

**Ministry of
Education and Child Care**

**2022/23 – 2024/25
SERVICE PLAN**

February 2022



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Minister's Accountability Statement



The *Ministry of Education and Child Care 2022/23 – 2024/25 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 black ink, which appears to read "Jennifer Whiteside". The signature is written in a cursive, flowing style.

Honourable Jennifer Whiteside
Minister of Education and Child Care
February 10, 2022

Minister of State for Child Care Accountability Statement



I am the Minister of State for Child Care and under the *Balanced Budget and Ministerial Accountability Act*, I am accountable for achieving the following results for 2022/23:

- a) continue to implement initiatives that support government's universal child care plan that provides affordable, accessible, inclusive and high-quality care and early learning for every child whose family wants or needs it;
- b) engage with the following to inform implementation of universal and inclusive child care:
 - a. all levels of government;
 - b. Indigenous governing bodies and other entities representing Indigenous peoples;
 - c. school boards, child care providers and other sector stakeholders
- c) continue to support the transfer of responsibility of child care delivery to the Ministry of Education with a goal of completing the transfer by 2023;
- d) continue to monitor the implementation of the Multilateral Early Learning and Child Care Framework agreement with the federal government;
- e) submit to Cabinet a report on the results referred to in paragraph (a) through (d) on or before March 31, 2023.

A handwritten signature in black ink, appearing to read 'Katrina', followed by a long horizontal line extending to the right.

Honourable Katrina Chen
Minister of State for Child Care
February 10, 2022

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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, that they acquire the knowledge and skills necessary to contribute to a healthy society, and that they participate in our democratic institutions.

By continually focusing on improving results and striving for equity of access and outcomes for all learners, the Ministry of Education (ministry) places student success and well-being at the centre of its mandate. 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 is that children achieve their individual potential and become independent adults, who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

Education and child care are the cornerstones of a thriving and equitable society. They develop students’ and children’s minds and help them to become critical thinkers. They allow learners to develop compassionate worldviews and consider important issues including diversity, equity, and inclusion, as foundational values of healthy communities. Education and child care also play a key role in government’s commitment to putting people first and in building a sustainable economy. Affordable and accessible child care helps children to grow and develop while providing economic mobility to parents. Education prepares students and children for a successful future where they can apply their skills and knowledge in the world around them. A strong education system is a key foundation in building a clean, innovative economy.

Public education and access to affordable, culturally safe child care are critical to reconciliation. The ministry, using a distinctions-based approach with the overarching guidance of First Nations, Métis and Inuit experts, partner organizations, and government representatives, is committed to building education and inclusive, accessible, and culturally safe child care systems that supports First Nations, Métis, and Inuit students to have positive education and care experiences and achieve successful education outcomes.

As part of this commitment, 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, and 10 Draft Principles that Guide the Province of British Columbia’s Relationship with Indigenous Peoples. In addition, the ministry works in meaningful consultation with Indigenous peoples to develop and implement an action plan under the *BC Declaration on the Rights of Indigenous Peoples Act*, and works in partnership with FNEESC, First Nations and federal partners to implement the *BC Tripartite Education Agreement: Supporting First Nation Student Success*. The Ministry is also working with Indigenous peoples to create a culturally safe and supportive child care system and a distinctions-based approach to meet their unique needs.

The ministry's role is to provide leadership and funding to the K-12 education systems through governance, legislation, policy, and standards. The Ministry also defines broad best practices and expectations. Specific roles and responsibilities are set out under the *School Act*, *Independent School Act*, *Teachers Act*, *First Nations Education Act*, and accompanying regulations and orders. The ministry also provides leadership and funding to the child care sector in the same way, through governance, legislation, policy and standards under the *Child Care BC Act* and the *Child Care Subsidy Act*.

Strategic Direction

In 2022/2023, the Government of British Columbia will continue its whole-of-government response to the COVID-19 pandemic with a focus on protecting the health, social and economic well-being of British Columbians. Building on our economic, environmental, and social strengths while looking to seize opportunities to improve outcomes for all British Columbians will be an important aspect of each ministry's work as we respond to COVID-19 and recover from devastating floods and wildfires. The policies, programs and projects developed over the course of this service plan period will align with the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone.

This 2022/23 service plan outlines how the Ministry of Education and Child Care will support the government's priorities including the foundational principles listed above and selected action items identified in the [November 2020 Minister's Mandate Letter](#).

