

**Ministry of
Education and Child Care
(formerly Education)**

**2021/22
Annual Service Plan Report**



For more information on the Ministry of Education and Child Care contact:

PO BOX 9179
STN PROV GOVT
VICTORIA, B.C.

1-800-663-7867

Or visit our website at

www.gov.bc.ca/bced

Published by the Ministry of Education and Child Care

Minister's Accountability Statement



The *Ministry of Education and Child Care 2021/22 Annual Service Plan Report* compares the Ministry's actual results to the expected results identified in the *2021/22 – 2023/24 Service Plan* created in April 2021. I am accountable for those results as reported.

A handwritten signature in black ink that reads "Jennifer Whiteside". The signature is fluid and cursive, written over a light grey background.

Honourable Jennifer Whiteside
Minister of Education and Child Care
July 27, 2022

Table of Contents

Minister’s Accountability Statement	3
Letter from the Minister	5
Purpose of the Annual Service Plan Report.....	7
Purpose of the Ministry.....	7
Strategic Direction	8
Operating Environment.....	8
Report on Performance: Goals, Objectives, Measures and Targets.....	10
Financial Report.....	16
Discussion of Results	16
Financial Summary	17
Income Statement for School Districts ¹	18
Appendix A: Agencies, Boards, Commissions and Tribunals.....	21

Letter from the Minister

As Minister of Education and Child Care, I am pleased to present the 2021/22 Annual Service Plan Report. The report highlights a number of key initiatives and areas of work undertaken by the ministry to benefit all students in the province.

Through the ongoing impacts of the COVID-19 pandemic, 2021/22 brought many challenges. However, as with the first year of the pandemic in 2020/21, the ministry continued to work collaboratively with educators, school staff, administrators, trustees, parents, and Indigenous peoples to provide students with safe and supportive learning environments.

A critical part of the ministry's work is our continued efforts to support reconciliation. The past year saw the heartbreaking discovery of unmarked graves at the site of the former Kamloops Residential School. The provincial Government supported a First Nations-led response, co-ordinating with Crown-Indigenous Relations and Northern Affairs Canada, Indigenous Services Canada and the First Nations Health Authority (FNHA), and provided funding to support trauma and mental health supports for communities and individuals.

In the education system, we maintained our focus on increasing equity, addressing racism, and improving completion rates and the experience of Indigenous students. Initiatives undertaken in 2021/22 included the development of an anti-racism action plan with Indigenous, Black, and People of Colour (IBPOC) partners to address systemic racism, along with support for First Nations jurisdiction over education, including operational support to regulate teachers.

We continue to work in partnership with Indigenous peoples toward decolonizing the education system. A critical step toward this goal was the release of the Declaration Act Action Plan. The goals and outcomes of the Plan are intended to support changes in understandings, behaviours and systems, to shift the status quo, address Indigenous-specific racism, and establish new foundations of government which respect and uphold the human rights of Indigenous peoples. Under the Plan's guidance, the ministry has committed to addressing numerous Calls to Action. These include the co-development of a K-12 First Nations Language Policy, an associated implementation plan for the public education system with the First Nations Education Steering Committee (FNESC), and the implementation of an Indigenous course as a graduation requirement.

Another key milestone was preparing for the move of the Child Care Division from the Ministry of Children and Family Development into the newly named Ministry of Education and Child Care. This represents an important step in integrating child care into the broader learning environment. This will benefit families by promoting access to more integrated services, while encouraging consistent care and education in the same place.

While proud of the ministry's good work achieved in 2021/22, we look forward to further efforts and collaboration with rightsholders and stakeholders to continue building upon the successes in our education system and supporting B.C. students as the foundation of a strong and sustainable province.



Honourable Jennifer Whiteside
Minister of Education and Child Care
July 27, 2022

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 667,000 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 and Child Care (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 FNECS, 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

The strategic direction set by Government in 2020, Minister Jennifer Whiteside's 2020 Mandate Letter, and government's coordinated response to the COVID-19 pandemic shaped the goals, objectives, performance measures and financial plan outlined in the 2021/22 Ministry of Education Service Plan and the actual results reported on in this annual report.

