

Ministry of Education and Child Care

2022/23
Annual Service Plan Report

August 2023



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Published by the Ministry of Education and Child Care

Minister's Accountability Statement



The Ministry of Education and Child Care 2022/23 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2022/23 – 2024/25 Service Plan published in 2022. I am accountable for those results as reported.

A handwritten signature in black ink that reads "R Singh".

Honourable Rachna Singh
Minister of Education and Child Care
August 11, 2023

Minister of State's Accountability Statement

The Ministry of Education and Child Care 2022/23 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2022/23 – 2024/25 Service Plan published in 2022. Under the Balanced Budget and Ministerial Act, I am accountable for achievement of the following results for 2022/23:



- 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;
- 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; and,
 - c. school boards, child care providers, and other sector stakeholders.
- Continue to support the transfer of responsibility of child care delivery to the Ministry of Education and Child Care with a goal of completing the transfer by 2023;
- Continue to monitor the implementation of the Multilateral Early Learning and Child Care Framework agreement with the federal government; and,
- 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 blue ink that reads "Grace Lore". The signature is written in a cursive, flowing style.

Honourable Grace Lore
Minister of State for Child Care
August 11, 2023

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Letter from the Minister

As Minister of Education and Child Care, I am pleased to present the 2022/23 Annual Service Plan Report. The report highlights several key initiatives and areas of work undertaken by the ministry to benefit all students in the province.

In the education system, we remain committed to increasing equity among learners, and addressing racism. In 2022/23 this commitment translated into the development of an anti-racism action plan designed to address issues of equity and systemic racism and help students and educators create a province where all communities are celebrated and respected.

Another critical part of the ministry's work is our on-going efforts to support reconciliation. In partnership with Indigenous peoples, we continue to work toward improving completion rates and the experience of Indigenous students in the education system. As of July 1, 2022, four First Nations in British Columbia began exercising recognized law-making authority over their Kindergarten to Grade 12 education systems, with three additional First Nations moving forward on July 1, 2023. Additional initiatives that have been co-developed with Indigenous partners include the introduction of a new Indigenous-focused graduation requirement, the distribution of provincial and federal funding direct to First Nations in April 2023 to support their unique and distinct early learning and child care priorities and beginning implementation of the 13 education and child care specific actions in the Declaration on the Rights of Indigenous Peoples Act Action Plan.

Having completed the key milestone of moving the Child Care Division from the Ministry of Children and Family Development into the newly named Ministry of Education and Child Care, we continue to integrate child care into the broader learning environment which will benefit families by facilitating access to more affordable, accessible, inclusive and quality early learning and child care.

We're proud of the ministry's achievements in 2022/23. We look forward to further collaboration with rightsholders and stakeholders to build upon the successes in our education system and to continue to deliver world-class education for our students.



Honourable Rachna Singh
Minister of Education and Child Care
August 14, 2023

Purpose of the Annual Service Plan Report

The annual service plan report has been developed 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 stated in the service plan for the reported year.

Strategic Direction

The strategic direction set by Government in 2020 and Minister Jennifer Whiteside's 2020 Mandate Letter shaped the goals, objectives, performance measures, and financial plan outlined in the Ministry of Education and Child Care's 2022/23 - 2024/25 Service Plan and the actual results reported on in this annual report.

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 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.

Public education and access to affordable, culturally safe child care are critical for 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 support First Nations, Métis, and Inuit students, to have positive education and child 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 FNEC and 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](#).

Operating Environment

Record inflation, affordability, supply chain issues and the lingering effects of the pandemic heavily influenced the operating environment for the ministry in 2022/23. The COVID-19 Omicron variant extended the effects of the pandemic in early 2022/23, creating the need for ongoing prioritization of health and safety protocols. A strong health response, high vaccination rates, increased infrastructure investments, and supports for British Columbians struggling through the pandemic, helped the province rebound. However, the pandemic continued to threaten B.C.'s economic outlook with factors such as the emergence of further variants, inflationary supply chain disruptions, extended travel restrictions, and ongoing uncertainty regarding global trade policies and lower commodity prices.

In 2022, British Columbia recorded the highest rate of inflation in 40 years. Compared with 2021, the Consumer Price Index increased across all product groups. Higher prices for energy and food had a direct impact on school district and child care costs.

While B.C.'s labour market strengthened in 2023, school districts experienced labour cost pressures related to changes to CPP and EI maximums, annual illness, and injury leave benefits under the Employment Standards Act, and WorkSafeBC premiums. These cost pressures required boards to use accumulated operating surplus to maintain school district operations and/or reduce services and programming to continue core operations at their current level. Child care providers continued to face a tight labour market and Early Childhood Educator and Assistants were identified as [High Opportunity Occupations](#) in the 2022 edition of the B.C. Labour Market Outlook.

