 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
1.3a Percentage of students who complete school within five years of first starting Grade 8. <sup>3,4</sup>	All students: 81%  Indigenous students: 49%	All students: 85%  Indigenous students: 60%	All students: ≥85%  Indigenous students: ≥67%	All students: ≥85%  Indigenous students: ≥67%	All students: ≥85%  Indigenous students: ≥67%
1.3b Percentage of students transitioning to a BC post-secondary institution within 3 years. <sup>5,6</sup>	66%	67%	≥67%	≥67%	≥67%

<sup>3</sup> **Data Source:** Ministry of Education, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

<sup>4</sup> **Note:** Completion Rates involve only residents attending BC Public or Independent schools.

<sup>5</sup> **Data Source:** Ministry of Education, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

<sup>6</sup> **Note:** Data on transition rate to post-secondary institutions is currently only available for post-secondary institutions in BC.

**Linking Performance Measures to Objectives:**

The ministry is committed to preparing students for lifelong learning. Learners are better positioned to transition to post-secondary education, or the workplace, if they complete graduation program requirements and receive a secondary school diploma.

The five-year completion rate indicates the percentage of students entering Grade 8 who graduate with a B.C. Certificate of Graduation within five years. In previous Service Plans, the ministry reported on six-year completion rates to recognize that a number of students will take/require an additional year to complete their graduation certificate. This Performance Measure has been changed to reflect the percentage of students who graduate within the actual timeframe between Grade 8 and Grade 12, that is five years.

Entry to a post-secondary institution within three years of graduation is another indicator of the success of the system in meeting its mandate of effectively preparing students for life independence and career planning. While it is understood that many students attend colleges and universities across Canada and around the world, the ministry is currently only able to record and track information specific to our province. The actual percentages for students enrolling in post-secondary institutions not only in BC, but worldwide, is higher than information shown in the table above.



## Goal 2: Support Healthy and Effective Learning Environments

With student success at the core of the ministry’s mandate, the importance of the learning environment cannot be overstated. For students to be able to learn and grow, they must feel safe, physically and emotionally, and know that adults care about their well-being. The ministry recognizes the crucial role of teachers and education leaders in this and relies on a workforce of highly trained professionals who enable students to grow and thrive.

### Objective 2.1: Encourage and Support Quality Teaching and Leadership

Great teachers and education leaders have always been instrumental to student success. They play a crucial role in creating and promoting a culture of inclusion, thereby ensuring every student is a valued member of the learning community. With a focus on continuous improvement, the ministry works closely with teachers, education leaders, rightsholders and partners to improve student outcomes.

#### Key Strategies:

- Expand workforce intelligence to develop and implement recruitment/retention strategies in order to ensure the education system is staffed to support student success.
- Refresh the approach to continuous improvement/accountability across the education system by implementing the Framework for Enhancing Student Learning to ensure all students are successful and resources are being used effectively.

Performance Measure	2017/18 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
2.1 Number of Teacher Education Program reviews successfully completed. <sup>7</sup>	7	9	9	9	9

<sup>7</sup> Data Source: Ministry of Education, [Teacher Education Program Approval and Review Framework](#)

#### Linking Performance Measures to Objectives:

The Teacher Education Program Approval and Review Framework establishes a set of processes to review and approve the province’s teacher education programs, providing confidence that teacher candidates have the knowledge and experience to meet the high standards expected of BC educators. By including this new Performance Measure in the Service Plan, the ministry demonstrates its commitment to ensuring the high quality of BC’s teacher education programs as a fundamental factor to the quality of BC’s education system and student success.

### Objective 2.2: Foster Safe and Welcoming Learning Environments

#### Key Strategy:

- Leverage the Student Learning Survey results to monitor student reporting on their learning experiences/environment, and to develop and implement meaningful programs to ensure students are safe, healthy, and feel connected to their school community.

Performance Measure(s)	2018/19 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
2.2a Percentage of students in Grade 4, 7 and 10 who feel welcome, safe, and have a sense of belonging in their school. <sup>8</sup>	66%	67%	≥68%	≥69%	≥70%
2.2b Percentage of students in Grade 4, 7 and 10 who feel there are two adults or more at their school who care about them. <sup>8</sup>	69%	70%	≥72%	≥74%	≥76%

<sup>8</sup> Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>.

