

Ministry of Education

2020/21 Annual Service Plan Report



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Minister's Accountability Statement



The *Ministry of Education 2020/21 Annual Service Plan Report* compares the Ministry's actual results to the expected results identified in the *2020/21 – 2022/23 Service Plan* created in February 2020. I am accountable for those results as reported.

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

August 9, 2021

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Letter from the Minister

I am pleased to present the Ministry of Education 2020/21 Annual Service Plan Report, the first since the Premier appointed me as B.C.'s Minister of Education in November 2020.

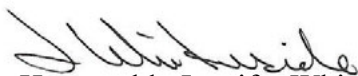
This has been the most demanding year ever faced in our province and in education. The COVID-19 pandemic has altered our lives and our schools in ways we could not have predicted. Throughout, we have worked collaboratively with educators, school staff, administrators, trustees, parents and Indigenous Rightsholders to ensure students continued to learn and receive support. Due to the extraordinary efforts of school communities, we were able to keep schools open and safe. We invested \$228 million in provincial and federal dollars so schools and districts could hire additional education and support staff, purchase cleaning supplies and hand sanitizing stations, improve air quality in schools and invest in technology resources.

Despite the pandemic, our government is making phenomenal progress at building new schools, making schools safer with seismic upgrades, expanding mental health support for students and staff, increasing affordable childcare, and introducing new anti-racism initiatives as we all work together to dismantle systemic racism.

As we continue to focus on our key goal of supporting students to become educated citizens, we are dedicated to reconciliation and addressing the equity gap for Indigenous learners. Indigenous student 6-year high school completion rates are at an all-time high, with 71% of Indigenous students graduating from high school in 2019/20 – a 7% increase since 2015/16. Although progress is being made, it is not even across the board and we know we have much more to do. We must also 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*.

Education is people powered, with 90% of our budgeted resources directed at human resources and supports. Our service plan reflects the importance of B.C.'s education workforce through its emphasis on the role that quality teaching and leadership plays in fostering student-centred learning and creating safe and healthy learning environments for all students.

While there will be challenges ahead as we move out of the pandemic, we are justifiably proud of our achievements in 2020/21 and look forward to supporting B.C.'s K-12 students, families and staff with continued record investments in people and schools.



Honourable Jennifer Whiteside
Minister of Education
August 9, 2021

Purpose of the Annual Service Plan Report

The Annual Service Plan Report is designed to meet the requirements of the [Budget Transparency and Accountability Act](#) (BTAA), which sets out the legislative framework for planning, reporting and accountability for Government organizations. Under the BTAA, the Minister is required to report on the actual results of the Ministry’s performance related to the forecasted targets documented in the previous year’s Service Plan.

Purpose of the Ministry

The province’s K-12 education system is responsible for ensuring that the learning outcomes of over 655,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and 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. B.C.’s education system aims at providing inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests. 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 children achieve their individual potential and become independent adults who have a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression through compassionate and empathetic worldviews, which contributes to building strong communities.

Education is the cornerstone of a thriving and equitable society. It nourishes students’ minds and helps them become critical thinkers. It supports students to develop compassionate worldviews and consider diversity, equity, and inclusion as foundational values of healthy communities. Education also plays a key role in Government’s commitment to putting people first and building a sustainable economy by preparing students to successfully transition to post-secondary education, apply their skills and knowledge to support emerging sectors, and help our province build a clean, innovative economy for the future.

Public education is critical to reconciliation. The ministry, in collaboration with First Nations, Métis and Inuit experts, organizations, and government representatives, is committed to building an education system that supports First Nations, Métis and Inuit students to achieve successful education outcomes. As part of these efforts, the ministry is actively working on implementing the *BC Tripartite Education Agreement* (BCTEA), 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 *BC Declaration on the Rights of Indigenous Peoples Act*, and the 10 Draft Principles that Guide the Province of British Columbia’s Relationship with Indigenous Peoples.

The ministry's role is to provide leadership and funding to the education system, through governance, legislation, policy, and standards. The ministry 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.

Strategic Direction

The strategic direction set by Government in 2017, and expanded upon in the 2017 [Mandate Letter](#) shaped the goals, objectives, performance measures and financial plan outlined in the 2020/21 Ministry of Education [Service Plan](#) and the actual results reported on in this annual report.