Operating Environment

Throughout the COVID-19 pandemic the Government of British Columbia focused on protecting the health, social and economic well-being of British Columbians. The COVID-19 Omicron variant extended the effects of the pandemic in 2021/22, creating the need for ongoing prioritization of health and safety protocols.

In addition to the pandemic, extreme weather events, including wildfires, heat waves and flooding, created emergency situations that disrupted and delayed study for many students. The July 2021 wildfires occurred in close proximity to 82 schools in 10 school districts, with approximately 900 students evacuated in high impact areas, due to visible fire damage in their communities. Approximately 33,000 students in 76 schools were also impacted but were not evacuated. The catastrophic atmospheric river event last November greatly impacted schools' operational capacity. This included 25 school closures due to nearby evacuations, flooded homes, and the loss of roads and electricity. Six school facilities in School Districts 34 (Abbotsford) and 58 (Nicola-Similkameen) were flooded, impacting access to education for approximately 1,200 students.

The extreme weather events and the impacts on operating and capital costs have been further exacerbated by inflationary cost pressures in a range of areas, including fuel and food. These broader economic impacts have occurred alongside historic levels of immigration to B.C., which lead to record levels of student enrolment, and increasing pressure on the system to meet the needs of all students.

In terms of the internal operating environment, extensive strategic and operational planning for the integration of child care into the ministry was ongoing throughout 2021/22. The inclusion of the Child Care Division impacted all areas of business, from finance and staffing to learning and development. This transition was affected by the COVID-19 pandemic and extreme weather emergencies. Gratitude is due to staff for their extraordinary work to achieve a successful transition, which will provide greater continuity in the educational growth and development of children in our province, from birth to graduation.

British Columbia's economic recovery strengthened in 2021. B.C.'s real GDP growth of 6.2 per cent was the second highest among provinces (behind Prince Edward Island), following a contraction of 3.4 per cent in 2020. Growth in B.C.'s real GDP was mostly driven by service-producing industries such as real estate, rental and leasing, healthcare and social assistance, and professional, scientific, and technical services. Goods-producing industries also experienced growth with gains in most sectors, led by mining, quarrying and oil and gas extraction. While B.C.'s recovery broadened in 2021, it remained uneven as sectors such as accommodation and food services, and arts, entertainment and recreation have yet to fully recover to pre-pandemic levels. B.C.'s labour market strengthened in 2021, with employment growth of 6.6 per cent while wages and salaries increased by 11.3 per cent. Consumer spending on goods remained at elevated levels and nominal retail sales posted overall growth of 12.6 per cent. Meanwhile, inflation grew throughout the year and increased by 2.8 per cent on an annual basis, largely due to supply-chain disruptions, resilient demand for goods and services, and high energy prices. Residential construction activity reached a record high in 2021, with housing starts increasing by 25.6 per cent. At the same time, home sales also reached a record high in 2021 while the average home sale price saw double-digit increases. On the external front, B.C.'s international merchandise exports grew by 36.0 per cent, reflecting a combination of the recovery in global demand and higher commodity prices amid impacts from the B.C. floods and landslides in November 2021.

Report on Performance: Goals, Objectives, Measures and Targets

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

Key Highlights

- The ministry worked alongside the Ministry of Children and Family Development to move the Child Care Division and associated corporate services to the newly named Ministry of Education and Child Care on April 1, 2022. This occurred one year ahead of the mandate commitment, in order to support the integration of child care into the broader learning environment, and to facilitate greater continuity of learning in an integrated system.
- In addition to initiatives to improve access, quality, and affordability of child care, the expansion of early learning initiatives such as Seamless Day Kindergarten (from four sites in 2020/21 to twenty-three sites in 2021/22) and Just B4 (from one site in 2020/21 to six sites in 2021/22) have supported the growth of integrated early care and learning on school grounds.
- The ministry met weekly with FNEESC and First Nations representatives over the course of a year to collaboratively draft legislation supporting First Nations Jurisdiction and develop supports for school districts implementing Indigenous curriculum.
- The ministry organized the annual Minister's Community Roundtable, the Minister's Youth Dialogue Series, the Anti-Racism Education Partner Collaborative and the Anti-Racism Educator Network to engage with community and Indigenous representatives on issues of equity and anti-racism, specifically including FNEESC and Métis Nation BC (MNBC).
- In collaboration with sector members, rightsholders, and Indigenous partners, a work plan was co-created to guide the activities of the Online Learning Project. This is an initiative aimed at providing equitable access to quality online learning for all students by implementing Provincial Online Learning Schools (POLS) and a provincial Learning Management System (LMS).