Another strong influence during this reporting period was migration to B.C. from elsewhere in Canada and immigration from other countries. In 2022/2023, K-12 public and independent enrolment increased to over 680,000, the highest level since 2003 and was accompanied by the highest year-over-year growth rate (+1.9%) since then. Public school enrolment increased by 11,787 students over 2021/2022 to 590,586 (+1.9% year-over-year) while independent school enrolment increased by 1,179 (+1.3%) to 89,428. The growth in student numbers created pressures in some districts, and the Ministry is developing and implementing new strategies to accommodate this enrolment pressure to mitigate the purchase of portable classrooms, which impacts school district operating budget pressures. Similarly, population growth adds to demand in B.C.'s dynamic and growing child care sector.

Economic Statement

After rebounding rapidly in 2021, British Columbia's economy saw slower yet strong growth in 2022. B.C.'s real GDP growth of 3.6 per cent last year was the fourth highest among provinces (tied with Ontario) and grew at the same pace as the national average, following growth of 6.2 per cent in 2021. Growth in B.C.'s real GDP was mostly supported by service-producing industries such as transportation and warehousing, accommodation and food services, and professional, scientific, and technical services. Goods-producing industries also experienced growth led by construction.

While B.C.'s recovery broadened in 2022, it remained uneven as sectors such as transportation and warehousing; accommodation and food services; and arts, entertainment and recreation have yet to fully recover to pre-pandemic levels. B.C.'s labour market continued to grow in 2022, with employment growth of 3.2 per cent and an average unemployment rate of 4.6 per cent, while wages and salaries increased by 10.8 per cent. Consumer spending on goods grew slowly after a rapid expansion at the beginning of the recovery and nominal retail sales posted overall growth of 3.1 per cent. Last year, prices rose dramatically as strong demand for goods and services was met with lingering supply-chain challenges and high prices for global commodities following Russia's invasion of Ukraine.

In 2022, B.C.'s inflation rate averaged 6.9 per cent, the fastest annual rate since 1982, and up from 2.8 per cent in 2021. B.C. housing starts totaled 46,721 units in 2022, down 1.9 per cent compared to the previous year. Despite the decline, housing starts in 2022 were the second highest on record. Home sales fell sharply in 2022 as they adjusted to higher mortgage rates not seen since 2008. B.C. MLS home sales decreased by 35.2 per cent in 2022 compared to 2021. Meanwhile the MLS average home sale price rose by 7.4 per cent in 2022 because of strength early in the year, despite monthly declines in 9 of the last 10 months of the year.

On the external front, B.C.'s international merchandise exports grew by 20.4 per cent, boosted by strong commodity prices in the first half of 2022.

Report on Performance: Goals, Objectives, and Results

Goal 1: All Students Become Educated Citizens

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 Results

- The ministry co-developed resources for the 9th Standard with the First Nations Education Steering Committee, Métis Nation BC, and sector partners. The 9th Standard requires educators to integrate Indigenous worldviews and perspectives into learning environments, to examine their own biases, and to contribute towards truth and reconciliation in the education system.
- The ministry, Canada and FNEC have all agreed to extend the BC Tripartite Education Agreement (BCTEA), originally set to expire in 2023, for an additional two years (until 2025). This extension will allow for additional time to complete the commitments set out in the agreement.
- The K-12 Anti-Racism Action Plan was launched in January 2023. It is a comprehensive multi-year strategy to address racism and discrimination in education and create a culture and climate of belonging for all students and staff. The Action Plan includes six elements: Community Voice, Removing Barriers, Raising Awareness, Collaborative Change, Capacity Building, and School Support. The ministry also worked directly with a team of IBPoC educators to develop *Anti-Racism: A Guide for Teachers*. This guide gives teachers tools and strategies to include anti-racism education as part of their teaching practices.
- In 2022/23, the ministry continued to consult and work with partners and educators on the Online Learning Policy, procedures guide, and the new Accountability and Quality Assurance (AQA) framework. This is ongoing work to assess quality and ensure accountability in online learning.

Summary of progress made in 2022/23

The ministry also made progress on other key strategies to support this objective, including provincial literacy and numeracy assessment programs designed and built with First Nations educators incorporating authentic First Nations texts and contexts. Data from these measures are used to identify progress in closing equity gaps between Indigenous and non-Indigenous learners. The ministry also fulfilled the two graduation-related commitments under BCTEA: 1) expansion of the External Credentials Program to recognize First Nations language and culture programs completed outside of the K-12 sector for elective credit towards graduation; and 2) developed and implemented a policy for how the ministry will recognize course credits awarded at a First Nation school where the credits were awarded through equivalency of prior formal learning or through a student challenge of course content.