Economic Statement

B.C.'s economy has rebounded from the impacts of the COVID-19 pandemic that began in 2020, despite significant pandemic variant and climate-related events. A strong health response, high vaccination rates, increased infrastructure investments and supports for British Columbians struggling through the pandemic has helped the province rebound. While the recovery has broadened over the past year, it remains uneven with sectors like tourism, hospitality and live recreation events not including fully recovered. The path of the ongoing economic recovery in B.C. and its trading partners remains highly uncertain. However, rebuild efforts from the November 2021 floods are expected to provide some support to economic activity in the province. The Economic Forecast Council (EFC) estimates that B.C. real GDP expanded by 5.1 per cent in 2021 and expects growth of 4.2 per cent in 2022 and 2.7 per cent in 2023. Meanwhile for Canada, the EFC projects national real GDP growth of 4.1 per cent in 2022 and 2.8 per cent in 2023, following an estimated gain of 4.7 per cent in 2021. As such, B.C.'s economic growth is expected to be broadly in line with the national average in the coming years. The pandemic has increased risks to B.C.'s economic outlook, such as the emergence of further variants of concern, inflationary supply chain disruptions, extended travel restrictions, and the continued impact of the slower recovery in some sectors of the B.C. economy. Further risks include ongoing uncertainty regarding global trade policies, and lower commodity prices.

Performance Planning

The ministry's 2021/22-2023/24 Service Plan has been designed to strategically align with the *Educated Citizen mandate*, the *Policy for Student Success* and the *Framework for Enhancing Student Learning*, and with the Childcare BC Plan to ensure ministry priorities stated in orders are captured in the Goals, Objectives, and related Performance Measures outlined below.

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 and independent school authorities, to ensure everyone in the education sector is working towards the same goal: student success. Through the Childcare BC Plan, the ministry aims to develop an inclusive and affordable child care system as a core service that families can rely on.

Goal 1: All Students Become Educated Citizens

The ministry continually seeks to improve outcomes and enhance education experiences for each student to prepare them in achieving their career and life goals, no matter their background, learning needs, orientation, or where they live.

Objective 1.1: Support Student-Centered Learning and Improve Equity of Outcomes

Centering learning around the student acknowledges the reality that each learner is different and so are their individual needs. It involves offering engaging learning opportunities that support student agency. High-functioning education systems engage and motivate every student to develop the set of competencies necessary for independence and lifelong learning. The ministry aims for the education system to provide inclusive and responsive learning environments: ones that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all students, from early years to graduation.

Key Strategies

- In partnership with FNEC, First Nation rightsholders, Métis Nation BC and Inuit and sector partners, work to close the equity gap for First Nations, Métis, and Inuit learners through fully implementing the *Declaration on the Rights of Indigenous Peoples Act*, with specific attention to building system capacity and anti-racism. In addition, work with FNEC, First Nations and federal partners to implement the *BC Tripartite Education Agreement: Supporting First Nation Student Success*.
- Co-develop a First Nations Language policy and implementation plan with FNEC in alignment with the BC Tripartite Education Agreement commitments and the *Declaration on the Rights of Indigenous Peoples Act*.
- Develop a recruitment and retention strategy for Indigenous educators as part of the Draft Action Plan for the *Declaration on the Rights of Indigenous Peoples Act*.
- Promote equity and address racism in the education system through the development and implementation of an anti-racism action plan with IBPOC (Indigenous, Black and People of Colour) partners.

- Modernize and improve online learning in BC by addressing issues of quality, equity, accountability and access for students and teachers, and promoting group interactions.
- Provide provincial operational support for the exercise of First Nations jurisdiction over education to address the inherent rights of First Nations.

Performance Measure(s)	2018/19 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
1.1 Equity in high school completion rates for Indigenous students, students with disabilities and diverse abilities, and children and youth in and from care relative to all other students. ¹	72.4%	≥75%	≥75%	≥76%	≥77%

¹ Data source: Ministry of Education and Child Care, <https://studentsuccess.gov.bc.ca/>

Linking Performance Measure to Objective

The ministry is committed to addressing “racism of low expectations” and striving to eliminate the inequalities of outcomes for Indigenous students, students with disabilities/diverse abilities and children and youth in and from government care, to ensure each student has equitable access to educational opportunities and outcomes. This Performance Measure tracks the completion rates of these student sub-populations in comparison to students not belonging to these groups and sets future targets to reduce the achievement gap.

Objective 1.2: Establish and Maintain High and Measurable Standards

The ministry is committed to supporting students in achieving their potential and has high expectations for each learner. BC’s education system provides several checkpoints at the provincial, district, and school level to ensure every student is on an individualized path to success, to identify supports and resources when needed, and to monitor overall system performance.