Performance Measure(s)	2018/19 Baseline	2020/21 Actuals	2021/22 Target	2021/22 Actuals	2022/23 Target	2023/24 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	72% ²	74%	≥75%	Available December 2022	≥75%	≥76%

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

²Note: The methodology to calculate this Measure has been updated and as such, the baseline for 2018/19 has been updated as well.

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. It sets future targets to reduce the achievement gap. The 2021/22 Actuals for this Performance Measure were not available at the time the Annual Service Plan Report was produced.

Objective 1.2: Establish and Maintain High and Measurable Standards

Key Highlights

- K-5 and Grades 6-12 learning resources were released in alignment with the implementation of the redesigned K-12 curriculum. These are intended to support teachers with school district trialing of the updated provincial Performance Standards, including information on teaching and assessing literacy and numeracy.
- The ministry published [the COVID-19 Student Impacts Report](#) which is the second phase of a multi-phase analysis of the impacts of COVID-19 on learning.
- A new electronic system for the delivery of provincial assessments (aligned with K-12 provincial curriculum and including the Foundation Skills Assessment, Numeracy 10, Literacy 10, and Literacy 12 graduation assessments) was launched, streamlining the development, administration, analysis and reporting processes for provincial assessments and providing a modernized and enhanced system for students, teachers, and administrators.
- The ministry continued to provide access to ShareEdBC, resulting in 13,151 educators enrolled by the end of the 2021/22 fiscal year.
- The Literacy 12 provincial assessment, developed by B.C. and Yukon teachers, was introduced as a graduation requirement and a final measure of literacy learning for all students.

Performance Measure(s)	2011/12 Baseline	2020/21 Actuals	2021/22 Target	2021/22 Actuals	2022/23 Target	2023/24 Target
1.2 Percentage of students who complete school within five years of first starting Grade 8. ^{1,2}	All students: 81% Indigenous students ³ : 49%	All students: 86% Indigenous students ^{3,4} : 63%	All students: ≥85% Indigenous students ^{3,4} : ≥63%	Available December 2022	All students: ≥85% Indigenous students ^{3,4} : ≥64%	All students: ≥86% Indigenous students ^{3,4} : ≥65%

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

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

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

⁴ Note: There was a typographical error in the ministry's 2020/21-2022/23 Service Plan in the forecast and targets for performance measure 1.3a – specifically, Indigenous students who complete school within five years of first starting Grade 8 – that has been corrected. The targets were at 67% but should have been between 62 and 65% to reflect continuous improvement.

Discussion of Results

The central measure of student achievement and success for most students in the K-12 system is graduation. Performance Measure 1.2 provides the percentage of all students who graduated within five years of first starting in Grade 8.

Objective 1.3: Enhance Student Preparedness for Their Future

Key Highlights

- The ministry continued to implement the updated Graduation Program (Grade 12 Literacy Assessments [English and French] launched in the 2021/22 school year) and monitored graduation rates to further support student success.
- The ministry further strengthened relationships with WorkBC and the Career Education Society to provide [resources for Teachers and Counsellors](#) to support educators in expanding career development opportunities and learning opportunities within the Graduation Program.
- Student transitions to post-secondary education were supported through policies and programs, from providing graduating students with approximately 13,500 awards through the Provincial Scholarships Program to supporting school districts in facilitating over 11,000 dual credit courses through which students earn credits towards both graduation and a post-secondary credential.