Additional progress on this objective included establishing a working group with the Ministry of Post-Secondary Education and Future Skills, the First Nations Education Steering Committee, and the Indigenous Adult and Higher Learning Association to co-develop a recruitment and retention strategy for First Nation teachers and working in close collaboration with Métis Nation BC on the development of initiatives to support the recruitment and retention of Métis teachers.

As of July 1, 2022, four First Nations (ʔaq'am, Cowichan Tribes, Seabird Island, and Lil'wat) have signed Education Jurisdiction Agreements and have recognized law-making authority over their Kindergarten-Grade 12 education systems, including authority over teacher certification, school certification, graduation requirements, curriculum, and course approvals. Three additional First Nations are expected to become participating First Nations in the education jurisdiction initiative for the 2023/2024 school year. These First Nations have also collectively established the First Nations Education Authority. Regulations were also implemented to add a representative appointed by the First Nations Education Authority to the BC Teachers' Council.

Performance measure and related discussion

Performance Measure	2018/19 Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
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. ^{1,2,3}	72.4%	78.6%	≥75%	Data available mid-December

¹Data source: Ministry of Education and Child Care, EDW2

²PM The numbers represent the 6-year Completion rates for residents only and B.C. public schools only. Indigenous identity is defined using Indigenous-Ever Backdated. Whether the student has ever self-identified as being of Indigenous ancestry on any September or February authority enrolment collection. Future values will update prior values back to 2003/04.

³PM 1.1 targets for 2023/24 and 2024/25 were stated in the 2022/23 service plan as ≥76% and ≥77%, respectively. For forward-looking planning information, including current targets for 2023/24 – 2025/26, please see the latest service plan on the [BC Budget website](#).

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. The second column was changed to Actual to reflect the source.

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. B.C.’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 Results

- Fifty-two districts and independent school authorities have onboarded the Provincial Learning Management System (D2L's Brightspace). Over 30,000 students will be using Brightspace by September 2023.
- Supported the delivery of online assessments through contract management and technical support of the province's e-assessment vendor, Vretta Inc. so FSA and grad assessment data could be utilized within the ministry and public and independent schools. Data was also released publicly to Student Success and BC Open Data Catalogue. Provincial assessments in the foundational areas of Literacy and Numeracy were administered in grades 4, 7, 10, and 12 for Literacy and 4, 7, and 10 for Numeracy, providing student, school, district, and provincial level data.
- In alignment with the Declaration Act on the Rights of Indigenous People, the ministry began consultations in spring 2023 with the First Nations Education Steering Committee (FNESC) on the review and update of curriculum that could include an ongoing cycle for curriculum renewal. Guidance from FNESC on a suggested policy and process for curriculum review and update is expected in fall 2023.
- Curriculum review and update has also been tabled with the Learning Advisory Board (comprised of regional superintendents) as well as through preliminary discussions with BCTF executive. In the next school year, further consultation on this topic is dependent on advice from FNESC.

Summary of progress made in 2022/23

The ministry continued to work on objective 1.2 by monitoring and analyzing feedback on student experiences through a variety of channels. This includes student surveys, Foundation Skill Assessments administered at key milestones and monitoring of K-12 completion rates across the sector. This supports the education system’s goal to provide several checkpoints at the provincial, district, and school level and to ensure every student is on an individualized path to success. These surveys also help to identify supports and resources when needed, and to monitor overall system performance. Progress has also been made on the delivery of the Provincial Learning Management system, giving additional curriculum access to over 30,000 students across the province. This was supplemented by the creation of Provincial Online Learning Schools with defined outcome measures and a thorough quality assurance review process including a new Accountability & Quality Assurance process.

Performance measures and related discussion

Performance Measure	2011/12 Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
1.2a Percentage of non-Indigenous students who complete Grade 12 within five years of first starting Grade 8. ^{1,2,4}	85%	91%	≥89%	Data available mid-December
1.2b Percentage of Indigenous students who complete Grade 12 within five years of first starting Grade 8. ^{1,2,3,4}	49%	64.5%	≥64%	Data available mid-December

¹Data source: Ministry of Education and Child Care, EDW2

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

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

⁴PM 1.2 targets for 2023/24 and 2024/25 were stated in the 2022/23 service plan as 1.2a ≥89% 1.2b ≥65% and, 1.2a ≥90% 1.2b ≥67% respectively. For forward-looking planning information, including current targets for 2023/24 – 2025/26, please see the latest service plan on the [BC Budget website](#).

The five-year completion rate indicates the percentage of students who graduate with a B.C. Certificate of Graduation within five years of entering Grade 8. B.C.’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.