Key Strategies

- Provide teachers and students with access to updated learning and teaching resources, including through the new Provincial Learning Management System, to support ongoing instruction and assessment across the redesigned K-12 curriculum.
- Analyze the effects of COVID-19 on learning and develop strategies to address gaps.
- Continue to enhance ShareEdBC, an online platform for BC and Yukon educators that provides curated resources aligned with BC’s curriculum, for use in their learning environments, and supports professional connections and collaboration.
- Continue to deliver reliable provincial assessments aligned with the BC curriculum at multiple points during students’ K-12 pathway to monitor student outcomes across the province and evaluate the impact of existing strategies.
- Work in partnership with rightsholders and stakeholders to determine the process and timing for a curriculum review, ensuring that BC’s curriculum remains up to date,

prioritizes reconciliation, and continues to respond to the evolving needs of BC students and teachers.

Performance Measure(s)	2011/12 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
1.2a Percentage of non-Indigenous students who complete Grade 12 within five years of first starting Grade 8. ^{1,2}	85%	≥89%	≥89%	≥89%	≥90%
1.2b Percentage of Indigenous students ³ who complete Grade 12 within five years of first starting Grade 8. ^{1,2}	49%	≥63%	≥64%	≥65%	≥67%

¹ Data Source: Ministry of Education and Child Care, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

² Note: Completion Rates only involve residents attending BC Public or Independent schools.

³ Note: Indigenous students refer to First Nations, Métis, and Inuit students

Linking Performance Measure to Objective

The five-year completion rate indicates the percentage of students who graduate with a BC Certificate of Graduation within five years of entering Grade 8. BC’s provincial curriculum and assessments ensure that students graduate from secondary school as educated citizens, with the knowledge, competencies, and skills they need to successfully transition into higher education, training, or the workforce.

Discussion

This Performance Measure has been modified from 2021/22 to separate completion rates of non-Indigenous students from Indigenous students. Line 1 of 2021/22 Performance Measure included “All Students”, which included non-Indigenous Students and Indigenous Students. Current Performance Measure highlights the gap between non-Indigenous students and Indigenous students to address the “racism of low expectations” and to eliminate the inequalities of outcomes for Indigenous students.

Objective 1.3: Enhance Student Preparedness for Their Future

Because of the rapid pace of social, economic, and environmental change, there is an increasing need to provide students with the 21st century competencies necessary to successfully transition to the next stage in their lives.

Key Strategies

- Continue to implement the updated Graduation Program and monitor graduation rates to support student success.
- Work with partner ministries across government, and the Industry Training Authority, provide schools with resources and information to assist students in accessing training, work experience and other career development opportunities that will support their successful transition to post-secondary education and employment.

- Support student transitions to post-secondary education through policies and programs, from provincial scholarships to dual credit opportunities that enable students to earn credits towards both high school graduation and a post-secondary credential.....
- Create Provincial Online Learning Schools with defined outcome measures and a thorough quality assurance review process.

Performance Measure(s)	2011/12 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
1.3 Percentage of students transitioning to a BC post-secondary institution within 3 years. ^{1,2}	66%	≥67%	≥67%	≥67%	≥69%

¹ Data Source: Ministry of Education and Child Care, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

² Note: Data on transition rates to post-secondary institutions is currently only available for post-secondary institutions in BC.

Linking Performance Measure to Objective

The ministry is committed to preparing students for lifelong learning. Entry to a post-secondary institution within three years of graduation is an indicator of the success of the system in preparing students to transitioning to higher education.

Goal 2: Learning Environments Foster Healthy and Effective Learning

Every student deserves a safe and caring environment to help them learn and develop their potential. Supporting healthy and effective learning environments is of paramount importance for the ministry. Since the beginning of the COVID-19 pandemic, the primary focus of the K-12 education sector has been the health and safety of students and staff. The ministry recognizes the crucial role school and school district staff, teachers and education leaders play in supporting student success. By focusing on tracking progress and monitoring impact, the ministry, along with the education sector, is best able to support students to grow and thrive, through the implementation of strategies and practices proven to achieve results.

Objective 2.1: Implement High Yield Strategies to Support Student Growth and Achievement

The ministry is committed to continuous improvements in the system intended to support student success. In order to implement system-wide strategies and build collective capacity to improve student outcomes and promote excellence for all learners, the ministry works closely with school districts, FNECS, First Nation rightsholders, Métis and Inuit partners, and sector stakeholders. Effective teachers and other education leaders have always been key to student success and well-being. Through their ability to recognize their impact and adapt their practices, based on the evidence and research, influential educators maximize their effect on student growth and achievement.