The global COVID-19 pandemic resulted in many shifts in priorities, structures, and operations across the public sector. Any changes to Ministry of Education goals, objectives, performance measures or financial plan to align with the strategic direction established by Government in late 2020 are presented in the 2021/22 Service Plan.

Operating Environment

Guided by evidence-informed and innovative practices, advancements in technology, evolutions within the labour market – both locally and globally – British Columbia (B.C.) is dedicated to maintaining its position as a global leader in education by pioneering systemic changes that prepare students for the future. This preparation is critical to building a strong, sustainable, and prosperous economy for all British Columbians.

This year, the ongoing COVID-19 pandemic changed the education landscape for the province's youth, their parents and caregivers, K-12 educators, support staff, and school/district staff. Despite the many challenges that accompanied the pandemic, the ministry continued to work closely with all 60 school boards, independent school authorities, the First Nations Education Steering Committee (FNESC), Métis Nation British Columbia (MNBC) and partners to advance key priorities as noted in the Minister's mandate letter while also maintaining robust health and safety standards. Key focus areas included:

- Establishing a five-stage framework to guide the delivery of K-12 education in a pandemic, including relevant health and safety measures for each stage
- Returning to partial in-class instruction (Stage 3) in June 2020, which saw over 200,000 students return
- Opening safely in Stage 2 in September 2020 with a focus on maximizing in-class instruction for all 655,000 students

As a result of this continued collaboration between Indigenous Rightsholders, partners and stakeholders, and the tremendous efforts of education staff and leaders across the province, B.C.'s education system was able to adapt quickly to the challenges of the pandemic to support the health, well-being and learning of students. B.C. is one of a few jurisdictions in Canada that was able to keep schools continuously open during the 2020/21 school year while supporting those unable to attend in-school. Maintaining a focus on in-class instruction allowed for the

continuation of assessments and reporting, which will maintain the baselines established for high and measurable standards. The Student Learning Survey was still administered, allowing for the collection of COVID-specific information as well as data to support safe and healthy learning environments. Longer-term impacts of the COVID-19 pandemic on learning and well-being will be monitored closely throughout the 2021/22 school year and will inform future strategies and objectives.

The Ministry, working in partnership with FNEESC, provided \$8.2 million in federal funding to B.C. First Nations in support of their COVID-19 response. This approach represents an exciting model of partnership that recognizes the critical and complementary roles that school districts and First Nations play in providing educational services to First Nations learners.

Long-term stability of the system was strengthened during this challenging and unprecedented period by ratifying an agreement under the B.C. government's Sustainable Services Negotiating Mandate between the members of the BC Teachers' Federation (BCTF) and the BC Public School Employers' Association (BCPSEA).

The ministry continued to focus, with the First Nations Education Steering Committee (FNEESC) and Canada, on the implementation of the *BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA)* (2018-2023) to work toward systemic shifts (e.g., legislative, policy and practice reforms) to support improved outcomes for all First Nations students, regardless of where they live or choose to attend school. Some of the notable changes pertaining to BCTEA included a commitment to ensure transportation plans are in place for equity of access to education, support for local education agreements between boards of education and First Nations, joint efforts to monitor student achievement data to inform policy and practice, the establishment of First Nations Education Outcome Improvement Teams, jointly-convened annual meetings featuring district leadership and First Nations representatives, and new professional development and information sharing opportunities.

Also, the ministry continued to collaborate with FNEESC and Canada on supporting First Nations jurisdiction over education. In addition, the ministry focused on engagement in the Equity in Action Project that involved 46 school districts. This project uses data to identify and address obstacles to educational success for Indigenous learners and to respond to identified inequities through a strategic action plan. It involves working in partnership with Boards of Education to ensure progress is made on improving the outcomes of Indigenous students.

As well, Indigenous educators have played an integral part in the development the Indigenous courses and education elements in B.C.'s new curriculum. The ministry consulted them at every stage of the development process and the feedback during the final roll out of the curriculum was very positive. The onset of the pandemic and need to implement specific health and safety protocols on construction sites caused minimal impact to school construction schedules and budgets. The rapid cost escalation that was experienced in 2018 leveled off over the past year and, with the implementation of several strategies to manage costs, government continued to

approve school capital projects to accelerate seismic mitigation and to reduce the reliance on portables. During this time, unprecedented investments in building and upgrading schools were made to ensure students have safe places to learn.