Objective 1.3: Enhance Student Preparedness for Their Future

Due to 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 Results

- During the 2022/23 period, supported implementation of the new Indigenous-focused graduation requirement, which requires all B.C. students to complete four credits of Indigenous-focused coursework to receive the B.C. Certificate of Graduation (“Dogwood Diploma”) as of July 1, 2023. Co-developed K-12 sector resources with FNEESC, including an Implementation Handbook for administrators, an informational video, a parent brochure (translated into multiple languages), and other communication materials. Collaborated with FNEESC, BCSSA and FISA to host a series of regional, in-person workshops for classroom teachers on provincial Indigenous-focused courses (specifically English First Peoples 10-12) that meet the new graduation requirement.
- Provided 13,500 awards through the \$17M Provincial Scholarships Program to graduating students, reimbursing them for some post-secondary tuition. Student transitions to post-secondary education were also facilitated by nearly 12,000 dual credit course completions, through which students earned credits applicable to both high school graduation and a post-secondary credential.
- Developed a new *K-8 Career Exploration Handbook* for teachers, to help foster local school-community connections that enable elementary and middle school students to dispel career stereotypes and discover different careers and pathways. Updated the Work Experience Program Guide and the Youth Work in Trades Guide and translated both guides into French.
- Created Provincial Online Learning Schools with defined outcome measures and a thorough quality assurance review process including a new Accountability & Quality Assurance process.

Summary of progress made in 2022/23

To support the objective to Enhance Student Preparedness for Their Future, the ministry actioned key strategies to equip learners with the competencies required to navigate the rapid pace of social, economic, and environmental changes. This includes the introduction of a new Indigenous focused graduation requirement taking effect for the 2023/24 school year, the distribution of over 13,500 awards through the \$17M Provincial Scholarships Program to graduating students and the creation of Provincial Online Learning Schools. These online schools have defined outcome measures and were created thorough a new Accountability & Quality Assurance process developed by the ministry in collaboration with Indigenous and non-Indigenous partners and key partners in the education sector.

Performance measure and related discussion

Performance Measure	2011/12 Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
1.3 Percentage of students transitioning to a B.C. post-secondary institution within 3 years. ^{1, 2, 3}	66%	Data available early-March	≥67%	Data available early-March

¹ **Data source:** Ministry of Education and Child Care, EDW2 & [Student Transition Project](#)

² Note: Data on transition rates to post-secondary institutions is for all residents graduated with Dogwood transitioned within 3 years (immediately or with 1 or 2 years delay) to public post-secondary institutions in B.C.

³PM 1.3 targets for 2023/24 and 2024/25 were stated in the 2022/23 service plan as ≥67% and ≥69%, respectively. For forward-looking planning information, including current targets for 2023/24 – 2025/26, please see the latest service plan on the [BC Budget website](#).

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

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, FNESC, 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 Results

- Throughout 2022/23, the ministry emphasized reporting on the K-12 workforce and labour market conditions, enrolment forecast drivers, learning outcomes of Indigenous learners and the development of accessible business intelligence tools for use by the ministry and the K-12 sector. Research topics included the link between socio-economic status and student outcomes, the relationship between Student Learning Survey (SLS) responses and FSA results, and development of student SLS response constructs.

- Annual Aboriginal *How Are We Doing? Report* published in December 2022. For the first time, the ministry sent letters to each school district highlighting strengths and opportunities related to the report indicators in the respective school district. As of the 2022/23 school year, all 60 school districts in B.C. are participating in Equity in Action, increasing accountability in districts to address equity gaps, and supporting the improvement of educational outcomes for all Indigenous learners.
- Implemented Year Two of the Framework for Enhancing Student Learning including review of district annual reports, hosting of the Cooperate Cohort Peer Review Process for 10 districts, peer review and networking process for all districts, and a community of practice focused on the use of data and evidence to enhance student learning.
- The expansion of child care operated by school districts such as Seamless Day Kindergarten Pilot (from 25 sites in 2021/22 to 45 sites in 2022/23) and JustB4 Pilot (from 6 sites in 2021/22 to 31 sites in 2022/23) have supported the growth of integrated early care and learning on school grounds. The Strengthening Early Years to Kindergarten Transitions project expanded from 12 sites in 2021/22 to 37 sites in 2022/23, improving community-school district partnerships to address transitions from early years to school environments for young children. In 2022/23, 56 out of 60 school districts opted in to create a District Early Learning and Child Care lead role, which has led to enhanced capacity building, improved district-community partnerships, and facilitated the growth of child care on school grounds.

