

Ministry of Education

2021/22 – 2023/24 SERVICE PLAN

April 2021



For more information on the Ministry of Education 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

Minister's Accountability Statement



The *Ministry of Education 2021/22 – 2023/24 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in black ink that reads "J. Whiteside".

Honourable Jennifer Whiteside
Minister of Education
April 6, 2021

Table of Contents

Minister’s Accountability Statement	3
Purpose of the Ministry	5
Strategic Direction	5
Performance Planning	7
Financial Summary	13
School Districts Resource Summary	13
Appendix A: Agencies, Boards, Commissions and Tribunals.....	17

Purpose of the Ministry

The province's K-12 education system is responsible for ensuring that the learning outcomes of over 655,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and participate in our democratic institutions.

By continually focusing on improving results and striving for equity of access and outcomes for all learners, the Ministry of Education (ministry) places student success and well-being at the centre of its mandate. As specified in the *Statement of Education Policy Order*, the ministry's mandate is to develop the "Educated Citizen," which is defined as the Intellectual, Human, Social, and Career Development of students. The ultimate purpose being that children achieve their individual potential and become independent adults who have a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression through compassionate and empathetic worldviews.

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

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

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

Strategic Direction

In 2021/22 British Columbians continue to face significant challenges as a result of the global COVID-19 pandemic. The Government of British Columbia is continually evolving to meet the changing needs of people in this province. Government has identified five foundational

principles that will inform each ministry's work and contribute to COVID recovery: putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change and meeting our greenhouse gas reduction commitments, and a strong, sustainable economy that works for everyone.

This 2021/22 service plan outlines how the Ministry of Education will support the government's priorities including the foundational principles listed above and selected action items identified in the [November 2020 Minister's Mandate Letter](#).

Performance Planning

The ministry's 2021/22-2023/24 Service Plan has been designed to strategically align with the *Educated Citizen mandate*, the *Policy for Student Success* and the *Framework for Enhancing Student Learning*, to ensure ministry priorities stated in this policy and orders are captured in the Goals, Objectives, and related Performance Measures outlined below. Through the Policy for Student Success, the ministry aims to align its legislated mandate and vision for the education system with the work of all boards of education, independent school authorities and First Nations schools, to ensure everyone in the education sector is working towards the same goal: student success.

Goal 1: All Students Become Educated Citizens

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

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

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

Key Strategies

- In partnership with the Ministry of Children and Family Development:
 - develop materials which, if approved, will provide universal access to before and after school care, prioritize care on school grounds, and create quality early learning and childcare experiences that are affordable and accessible for families; and,
 - 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.
- In partnership with First Nation rightsholders, Métis and Inuit partners, and sector partners, work to decolonize the education system and close the equity gap for First Nations, Métis and Inuit learners through fully implementing the *Declaration on the Rights of Indigenous Peoples Act*, with specific attention to building system capacity and enabling government to government relationships. In addition, work with First Nation rightsholders and partners to implement the BC Tripartite Education Agreement.
- Co-develop a First Nations Language policy and implementation plan with the First Nations Education Steering Committee in alignment with the BC Tripartite Education Agreement commitments and the *Declaration on the Rights of Indigenous Peoples Act*.

- Promote equity and address systemic racism in the education system through the development and implementation of an anti-racism action plan with IBPOC (Indigenous, Black and People of Colour) partners.
- Modernize and improve online learning in BC by addressing issues of quality, equity, accountability and access for students and teachers, and promoting group interactions.

Performance Measure(s)	2018/19 Baseline	2020/21 Forecast	2021/22 Target	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	72.4% ²	74% ²	≥75% ²	≥75% ²	≥76% ²

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

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

Linking Performance Measure to Objective

The ministry is committed to addressing “racism of low expectations” and striving to eliminate the inequalities of outcomes for Indigenous students, students with disabilities/diverse abilities and children and youth in and from government care, to ensure each student has equitable access to educational opportunities and outcomes.

This Performance Measure tracks the completion rates of these student sub-populations in comparison to students not belonging to these groups and sets future targets to reduce the achievement gap.

Objective 1.2: Establish and Maintain High and Measurable Standards

The ministry is committed to supporting students to achieve their very best, and therefore, the ministry has high expectations for every learner. BC’s education system provides several checkpoints at the provincial, district, and school levels, to ensure every student is on a path to success, to identify supports and resources when needed, and to monitor overall system performance.