British Columbia's economy declined in 2020, as the negative impacts from the COVID-19 pandemic pushed economies all over the world into deep recessions. B.C.'s real GDP contraction of 3.8 per cent was the fourth smallest among provinces (behind Prince Edward Island, Nova Scotia, and New Brunswick). The decline in B.C.'s real GDP was almost entirely driven by service-producing industries, while goods-producing industries had modest declines. Output in the arts, entertainment and recreation, accommodation and food services and transportation were some of the main drivers of the decrease in the service sector. In B.C.'s goods producing sector declines in manufacturing and natural resources were partially offset by increases in the construction sector. Employment in B.C. decreased by 6.6 per cent in 2020. However, wages and salaries remained relatively stable compared to 2019 as low-wage workers accounted for the majority of job losses. Retail trade increased by 1.3 per cent in 2020, while consumer prices increased by 0.8 percent. Residential construction activity slowed but remained relatively strong, with housing starts declining in 2020 after experiencing all-time highs in 2019. In contrast, after declining for three consecutive years home sales reached record levels in late 2020. On the external front, global international trade experienced significant disruptions as the pandemic unfolded. B.C.'s international merchandise exports contracted in 2020 reflecting a combination of weaker global demand and lower commodity prices.

Report on Performance: Goals, Objectives, Measures and Targets

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

Key Highlights

- Provided 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.
- Worked in partnership with the Ministry of Children and Family Development to create quality early care and learning experiences for children on school grounds, as part of the Child Care B.C. plan that creates new spaces that are inclusive, affordable and accessible for families.

- Continued to work on closing the equity gap for Indigenous learners by working in partnership with FNESC to implement the BCTEA with specific attention to building system capacity and the need to support government to government relationships between First Nations and Boards of Education.
- Identified actions, with FNESC, to be included in the Declaration Act’s Action Plan.

Performance Measure(s)	2018/19 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	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. ¹	70.5%	73.1%	≥73%	Available December 2021	≥74%	≥75%

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

Discussion of Results

This Performance Measure tracks the completion rates of Indigenous students, students with disabilities/diverse abilities and children and youth in and from government care in comparison to students not belonging to these groups and sets future targets to reduce the achievement gap. The 2020/21 Actuals for this Performance Measure were not available at the time the Annual Service Plan Report was produced. This data will be available in December 2021.

Objective 1.2: Establish and Maintain High and Measurable Standards

Key Highlights

- Continued to deliver reliable provincial assessments aligned with BC’s curriculum and implemented strategies to support the timely instructional use of resulting student data.
- Continued to develop provincial assessments in partnership with FNESC recommended Indigenous educators and containing texts written by Indigenous authors, with a focus on Indigenous knowledge (including the new Grade 12 Literacy Assessment which will be implemented in November 2021).
- Used information from the Literacy and Numeracy assessments in Grade 4, 7 and 10 to monitor student outcomes across the province to help identify impacts of COVID-19.

Performance Measure(s)	2017/18 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	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. ²	Literacy: 83% Numeracy: 69%	Literacy: 83% Numeracy: 70%	Literacy: ≥85% Numeracy: ≥70%	Available August 2021	Literacy: ≥85% Numeracy: ≥70%	Literacy: ≥85% Numeracy: ≥70%

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

Discussion of Results

Performance Measure 1.2 is an appropriate indicator of progress toward improving student success, as students who are on-track or extending expectations as specified in the Foundation Skills Assessment (FSA) are more likely to graduate on time. The 2020/21 Actuals for this Performance Measure were not available at the time the Annual Service Plan Report was produced. This data will be available later in August 2021.