Summary of progress made in 2022/23

The ministry supported the objective of Implementing High Yield Strategies to Support Student Growth and Achievement by focusing on system-wide strategies that build collective capacity and support student success. This included the development of accessible business tools for the ministry and the K-12 sector; support for the Framework for Enhancing Student Learning to support continuous improvement; and analyzing and reporting of influences and outcomes, such as the K-12 workforce and labour market conditions, forecasting enrollment rates, and the learning outcomes of Indigenous learners. We also continued our research into the link between socio-economic status and student outcomes, the relationship between Student Learning Survey (SLS) responses and FSA results, and development of student SLS response constructs. Together, this work builds the collective capacity to improve student outcomes and promote excellence for all learners.

Performance measure and related discussion

Performance Measure	2021/22 Forecast	2021/22 Actual	2022/23 Target	2022/23 Actual
2.1 Number of school districts who improve their student completion rate. ¹	32	39	34	Data not available

Data source: Ministry of Education, EDW2

¹PM [2.1] targets for 2023/24 and 2024/25 were stated in the 2022/23 service plan as 34 and 35, respectively. For forward-looking planning information, including current targets for 2023/24 – 2025/26, please see the latest service plan on the [BC Budget website](#).

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 Results

- Gathering educators from the early years and primary years for collaborative professional learning, Changing Results for Young Children supported improved social emotional well-being of young children and educators in 51 school district sites across the province.
- A total of \$5M has been allocated this fiscal year (2022/23) for mental health initiatives including Mental Health in School Grants to support adult and student well-being in public and independent schools, Compassionate Systems Leadership training for school administrators and staff, and the 2023 Mental Health in Schools Conference.
- *Budget 2023* announced \$214M over three years to develop school food programs. This is the largest investment in school food programs in the Province's history and builds on the progress made in the 2022/23 school year with the Student and Family Affordability Fund announced in August 2022.
- In 2022/23, funding for 30 universally accessible playgrounds was provided to 24 school districts, enabling access to new and improved play infrastructure for more than 7,000 students in communities across British Columbia.
- In 2022/23, a number of major capital projects were approved by government including expansion projects to accommodate new student seats, seismic projects and other replacements to promote safety of school occupants. These investments are part of government's historic investment in school capital.

Summary of progress made in 2022/23

The ministry supported this objective through several streams including the allocation of funding for mental health programs and investing in new playgrounds, and capital funding for numerous projects. Highlights include: 1) \$3.63M in Mental Health in School Grants allocated in 2022/23 to all 60 school districts and the Federation of Independent School Association BC for adult and student mental health and well-being; 2) a total of \$221.5M in routine capital funding was committed in FY 2022/23 to BC’s 60 public school districts, allowing for hundreds of capital projects to be completed and resulting in safer, more adequate and greener school infrastructure across the province.

Additional progress made on this objective include partnering with the University of British Columbia’s the Human Early Learning Partnership to facilitate Compassionate Systems Leadership training for school administrators and staff and hosting the 2023 Mental Health in Schools Conference bringing together over 400 attendees to focus on connections (to self, to others, to lands) and its impact on mental health and well-being.

The ministry continued work on implementing Integrated Child and Youth Teams across 12 school district communities to improve mental health and substance use supports for children, youth, and families. Integrated Child and Youth Teams have been implemented and are operational across five school district communities, with seven new school district communities beginning to recruit two Integrated Child and Youth Team positions (Clinical Counsellor and Youth Peer Support Worker). Resources to support this objective also includes Release of the Ministry’s [Decision-Making Tool: Supporting Educators in Selecting Mental Health and Substance Use Resources](#), an optional toolkit to support educators to identify appropriate, effective mental health and substance use resources for their learners. This tool aligns with the co-governance model for the B.C. K-12 education system, Learning Resources Policy, curriculum, First Peoples Principles of Learning, and the Mental Health in Schools Strategy.

Performance measures and related discussion

Performance Measure	2018/19 Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
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%	69.1%	>70%	Data available early August
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%	59.7%	>76%	Data available early August

¹Data source: Ministry of Education and Child Care, [EDW2](#)

²PM [2.2] targets for 2023/24 and 2024/25 were stated in the 2022/23 service plan as ≥70% and ≥70%, respectively. For

forward-looking planning information, including current targets for 2023/24 – 2025/26, please see the latest service plan on the [BC Budget website](#).

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.

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

A universal, inclusive child care system in British Columbia will ensure that all children and families have equitable access to affordable child care. Supporting children of every ability and background to fully participate in early learning and child care activities will help every child to live happy, healthy lives and reach their full potential.