Performance Measure(s)	2011/12 Baseline	2020/21 Actuals	2021/22 Target	2021/22 Actuals	2022/23 Target	2023/24 Target
1.3 Percentage of students transitioning to a BC public post-secondary institution within 3 years. ¹	68% ²	67% ³	≥67%	Available March 2023	≥67%	≥67%

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

² The dataset has been updated.

³ It is a rollup percentage for students who graduated in 2017/2018 and transitioned to BC public post secondary institutions within 3 years: 2018/2019, 2019/2020 and 2020/2021.

Discussion of Results

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 transition 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 to support student success. By focusing on tracking progress and monitoring impact, the ministry, along with the entire 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

Key Highlights

- The ministry provided quantitative and qualitative evidence to support work with school districts to create more local school meal programs and implementation of the Framework for Enhancing Student Learning.
- The ministry has engaged school districts through monthly meetings, offering information and resources, and has onboarded 13 additional districts in 2021/22, bringing participation in the Framework to a total of 59 districts.
- Year 1 of the Framework for Enhancing Student Learning resulted in all school districts in B.C. creating, renewing, or confirming multi-year strategic plans, submitting an Enhancing Student Learning annual report to the Minister, participating in the continuous improvement review program, and working with the ministry to build sector capacity through implementation of a continuum of supports focused on improving outcomes and student equity.
- The ministry continues to monitor improvements in school district Indigenous completion rates, led as a joint effort with all school districts and partners, to implement relevant, strategic programs such as Equity in Action.

Performance Measure(s)	2020/21 Actuals	2021/22 Target	2021/22 Actuals	2022/23 Target	2023/24 Target
2.1a Number of school districts who improve their Indigenous student completion rate. ^{1,2}	30	32	Available December 2022	33	34

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

² The completion rate is the percentage of students who graduate within six years from the first time they enrol in Grade 8.

Discussion of Results

The ministry is committed to supporting equity of outcomes 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 completion rate for Indigenous learners. 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

Key Highlights

- The ministry's Communicable Disease Guidelines were used by school districts and independent school authorities to develop and implement COVID-19 safety plans intended to reduce the risk of transmission of the virus. Effective prevention measures included daily health checks, increased cleaning practices, and the wearing of non-medical masks.
- The ministry supported student mental health and well-being by implementing the Mental Health in Schools Strategy. This initiative embeds positive approaches to health and wellness through all aspects of the education system, including culture, leadership, curriculum and learning environments. It provided Early Action Initiative Grants which involved implementing a Compassionate Systems Leadership training model and developing a Provincial Mental Health Leads Network across all 60 school districts. This body meets monthly to discuss emerging research and evidence-based practices on mental health and well-being. The ministry also hosted the virtual Mental Health in Schools Conference under the theme of Mental Health in Classrooms, which focused on embedding mental well-being throughout all learning environments.
- Stakeholders were engaged through the Funding Equity Committee. This body conducted an environmental scan of the system intended to determine gaps in the provision of classroom supplies, and how a supplies program might best support students experiencing the most vulnerability.
- The budget for the Playground Equipment Program was increased from \$5 million to \$10 million. This significantly increased the number of playgrounds funded compared to the previous year. It enabled the ministry to support the construction of a total of 60 accessible playground systems across 50 public school districts.

Performance Measure(s)	2018/19 Baseline	2020/21 Actuals	2021/22 Target	2021/22 Actuals	2022/23 Target	2023/24 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. ^{1,2}	66%	65%	≥69%	Available August 2022	≥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	68% ³	63%	≥74%	Available August 2022	≥76%	≥76%

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

² Note: The Student Learning Survey currently only covers students attending BC public schools.

³ Note: The dataset has been updated.

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. These learners 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.

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.

Additional provincial funding was provided to Boards of Education in response to the COVID-19 pandemic to help maintain a healthy and safe school environment, together with funding to offset increased operating costs due to the fall 2021 extreme weather events.

Government also provided sustained high levels of capital funding to Boards of Education to build new schools and expand existing schools in growing communities, address seismic risk at existing facilities, and 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 timber).