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

Key Highlights

- Provided support to schools and students in the Graduation Program over the course of the global pandemic and continued to monitor graduation rates to support student success.
- Provided schools with information and resources that emphasized and expanded 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(s)	2011/12 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	2021/22 Target	2022/23 Target
1.3a Percentage of students who complete school within five years of first starting Grade 8. ^{3, 4}	All students: 81% Indigenous students: 49%	All students: 83% Indigenous students: 68%	All students: ≥85% Indigenous students: ≥67%	Available December 2021	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. ^{5, 6}	66%	>63%	≥67%	Available March 2022	≥67%	≥67%

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

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

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

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

Discussion of Results

The central measure of student achievement and success for most students in the K-12 system is graduation. Performance Measure 1.3a provides the percentage of all students who graduated within five years of first starting in Grade 8. The 2020/21 Actuals for Performance Measure 1.3a were not available yet at the time the Annual Service Plan Report was produced. This data will be available in December 2021.

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. The 2020/21 Actuals for Performance Measure 1.3b were not available yet at the time the Annual Service Plan Report was produced. This data will be available in March 2022.

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

Key Highlights

- Worked with the University of British Columbia and the BC Teachers’ Council to support the development of a blended teacher education program to reduce geographic barriers and support teacher training in rural and remote communities.
- Refreshed 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.
- Co-hosted the Jointly Convened Annual Meeting (JCAM) with FNESC focussing on reconciliation, TRC and UNDRIP, and improving outcomes for First Nations, Métis and Inuit learners.

Performance Measure(s)	2017/18 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	2021/22 Target	2022/23 Target
2.1 Number of Teacher Education Program reviews successfully completed. ⁷	7	17	9	9	9	9

⁷ **Data Source:** Ministry of Education, [Teacher Education Program Approval and Review Framework](#)

Discussion of Results

This Performance Measure tracks the number of Teacher Education Program (TEP) reviews conducted by the BC Teachers' Council during the year. The 2019/20 Actuals are significantly higher than those in 2020/21 due to several changes to programs, along with it being the first fiscal year of full implementation of the TEP Approval and Review Framework. As a result, a higher number of campus visits were conducted. Although 2019/20 was an anomaly, the baseline of approximately nine reviews per year is still accurate.

Objective 2.2: Foster Safe and Welcoming Learning Environments

Key Highlights

- Used the Student Learning Survey results to monitor student reporting on their experiences, with a specific focus on identifying the impact of the pandemic on learning, and to develop meaningful programs and initiatives to ensure students are safe, healthy, and feel connected to their school community (such as the implementation of the mental health action grant).

Performance Measure(s)	2018/19 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	2021/22 Target	2022/23 Target
2.2a Percentage of students in Grade 4, 7 and 10 who feel welcome, safe, and having a sense of belonging in their school. ⁸	66%	65%	≥68%	Available August 2021	≥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. ⁸	69%	67%	≥72%	Available August 2021	≥74%	≥76%

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

Discussion of Results

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. The 2020/21 Actuals for Performance Measures 2.2a and 2.2b were not available yet at the time the Annual Service Plan Report was produced. This data will be available later in August 2021.

Financial Report

Discussion of Results

Government provided increased operating funding for Boards of Education by funding the growth in public school enrolment in combination with the Classroom Enhancement Fund.

Children and youth in care, children living in low income families and a greater number of students with mental health challenges were recognized for funding by the new Equity of Opportunity Supplement that was allocated to school districts. The ministry also improved equity in the system by continuing to increase funding to support students with special needs and Indigenous students. Students at rural schools benefited from the largest one-year funding increase ever for their schools.

Additional provincial and federal funding was provided to Boards of Education in response to the COVID-19 pandemic to help maintain a healthy and safe school environment. The ministry began Phase 1 of the two-phase Funding Model Review action plan announced in February 2020. The focus in this phase was on implementing recommendations related to the financial management and accountability themes of the [Panel's Report](#). In addition to the introduction of the Framework for Enhancing Student Learning, two new financial policies were developed in consultation with partners and Indigenous Rightsholders. The Financial Planning and Reporting Policy and the Accumulated Operating Surplus Policy came into effect July 1, 2021.

Government also provided increased capital funding to Boards of Education to build new schools and expand existing schools in growing communities, address seismic risk at existing facilities and also maintain and improve existing schools. These investments are critical to delivering modern, safe learning environments for students across the province and to ensuring the health and safety of students and staff across facilities. School capital projects also offer an opportunity to advance government priorities in the areas of child care space creation, climate leadership and economic development (e.g. mass timer).