Key Results

- Government completed the transfer of responsibility for child care from the Ministry of Children and Family Development to the Ministry of Education and Child Care, and introduced a new funding stream in the ChildCareBC New Spaces Fund to support the development of school age child care spaces on school grounds. These measures both support the integration of child care within the broader learning environment.
- In partnership with the Government of Canada, the Province improved affordability of child care by expanding \$10 a Day ChildCareBC Centres, adding 6,000 additional spaces at 132 centres for a combined total of over 12,700 spaces at more than 260 licensed child care facilities in communities throughout B.C., and by reducing average parent fees (from 2019 levels) by more than 50% through an enhanced Child Care Fee Reduction Initiative, supporting over 76,000 child care spaces.
- Provided a \$4 per hour wage enhancement to almost 14,000 ECEs, working at more than 3,400 facilities, bringing the median wage to \$26 per hour, provided approximately 12,500 bursaries to more than 6,500 ECE students to help cover the costs of their education; created more ECE student spaces at public post-secondary institutions across the province; invested in new ECE dual credit programs in 30 school

districts;, and prioritized international ECEs under the Provincial Nominee Program – creating immigration pathways for ECEs and helping employers secure staff.

- As part of a strategy to support sustainable and equitable growth of child care aligned with community need, including before- and after-school care, the Province prioritized investments in space creation for public, non-profit, Indigenous-led, and home-based organizations and increased funding for Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD).

Summary of progress made in 2022/23

In 2022/23, the ministry made progress on several elements of the ChildCareBC plan, including enhancing affordability, increasing access, and supporting child care professionals through recruitment and retention programs – all to support the development of a universal, inclusive child care system. More work is underway to support the system building through developing a new operating funding model to streamline funding processes; a strategy to support sustainable growth; an inclusive child care strategy to embed inclusion and equity of access in all aspects of child care; and an IT system to support continued growth.

In addition, the ministry continues to work with First Nations, Metis and Inuit partners to co-develop and support a distinctions-based approach to Indigenous-led child care and cultural safety within the broader child care system.

Performance measure and related discussion

Performance Measure	2016/17 Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
3.1 Average monthly number of provincially funded licensed child care spaces in operation ¹	108,110	131,997	135,000	139,241

Data source: Child Care Operating Funding (CCOF) program and \$10 a Day ChildCareBC program databases. CCOF data as of 1 Jun 2023. \$10 a Day data as of 2 Jun 2023.

¹For forward-looking planning information, including current targets for 2023/24 – 2025/26, please see the latest service plan on the [BC Budget website](#).

The average monthly number of funded licensed child care spaces in operation measures the funded, licensed child care spaces available to parents, which is essential for an accessible child care system. The actual number of funded, licensed child care spaces in B.C. in 2022/23 reached 139,241 spaces, surpassing the target of 135,000 spaces.

Financial Report

Financial Summary

	Estimated (\$000)	Other Authoriz- ations ¹ (\$000)	Total Estimate d (\$000)	Actual (\$000)	Variance (\$000)
Operating Expenses					
Public Schools	6,764,001	401	6,764,402	6,741,935	(22,467)
Independent Schools	490,795	15,180	505,975	514,342	8,367
Transfer to Other Partners	56,718		56,718	67,808	11,090
Child Care	815,884		815,884	814,446	(1,438)
Executive and Support Services	51,187		51,187	55,635	4,448
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	1,000	31,001	31,001	0
Statutory Appropriation Teachers Act Special Account	8,863		8,863	7,433	(1,430)
Sub-total	8,217,449	16,581	8,234,030	8,232,600	(1,430)
Adjustment of Prior Year Accrual ²				(12,569)	(12,569)
Total	8,217,449	16,581	8,234,030	8,220,031	(13,999)
Ministry Capital Expenditures					
Executive and Support Services	3		3	1	(2)
Total	3		3	1	(2)
Capital Plan					
Public Schools	930,347		930,347	676,075	(254,272)
Total	930,347		930,347	676,075	(254,272)

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 \$12.569M is a reversal of accruals in the previous year.

Income statement for School Districts¹

Public Schools	2022/23 Budget (\$000s)	2022/23 Actual (\$000s)	Variance (\$000s)
Combined Income Statement			
Total Revenues	7,839,756	7,884,510	44,754
Total Expenses	7,733,368	7,933,329	199,961
Operating Results	106,388	(48,819)	(155,207)
Gain (Loss) on Sale of Capital Assets	1,950	22,229	20,279
Net Results	108,338	(26,590)	(134,928)²

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.

² Annual deficit incurred as the portion of amortization expense exceeds amortization of deferred capital contributions.

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Burke Mountain Middle/Secondary	2026	2	158	160
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 1,000 -student capacity middle/secondary 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 \$160 million and it is scheduled for occupancy in 2026.				
Burnaby North Secondary	2023	94	14	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 and it is scheduled for occupancy 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. 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.				
New Cloverley Elementary School	2026	0	64	64
Under the ministry's Expansion Program, School District No. 44 (North Vancouver) is building a new 585-student-capacity elementary school with a Neighborhood Learning Centre in the growing Cloverley neighbourhood. The total potential budget for the new school is \$64 million, and it is scheduled for occupancy in 2026.				
Coast Salish Elementary	2023	21	22	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 2023.				