### Linking Performance Measures to Objectives:

The ministry is committed to fostering inclusive learning environments where each student can develop their sense of belonging. Students who feel safe, have a strong sense of belonging, and feel that adults in their school care for them, are more engaged and more likely to move through their education program on pace. They are also more inspired to explore their aptitudes and interests. This Performance Measure has two sets of data, as it is more informative to have students express their perception of safety and belonging separately from their perception of adults who care about them.

**Resource Summary**

Core Business Area	2019/20 Restated Estimates <sup>1</sup>	2020/21 Estimates	2021/22 Plan	2022/23 Plan
<b>Operating Expenses (\$000)</b>				
<b>Public Schools</b>	5,970,100	6,124,152	6,153,324	6,160,733
<b>Independent Schools</b>	436,469	448,839	448,839	448,839
<b>Transfers to Other Partners</b>	76,477	42,636	76,052	76,052
<b>Executive and Support Services</b>	46,899	42,300	42,660	42,660
<b>British Columbia Training and Education Savings Program Special Account</b>	30,001	30,001	30,001	30,001
<b>Teachers Act Special Account</b>	8,952	8,975	6,791	6,791
<b>Total</b>	<b>6,568,898</b>	<b>6,696,903</b>	<b>6,757,667</b>	<b>6,765,076</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>				
<b>Executive and Support Services</b>	179	601	2	2
<b>Capital Plan (\$000)</b>				
<b>Public Schools</b>	788,189	880,192	884,547	705,015

<sup>1</sup> For comparative purposes, amounts shown for 2019/20 have been restated to be consistent with the presentation of the 2020/21 Estimates.

\* Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

## School Districts Resource Summary

School Districts	2019/20 Forecast	2020/21 Estimate	2021/22 Plan	2022/23 Plan
<b>Combined Income Statement (\$000)<sup>1</sup></b>				
<b>Total Revenue</b>	7,088,121	7,201,997	7,257,936	7,293,144
<b>Total Expense</b>	6,980,409	7,079,517	7,119,016	7,135,655
<b>Operating Results</b>	107,712	122,480	138,920	157,489
<b>Gain (Loss) on sale of capital assets (if applicable)</b>	5,376	25,100	14,500	-
<b>Net Results</b>	<b>113,088</b>	<b>147,580</b>	<b>153,420</b>	<b>157,489</b>

<sup>1</sup> This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

## Major Capital Projects

### Program Descriptions:

- **Expansion Program** – school additions and new schools that reduce the current and/or future use of portables by creating permanent space.
- **Replacement or Renovation Program** – projects that renew or replace schools that are beyond their useful life, with focus primarily on non-seismic regions.
- **Seismic Mitigation Program** – school structural upgrades, partial replacements and full replacements that improve life safety in the event of an earthquake.

Major Capital Projects (over \$50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2019 (\$ millions)	Estimated Cost to Complete (\$ millions)	Approved Anticipated Total Capital Cost of Project (\$ millions)
<b>Kitsilano Secondary</b>	<b>2020</b>	<b>62</b>	<b>3</b>	<b>65</b>
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is adding a new wing and seismically upgrading and completely restoring the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Construction is complete and only trailing costs remain. It is estimated that the improvements will cost \$65 million and be complete in 2020. The school has been fully occupied since September 2017.				
<b>Centennial Secondary</b>	<b>2020</b>	<b>53</b>	<b>8</b>	<b>61</b>
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The replacement of Centennial Secondary completed in 2016. Work is continuing the demolition of the old school, construction of a Neighborhood Learning Centre (NLC), and installation of playfields and landscaping. It is estimated that the replacement school will cost \$61 million and be complete in 2020. The school has been occupied since September 2017.				
<b>R. E. Mountain Secondary (Willoughby Slope)</b>	<b>2020</b>	<b>58</b>	<b>1</b>	<b>59</b>
Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 1,500-student-capacity secondary school in the Willoughby neighbourhood in Langley. Enrolment in this part of the Langley School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly R. E. Mountain Secondary, which is operating over its current capacity. The total potential budget for the new school is \$59 million, it opened to students in September 2019.				
<b>Argyle Secondary</b>	<b>2020</b>	<b>39</b>	<b>23</b>	<b>62</b>
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,200-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$62 million and it is scheduled to be complete in 2020.				