Key Strategies

- Conduct qualitative and quantitative research on key factors and considerations to support student success, with an emphasis on using evidence to guide decision-making.
- Engage school districts to review local policy, governance structures, data in the How Are We Doing? report and student experiences to address systemic barriers to educational achievement for First Nations, Métis, and Inuit learners through the Equity in Action strategy.
- 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.
- Improve access to quality early learning opportunities for young children and support transitions into the K-12 education system.

Performance Measure(s)	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
2.1 Number of school districts who improve their student completion rate. ¹	32	33	34	35

¹Data source: Ministry of Education and Child Care . <https://studentsuccess.gov.bc.ca/>.

Linking Performance Measure to Objective

The ministry is committed to enhancing the equity of outcomes in the system and creating a system-wide focus on individual student learning, to ensure all students achieve their full potential. This Performance Measure tracks, from one school year to another, the number of school districts that increased their student completion rate. These continuous improvement efforts are implemented using data and evidence to monitor impact and inform decision-making on an ongoing basis, to best support student success.

Objective 2.2: Support Student and Staff Well-Being

For students to be able to develop and learn, they must feel physically and emotionally safe. The ministry believes in an approach where school leaders, teachers, staff, and parents/guardians all have roles to play in ensuring that students are engaged, feel a sense of belonging, and understand the importance education has in their lives. Students also need to know that adults genuinely care about their well-being. Research shows that one caring adult can make a significant difference in a student’s life and increase that student’s outcomes. To create this safe and effective space for students to learn, the health and well-being of professional staff in schools is also essential.

Key Strategies

- Work in partnership with public health officials, education stakeholders, First Nation rightsholders, FNEESC, Métis and Inuit partners to ensure quality education is delivered

safely during and after the COVID-19 pandemic through implementation and continuous improvement of the [Provincial COVID-19 Guidelines for K-12 Settings](#).

- Implement the three elements of the Mental Health in Schools Strategy, Compassionate Systems Leadership, Capacity Building and Mental Health in the Classroom to provide a vision and pathway for mental health in the BC K-12 education system
- Work with the Ministry of Agriculture and Food to develop a plan which, if approved, will support local school meal programs in school districts, based on district data and priorities and integrating locally grown food through Feed BC.
- Engage stakeholders to determine gaps in the provision of classroom supplies and how a supplies program may support the most vulnerable students.
- Maintain existing school facilities through routine capital programs to facilitate positive student outcomes.
- Expand access to the Playground Equipment Program to more schools and communities across the province.
- Continue to build and improve schools across the province, ensuring that capital funding is allocated to deliver safe, modern and inspiring learning environments.

Performance Measure(s)	2018/19 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 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. ¹	66%	≥69%	≥70%	≥70%	≥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. ¹	69%	≥74%	≥76%	≥76%	≥76%

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

Linking Performance Measure to Objective

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 individual 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.

Goal 3: Support families and social-emotional development of children 0 – 12 years of age through access to inclusive and affordable child care.

As part of the Childcare BC plan, child care will be integrated into the broader learning environment and responsibility for child care will transition from the Ministry of Children and Family Development to the Ministry of Education and Child Care, effective April 2022.

Objective 3.1: Continue the development and implementation of a universal, inclusive child care system

Key Strategies

- Begin implementation of six new regional offices to support the transition and alignment of child care service delivery under the Ministry of Education and Child Care.
- Develop a comprehensive child care funding model.
- Continue expansion of the \$10/day ChildCareBC sites.
- Develop a strategy to support sustainable and equitable growth of child care spaces aligned with community need, including the before and after school spaces.
- Continue the development and implementation of the Early Childhood Educators’ recruitment and retention initiatives.
- Continue collaboration with the Government of Canada on the implementation of the Canada-wide Early Learning and Child Care Agreement.
- Work with First Nations, Métis, and Inuit partners to co-develop and support a distinctions-based approach to Indigenous-led child care and to create cultural safety within the child care system.
- Develop a child care inclusion strategy to better support child care providers to deliver inclusive service.