Cowichan Secondary	2024	33	53	86
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 in 2024.				
Eric Hamber Secondary	2024	60	46	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 in 2024.				
Grandview Heights Secondary	2021	77	6	83
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing 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, with the new school 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, and it has been occupied since 2021 with only trailing costs remaining.				
Handsworth Secondary	2022	66	3	69
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is completing 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 has been occupied since 2022 with only trailing costs remaining.				
New Westminster Secondary	2021	92	15	107
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is completing 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 2021 with only trailing costs remaining.				

Pexsisen Elementary and Centre Mountain Lellum Middle	2022	87	2	89
Under the ministry's Expansion Program, School District No. 62 (Sooke) is completing 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 new schools is \$89 million, occupied since 2022 with only trailing costs remaining.				
Pineview Valley Elementary	2026	0	65	65
Under the ministry's Expansion Program, School District No. 73 (Kamloops-Thompson) will deliver a new 485 capacity elementary school. Enrolment in this part of the School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$65 million and it is scheduled for occupancy in 2026.				
Quesnel Junior School	2022	45	7	52
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is completing 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 has been occupied since 2022 with only trailing costs remaining.				
Stitó:s Lá:lém totí:lt Elementary Middle	2022	52	2	54
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing 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 has been occupied since 2022 only trailing costs remaining.				
Victoria High School	2024	71	29	100
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is seismically upgrading and expanding the existing, historic high school on its current site located in Greater Victoria. The total potential budget for the seismic upgrade and expansion project is \$100 million, and it is scheduled for occupancy in 2024.				
George Pringle Secondary (formerly Westside Secondary)	2027	6	100	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.				

¹ Only projects that receive provincial funding and have been approved by Treasury Board and/or Crown corporation boards are included in this table. Ministry service plans may highlight projects that still require final approval. Capital costs reflect current government accounting policy.

² Assets have been put into service and only trailing costs remain.

³ The Seismic Mitigation Program consists of all spending to date on Phase 2 of the program and may include spending on projects greater than \$50 million included in the table above.

Appendix A: Public Sector Organizations

As of March 31, 2023, the Minister of Education and Child Care is responsible and accountable for the following organizations:

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.

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.

Appendix B: Progress on Mandate Letter Priorities

The following is a summary of progress made on priorities as stated in Minister Whiteside's 2020 Mandate Letter.

2020 Mandate Letter Priority	Status as of March 31, 2023
<p>Ensure quality public education continues to be delivered during and after the COVID-19 pandemic through implementation of appropriate guidelines to ensure safety.</p>	<ul style="list-style-type: none"> • The ministry worked with the Office of the Provincial Health Officer, BC Centre for Disease Control, Indigenous rightsholders and education partners to provide evidence-based guidelines that enabled schools to minimize the risk of transmission of COVID-19 and other communicable diseases. • Through the consistent implementation of communicable disease prevention measures and high immunization rates, BC schools remained open for in-person learning throughout the COVID-19 pandemic.
<p>Support COVID-19 recovery by fast-tracking improvements to online and remote learning, including investing in more computers and tablets, more training for teachers and support staff, and new ways to improve social e-learning to promote group interactions between students and teachers.</p>	<ul style="list-style-type: none"> • To provide equitable access to quality online learning options for all students in B.C., the ministry developed a new Online Learning model in June 2023, which includes a new Policy, Interim Procedures Guide and Accountability and Quality Assurance framework and process. This model includes the introduction of a provincial Learning Management System (LMS) and training for online learning teachers, administrators and support staff to promote application of best practice and interactions and connections between teachers and students. The ministry also continues to invest in school ventilation projects across school districts, with over \$219M in provincial and federal funds invested since the beginning of the pandemic. This investment has resulted in over 343 ventilation improvement projects with positive impacts to thousands of classrooms at schools across the province.

2020 Mandate Letter Priority	Status as of March 31, 2023
<p>Work with the Minister of Children and Family Development and the Minister of State for Child Care to integrate child care into the broader learning environment by developing a strategy to move delivery of child care into the Ministry of Education by 2023.</p>	<ul style="list-style-type: none"> Government completed the transfer of responsibility for child care from the Ministry of Children and Family Development to the Ministry of Education and Child Care as of April 1, 2022, further supporting the integration of child care within the broader learning environment.
<p>Support the Minister of State for Child Care and the Minister of Children and Family Development to work toward providing universal access to before and after school care, prioritizing care on school grounds so parents know their children are safe at one place for the full work day.</p>	<ul style="list-style-type: none"> In 2019/20, introduced the Seamless Day Kindergarten Pilot for before and after school care offered by a board of education. Expanded this pilot to 4, then 25, then 45 school districts over the next 3 years. In 2022/23, introduced District Early Learning and Child Care Lead positions within 56/60 school districts to promote and expand early learning and child care on school grounds. To continue to create more School-Age Care on School Grounds licensed spaces, a new ChildCareBC New Spaces Fund stream was introduced last year. This stream enables school districts to create school age spaces through ground-up builds, renovations, or equipment only grants (to support converting underused and shared space in existing school building). These child care spaces can address the immediate need in their school community. Since the launch of ChildCareBC in 2018, the provincial government has funded almost 7,000 new before and after school child care spaces for children aged 6 to 12.