Key Strategies

- Provide teachers and students with access to updated learning and teaching resources to support ongoing instruction and assessment across the redesigned K-12 curriculum.
- Measure the impact of COVID-19 on learning.
- In collaboration with teachers, continue to develop tools and supports to enhance the implementation of BC’s K-12 curriculum.
- Continue to provide access to ShareEdBC, an online platform for BC and Yukon educators that has curated resources aligned with BC’s curriculum, for use in their learning environments and to support professional connections and collaboration.

- Continue to deliver reliable provincial assessments aligned with the BC curriculum to monitor student outcomes across the province and evaluate the impact of existing strategies.

Performance Measure(s)	2011/12 Baseline	2020/21 Forecast	2021/22 Target	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%	All students: 85%	All students: ≥85%	All students: ≥85%	All students: ≥86%
	Indigenous students ³ : 49%	Indigenous students ^{3,4} : 62%	Indigenous students ^{3,4} : ≥63%	Indigenous students ^{3,4} : ≥64%	Indigenous students ^{3,4} : ≥65%

¹ **Data Source:** Ministry of Education, <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.

Linking Performance Measure to Objective

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

Discussion

Since the ministry’s 2020/21-2022/23 Service Plan, this Performance Measure has been updated to focus on the five-year completion rate as an indicator of the Ministry’s commitment to ensuring that every student exits the K-12 education system with the best opportunity to thrive and contribute to society.

Objective 1.3: Enhance Student Preparedness for Their Future

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

Key Strategies

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

- Support student transitions to post-secondary education through policies and programs, from the provincial scholarships program to dual credit courses (that is courses that allow students to earn credits both towards graduation and courses at specific post-secondary institutions).

Performance Measure(s)	2011/12 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.3 Percentage of students transitioning to a BC post-secondary institution within 3 years. ^{1,2}	66%	67%	≥67%	≥67%	≥67%

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

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

Linking Performance Measure to Objective

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

Discussion

Since the ministry’s 2020/21-2022/23 Service Plan, the Performance Measure for this Objective has been updated as the five-year completion rate is now included in Objective 1.2.

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

This updated Objective reflects the ministry’s commitment toward continuous improvement to support student success. The ministry works closely with school districts, First Nation rightsholders, Métis and Inuit partners, and sector partners to implement system-wide strategies and build collective capacity to improve student outcomes and promote educational excellence for all learners. Effective teachers, education leaders, and support staff have always been instrumental to student success and well-being. Through their ability to learn and adapt their practices based on the latest data, evidence, and research, they maximize their impact on student growth and achievement.

Key Strategies

- Conduct qualitative and quantitative research and policy development on key factors and considerations to support student success, with an emphasis on using evidence to guide decision-making.
- Engage school districts to review local policy, governance structures and student experiences to address systemic barriers to educational achievement for First Nations, Métis and Inuit learners through the Equity in Action strategy.
- Refresh the approach to continuous improvement/accountability across the education system by implementing the Framework for Enhancing Student Learning to ensure all students are successful and resources are being used effectively.

Performance Measure(s)	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
2.1a Number of school districts who improve their student completion rate. ¹	31	32	33	34

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

Linking Performance Measure to Objective

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 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.

Discussion

This new Performance Measure captures improvements at the school district level as the ministry, school districts, First Nation rightsholders, Métis and Inuit partners, and sector partners work actively together to increase student completion rate over time.

Objective 2.2: Support Student and Staff Well-Being

Since the ministry's 2020/21-2022/23 Service Plan, this objective has been slightly updated to bring more focus on students and staff, and their well-being. For students to be able to develop and learn, they must feel physically and emotionally safe. The ministry believes in a whole school 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 care about their well-being; research shows that a caring adult can make a significant difference in a student's life and increase student outcomes. To create this safe and effective space for students to learn, the health and well-being of professional staff is also essential.