Performance Measure(s)	2016/17 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
3.1 Average monthly number of provincially funded licensed child care spaces in operation ¹	108,110	131,000	135,000	139,000	143,000

¹Data source: Child Care Operating Funding (CCOF) Program Datamart and Prototype Site data

Linking Performance Measure to Objective

The average monthly number of funded licensed child care spaces in operation measures the accessibility of child care relative to previous years, which is essential for an accessible, inclusive child care system

Discussion

The number of child care spaces in B.C. is expected to increase in future years as spaces previously funded by the provincial government become operational and the federally funded spaces from the Canada- Wide Early Learning and Child Care (CW-ELCC) spaces becoming operational.

Financial Summary

Core Business Area	2021/22 Restated Estimates ¹	2022/23 Estimates	2023/24 Plan	2024/25 Plan
Operating Expenses (\$000)				
Public Schools	6,514,291	6,764,001	6,765,851	6,766,151
Independent Schools	473,312	490,795	490,795	490,795
Transfers to Other Partners	56,718	56,718	56,718	56,718
Child Care	710,192	815,884	825,030	859,930
Executive and Support Services	51,576	51,187	51,209	51,224
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
<i>Teachers Act</i> Special Account	8,540	8,863	6,791	6,791
Total	7,844,630	8,217,449	8,226,395	8,261,610
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	2	3	3	3
Capital Plan (\$000)				
Public Schools	1,033,349	930,347	919,060	796,053

¹ For comparative purposes, amounts shown for 2021/22 have been restated to be consistent with the presentation of the 2022/23 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	2021/22 Forecast	2022/23 Budget	2023/24 Plan	2024/25 Plan
Combined Income Statement (\$000)				
Total Revenue	7,582,692	7,839,756	7,856,329	7,872,903
Total Expense	7,483,620	7,733,368	7,741,847	7,749,998
Operating Results	99,072	106,388	114,482	122,905
Gain (Loss) on sale of capital assets (if applicable)	45,332	1,950	0	0
Annual Surplus (Deficit)	144,404	108,338	114,482	122,905

¹ 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.

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Dec 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Centennial Secondary	2017	59	2	61
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. Work continues on the demolition of the old school, construction of a Neighborhood Learning Centre, and installation of playfields and landscaping. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, it is scheduled for final completion in 2023.				
Grandview Heights Secondary	2021	74	9	83
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 \$83 million. The school was occupied in September 2021, and final completion is scheduled for 2022.				
New Westminster Secondary	2021	89	18	107
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. Work continues on the demolition of the old school and creation of a passive park. It is estimated that the replacement school will cost \$107 million, and it has been occupied since January 2021 and is scheduled for final completion in 2023.				
Coast Salish Elementary (formerly Sheffield Elementary)	2022	11	41	52
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430-student capacity elementary school with a Neighborhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam 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 for occupancy in 2022 and final completion in 2023.				
Handsworth Secondary	2022	61	8	69
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 \$69 million, and it is scheduled for occupancy in 2022 and final completion in 2023.				

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Dec 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Pexsisen Elementary and Centre Mountain Lellum Middle	2022	48	41	89
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 the schools are scheduled for occupancy and final completion in 2022.				
Quesnel Junior School	2022	23	29	52
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is building a replacement 550-student-capacity senior middle on its current site located in Quesnel. It is estimated that the replacement school will cost \$52 million, and it is scheduled for occupancy and final completion in 2022.				
Stitó:s Lá:lém totí:lt Elementary Middle	2022	36	18	54
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 for occupancy in 2022 and final completion in 2023.				
Burnaby North Secondary	2023	41	67	108
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, is scheduled for occupancy and final completion in 2023.				
Eric Hamber Secondary	2023	28	78	106
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 \$106 million, and it is scheduled for occupancy and final completion in 2023.				

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Dec 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Victoria High School	2023	33	47	80
<p>Under the ministry’s Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a replacement 1000-student-capacity high school on its current site located in Greater Victoria. The total potential budget for the replacement school is \$80 million, and it is scheduled for occupancy and final completion in 2023.</p>				
Cowichan Secondary	2024	7	79	86
<p>Under the ministry’s Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student-capacity secondary school on its current site, located in Cowichan Valley. The total potential budget for the replacement school is \$86 million, and it is scheduled for occupancy and final completion in 2024.</p>				

Appendix A: Agencies, Boards, Commissions and Tribunals

As of April 6, 2022, the Minister of Education is responsible and accountable for the following:

BC Teachers' Council

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

- Setting standards for teachers and educators in BC, 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.

Provincial Child Care Council

The Provincial Child Care Council provides advice on the policies and programs that affect the affordability, quality, stability and accessibility of child care. Its members are appointed from throughout the province and represent five key sectors: Indigenous communities, the business sector, child care providers, the education system, the non-profit sector, and local government.