2020 Mandate Letter Priority	Status as of March 31, 2023
<p>Continue to invest in new and modernized schools, including focusing on meeting seismic requirements and climate change and energy efficiency standards as set out in our CleanBC plan.</p>	<ul style="list-style-type: none"> • Since December 2020, the ministry has announced approximately \$1.5 billion for new and improved schools, and land purchases for future schools throughout the province. • This includes adding over 10,000 new student spaces and over 9,000 seismically safer seats in B.C. schools. • These new schools include climate resiliency measures and mitigation strategies to reduce greenhouse gas emissions.
<p>With support from the Minister of Indigenous Relations and Reconciliation, lead work to put more Indigenous languages into B.C.'s curriculum.</p>	<ul style="list-style-type: none"> • There are currently 20 Ministry-Recognized Indigenous Language Curriculum Documents, to support the teaching and learning of 20 Indigenous Languages in B.C. • The new Indigenous-focused Graduation Requirement may be fulfilled through successful course completion at the Grade 10-12 level by any of the 20 Ministry-Recognized Indigenous Language Curriculum Documents or by locally approved Board/Authority Authorized Courses of Indigenous languages in B.C.
<p>Build on investments into mental health supports for students and staff to better support children and youth with special needs and their families, so everyone involved in our kids' learning gets the help they need.</p>	<ul style="list-style-type: none"> • The ministry continues to work with school communities and education partners to improve our understanding of how to support the mental health of students with disabilities and diverse abilities in the school system. • The ministry provided funding to BC Council of Administrators of Inclusive Support in Education to enhance the capacity of educators across the province to support the mental health and well-being of students with disabilities and diverse abilities.

2020 Mandate Letter Priority	Status as of March 31, 2023
<p>To help make sure students are properly fed for learning, work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture, Food and Fisheries to integrate Feed BC into this plan so that districts can include locally grown food.</p>	<ul style="list-style-type: none"> • \$214 M of new targeted multi-year operating funding for school districts to create and expand school food programs was included in Budget 2023 • Link to news release: School food programs get historic investment to help feed kids BC Gov News <p><u>Student And Family Assistance Fund (SFAF)</u></p> <ul style="list-style-type: none"> • \$60 M allocated to public schools, \$3.8 M to Independent Schools. • Estimated to support almost 121,000 students with improved food or meals.
<p>Continue to take the pressure off parents to fundraise while giving students safe, accessible playgrounds by expanding our government's Playground Fund to more schools.</p>	<ul style="list-style-type: none"> • In 2022/23, the ministry continued to support school districts with the capital cost of new or replacement universally accessible playground equipment via \$5M in funding for the Playground Equipment Program. • Since 2020, the ministry has approved 155 universally accessible playground projects for a total of \$25M.
<p>Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.</p>	<p><u>Student And Family Assistance Fund (SFAF)</u></p> <ul style="list-style-type: none"> • \$60 M allocated to public schools, \$3.8 M to Independent Schools. • Estimated 185,000 students received help to cover school fees, and over 123,000 students received assistance with supplies and equipment.

2020 Mandate Letter Priority	Status as of March 31, 2023
<p>Support the work of the Minister of Mental Health and Addictions to provide dedicated mental health teams in school districts.</p>	<ul style="list-style-type: none"> • In partnership with the Ministry of Mental Health and Addictions, Ministry of Health and the Ministry of Children and Family Development, Integrated Child and Youth (ICY) teams embedded mental health and substance use programs and services for students throughout the education system to provide wraparound supports to children, youth, students, and families. • The ministry currently has five school districts operational (SD71 Comox Valley - 2 teams, SD42 Maple Ridge-Pitt Meadows - 3 teams, SD38 Richmond - 4 teams, SD53 Okanagan-Similkameen - 1 team, and SD82 Coast Mountains - 2 teams) and seven currently being implemented (SD78 Fraser-Cascade, SD20 Kootenay-Columbia, SD75 Mission, SD68 Nanaimo-Ladysmith, SD83 Okanagan-Shuswap, SD70 Pacific Rim and SD47 Powell River school districts) with a provincial commitment for 20 communities across B.C. by 2024/25.