Financial Summary

	Estimated	Other Authorizations ¹	Total Estimated	Actual	Variance
Operating Expenses (\$000)					
Public Schools	6,514,291	1,722	6,516,013	6,482,637	(33,377)
Independent Schools	473,312	1,850	475,162	487,475	12,313
Transfer to Other Partners	56,718	5,000	61,718	79,899	18,181
Executive and Support Services	48,972		48,972	51,855	2,883
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	600	30,601	30,601	-
Statutory Appropriation <i>Teachers Act</i> Special Account	8,540		8,540	7,987	(553)
Sub-total	7,131,834	9,172	7,141,006	7,140,453	(553)
Adjustment of Prior Year Accrual ²				(10,945)	(10,945)
Total	7,131,834	9,172	7,141,006	7,129,508	(11,498)
Ministry Capital Expenditures (\$000)					
Executive and Support Services	2		2	-	(2)
Total	2		2	-	(2)
Capital Plan (\$000)					
Public Schools	1,033,349		1,033,349	812,550	(220,799)
Total	1,033,349		1,033,349	812,550	(220,799)

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 [\$10.945] million is a reversal of accruals in the previous year.

Income Statement for School Districts¹

School Districts	2021/22 Budget	2021/22 Actual	Variance
Combined Income Statement (\$000)			
Total Revenue	7,569,074	7,516,584	(52,490)
Total Expense	7,482,065	7,429,078	(52,987)
Operating Results	87,009	87,506	497
Gain (Loss) on Sale of Capital Assets (if applicable)	41,982	29,632	(12,350)
Net Results	128,991	117,138	(11,853)

¹This 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 Mar 31, 2022 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Burnaby North Secondary	2023	51	57	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.				
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 with an estimated total potential budget of \$61 million and final completion scheduled for 2023.				
Coast Salish Elementary	2022	14	29	43
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 \$43 million, and it is scheduled for occupancy in 2022 and final completion in 2023.				
Cowichan Secondary	2024	10	76	86
Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student-capacity secondary school. The total potential budget for the replacement school is \$86 million, and it is scheduled for occupancy and final completion in 2024.				
Eric Hamber Secondary	2023	33	73	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.				
Grandview Heights Secondary	2021	75	8	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 assists in alleviating pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary. The total potential budget for the new school is \$83 million, the school was occupied in 2021 and will be completed in 2022.				
Handsworth Secondary	2022	64	5	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 Mar 31, 2022 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
New Westminster Secondary	2021	89	18	107
Under the ministry's Replacement Program, School District No. 40 (New Westminster) has constructed 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 with final completion scheduled in 2023.				
Pexsisen Elementary and Centre Mountain Lellum Middle	2022	58	31	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 it is scheduled for occupancy and final completion in 2022.				
Quesnel Junior School	2022	28	24	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	44	10	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.				
Victoria High School	2023	41	39	80
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is seismically mitigating the 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.				
Westside Secondary	2029	0	106	106
Under the ministry's Expansion Program, School District No. 23 (Central Okanagan) is building a new 1,200-student-capacity secondary school with a Neighborhood Learning Centre in the Westside area of Kelowna. The total potential budget for the new school is \$106 million, and it is scheduled for occupancy in 2027 and final completion in 2029.				

Appendix A: Agencies, Boards, Commissions and Tribunals

As of July 1, 2022, the Minister of Education and Child Care 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

Commissioner for Teacher Regulation

- The Commissioner for Teacher Regulation (Commissioner) position is established by the Teachers Act (the Act).
- As an independent statutory decision maker, the Commissioner is responsible for:
 - Receiving complaints/reports of alleged teacher misconduct;
 - Deciding which disciplinary process under the Act is appropriate to address the matter;
 - Overseeing the disciplinary process for all B.C. certificate holders;
 - Reviewing certification appeals from applicants who have been denied a certificate or from certificate holders who have had their certificate rescinded by the Director Certification;
 - Appointing hearing panels to consider evidence and submissions at a discipline or certification appeal hearing.
- The Commissioner is appointed for a five-year term by the Lieutenant Governor in Council (LGIC), on the advice of the Minister of Education (Minister)

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.