Financial Summary

	Estimated	Other Authorizations ¹	Total Estimated	Actual	Variance
Operating Expenses (\$000)					
Public Schools	6,124,152	51,247	6,175,339	6,164,204	(11,195)
Independent Schools	448,839	10,225	459,064	461,774	2,710
Transfer to Other Partners	42,636	(1,961)	40,675	45,170	4,495
Executive and Support Services	42,300	(517)	41,783	45,781	3,998
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	715	30,716	30,716	-
Statutory Appropriation <i>Teachers Act</i> Special Account	8,975		8,975	7,801	(1,174)
Statutory Appropriation Funding for British Columbia Training and Education Savings Program Special Account		44,711	44,711	44,711	-
Transfer from General Account to British Columbia Training and Education Savings Program Special Account		(44,711)	(44,711)	(44,711)	-
Sub-total	6,696,903	59,709	6,756,612	6,755,446	(1,166)
Adjustment of Prior Year Accrual ²				(14,802)	(14,802)
Total	6,696,903	59,709	6,756,612	6,740,644	(15,968)
Ministry Capital Expenditures (\$000)					
Executive and Support Services	601		601		(601)
Total	601		601		(601)
Capital Plan (\$000)					
Public Schools	880,192		880,192	764,738	(115,454)
Total	880,192		880,192	764,738	(115,454)

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the *Balanced Budget and Ministerial Accountability Act* for ministerial accountability for operating expenses under the Act.

² The Adjustment of Prior Year Accrual of \$14.802 million is a reversal of accruals in the previous year.

Income Statement for School Districts¹

Name of Sector	2020/21 Budget	2020/21 Actual	Variance
Combined Income Statement (\$000)			
Total Revenue	7,201,997	7,226,343	24,346
Total Expense	7,079,517	7,082,948	3,431
Operating Results	122,480	143,395	20,915
Gain (Loss) on Sale of Capital Assets	25,100	18,286	(6,814)
Net Results	147,580	161,681	14,101

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 Occupancy	Targeted Year of Completion	Project Cost to Mar 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Centennial Secondary	2017	2021	58	3	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, will be considered fully complete in 2021.					
Argyle Secondary	2021	2022	62	0	62
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, has been occupied since January 2021, and is scheduled to be completed in 2022.					
Grandview Heights Secondary	2021	2022	65	18	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					

Ministry of Education

Major Capital Projects (over \$50 million)	Targeted Year of Occupancy	Targeted Year of Completion	Project Cost to Mar 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
their current capacities. The total potential budget for the new school is \$83 million, is scheduled to be occupied in 2021, and completed in 2022.					
Handsworth Secondary	2022	2023	42	27	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, is scheduled to be occupied in 2022, and completed in 2023.					
New Westminster Secondary	2021	2023	89	18	107
Under the ministry's Replacement Program, School District No. 40 (New Westminister) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminister. 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, has been occupied since January 2021, and is to be completed in 2023.					
Burnaby North Secondary	2022	2023	24	84	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 to be occupied in 2022 and completed in 2023.					
Eric Hamber Secondary	2023	2023	14	92	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, is scheduled to be occupied and completed in 2023.					
Stitó:s Lá:lém totí:lt Elementary Middle School	2022	2023	25	29	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					

Ministry of Education

Major Capital Projects (over \$50 million)	Targeted Year of Occupancy	Targeted Year of Completion	Project Cost to Mar 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
other district schools. The total potential budget for the new school is \$54 million, is scheduled to be occupied in 2022 and completed in 2023.					
Sheffield Elementary	2022	2023	6	46	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, is scheduled to be occupied in 2022, and completed in 2023.					
Pexsisen Elementary and Centre Mountain Lellum Middle	2022	2022	25	64	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, is scheduled to be occupied and completed in 2022.					
Victoria High School	2023	2023	16	64	80
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, is scheduled to be occupied and completed in 2023.					
Quesnel Junior School	2022	2022	8	44	52
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is building a replacement 550-student-capacity senior middle school on its current site located in Quesnel. It is estimated that the replacement school will cost \$52 million, is scheduled to be occupied and completed in 2022.					
Cowichan Secondary	2024	2024	3	79	82
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 \$82 million, is scheduled to be occupied and completed in 2024.					

Appendix A: Agencies, Boards, Commissions and Tribunals

As of August 9, 2021, 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 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.