<b>Grandview Heights Secondary</b>	<b>2021</b>	<b>25</b>	<b>60</b>	<b>85</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. The total potential budget for the new school is \$85 million and it is scheduled to be complete in 2021.				
<b>Handsworth Secondary</b>	<b>2021</b>	<b>3</b>	<b>67</b>	<b>70</b>
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$70 million and it is scheduled to be complete in 2021.				
<b>New Westminster Secondary</b>	<b>2021</b>	<b>54</b>	<b>53</b>	<b>107</b>
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. It is estimated that the replacement school will cost \$107 million and be occupied in Fall 2020 and fully complete in 2021.				
<b>Burnaby North Secondary</b>	<b>2022</b>	<b>3</b>	<b>105</b>	<b>108</b>
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student-capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million and it is scheduled to be complete in 2022.				
<b>Eric Hamber Secondary</b>	<b>2023</b>	<b>2</b>	<b>107</b>	<b>109</b>
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student-capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$109 million and it is scheduled to be complete in 2023.				
<b>South Side Area Elementary Middle</b>	<b>2022</b>	<b>5</b>	<b>49</b>	<b>54</b>
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is building a new 930-student-capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$54 million and it is scheduled to be complete in 2022.				
<b>West Langford Elementary and Middle</b>	<b>2022</b>	<b>2</b>	<b>87</b>	<b>89</b>
Under the ministry's Expansion Program, School District No. 62 (Sooke) is building a new 500-student-capacity elementary school and a 700-student-capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million and they are scheduled to be complete in 2022.				

<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Completion Date (Year)</b>	<b>Project Cost to Dec 31, 2019 (\$ millions)</b>	<b>Estimated Cost to Complete (\$ millions)</b>	<b>Approved Anticipated Total Capital Cost of Project (\$ millions)</b>
<b>Sheffield Elementary</b>	<b>2021</b>	<b>1</b>	<b>51</b>	<b>52</b>
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430-student-capacity elementary school in Coquitlam's growing Burke Mountain community. Enrolment in this part of the School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$52 million and it is scheduled to be complete in 2021.				
<b>Quesnel Junior Secondary</b>	<b>2022</b>	<b>0</b>	<b>52</b>	<b>52</b>
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is replacing the existing Quesnel Junior Secondary School on a new site to address the significant structural and building conditions issues at the school. The total potential budget for the new school is \$52 million and it is scheduled to be complete in 2022.				
<b>Victoria Secondary School</b>	<b>2022</b>	<b>1</b>	<b>79</b>	<b>80</b>
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is seismically upgrading the existing school and building and addition to increase the capacity of the school by 200 spaces. The total potential budget for the replacement school is \$80 million and it is scheduled to be complete in 2022.				
<b>Cowichan Secondary</b>	<b>2024</b>	<b>0</b>	<b>82</b>	<b>82</b>
Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is replacing the existing Cowichan Secondary School with a new 1,100 capacity school on a new site to address the seismic risk and building condition of the current school. The total potential budget for the new school is \$82 million and it is scheduled to be complete in 2024.				

## **Appendix A: Agencies, Boards, Commissions and Tribunals**

### **BC Teachers' Council**

Under the Teachers Act, the [BC Teachers' Council](#) (BCTC) is responsible for:

- Setting standards for teachers and educators in B.C., including education, competence and professional conduct requirements
- Setting standards for post-secondary teacher education programs
- Reviewing and approving post-secondary teacher education programs

### **Disciplinary and Professional Conduct Board**

The Disciplinary and Professional Conduct Board consists of nine members of the BC Teachers' Council appointed by the minister. The Board deals with complaints and reports about alleged teacher misconduct and certification appeals that are referred to it by the [Commissioner for Teacher Regulation](#).

### **Independent School Teaching Certificate Standards Committee**

Under the [Independent School Act](#), the [Independent School Teaching Certificate Standards Committee](#) (ISTCSC) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate (ISTC) and determining which standards apply for each type of Independent School Teaching Certificate.