Key Strategies

- Work in partnership with public health officials, education stakeholders and Indigenous rightsholders to ensure quality education is delivered safely during and after the COVID-19 pandemic through implementation and continuous improvement of the [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#).
- Implement the Mental Health in Schools Strategy to provide a vision and pathway for mental health in the BC K-12 education system.
- Work with the Ministry of Agriculture, Food and Fisheries to develop a plan which, if approved, will support local school meal programs in school districts, based on district data and priorities and integrating locally grown food through Feed BC.
- Engage stakeholders to determine gaps in the provision of classroom supplies and how a supplies program may support the most vulnerable students.
- Expand access to the Playground Equipment Program to more schools and communities across the province.

Performance Measure(s)	2018/19 Baseline	2020/21 Forecast	2021/22 Target	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	66%	68%	≥69%	≥70%	≥70%
2.2b Percentage of students in Grade 4, 7 and 10 who feel there are two adults or more at their school who care about them. ¹	69%	72%	≥74%	≥76%	≥76%

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

Linking Performance Measure to Objective

Students who feel safe, have a strong sense of belonging, and feel that adults in their school care for them, are more engaged and more likely to move through their education program on pace. They are also more inspired to explore their 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 Summary

Core Business Area	2020/21 Restated Estimates ¹	2021/22 Estimates	2022/23 Plan	2023/24 Plan
Operating Expenses (\$000)				
Public Schools	6,120,430	6,514,291	6,544,752	6,544,752
Independent Schools	448,797	473,312	474,695	474,695
Transfers to Other Partners	37,681	56,718	56,718	56,718
Executive and Support Services	48,541	48,972	48,980	48,990
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
Teachers Act Special Account	8,975	8,540	6,791	6,791
Total	6,694,425	7,131,834	7,161,937	7,161,947
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	601	2	2	2
Capital Plan (\$000)				
Public Schools	880,192	1,033,349	983,538	1,056,439

¹ For comparative purposes, amounts shown for 2020/21 have been restated to be consistent with the presentation of the 2021/22 *Estimates*.

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

School Districts Resource Summary

School Districts	2020/21 Forecast	2021/22 Budget	2022/23 Plan	2023/24 Plan
Combined Income Statement (\$000)				
Total Revenue	7,595,208	7,569,074	7,602,313	7,630,975
Total Expense	7,535,138	7,482,065	7,521,756	7,526,042
Operating Results	60,070	87,009	80,557	104,933
Gain (Loss) on sale of capital assets (if applicable)		41,982		
Net Results	60,070	128,991	80,557	104,933

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

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Occupancy	Targeted Year of Completion	Project Cost to Dec 31, 2020 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Centennial Secondary	2017	2022	58	3	61
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. Work continues on the demolition of the old school, construction of a Neighborhood Learning Centre, and installation of playfields and landscaping. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, will be considered fully complete in 2022.					
Argyle Secondary	2021	2022	61	1	62
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,200-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$62 million, has been occupied since January 2021, and is scheduled to be completed in 2022.					
Grandview Heights Secondary	2021	2022	57	26	83
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. The total potential budget for the new school is \$83 million, is scheduled to be occupied in 2021, and completed in 2022.					
Handsworth Secondary	2022	2023	28	41	69
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$69 million, is scheduled to be occupied in 2022, and completed in 2023.					
New Westminster Secondary	2021	2023	88	19	107
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. Work continues on the demolition of the old school and creation of a passive park. It is estimated that the replacement school will cost \$107 million, has been occupied since January 2021, and is to be completed in 2023.					

Ministry of Education

Major Capital Projects (over \$50 million)	Targeted Year of Occupancy	Targeted Year of Completion	Project Cost to Dec 31, 2020 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Burnaby North Secondary	2022	2022	17	91	108
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student-capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million, is scheduled to be occupied and completed in 2022.					
Eric Hamber Secondary	2023	2023	12	94	106
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student-capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$106 million, is scheduled to be occupied and completed in 2023.					
Stitos Elementary Middle	2022	2022	17	37	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, is scheduled to be occupied and completed in 2022.					
Sheffield Elementary	2022	2023	5	47	52
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430-student-capacity elementary school with a Neighborhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$52 million, is scheduled to be occupied in 2022, and is to be completed in 2023.					
Pexsisen Elementary and Centre Mountain Lellum Middle	2022	2022	19	70	89
Under the ministry's Expansion Program, School District No. 62 (Sooke) is building a new 500-student-capacity elementary school and a 700-student-capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million, is scheduled to be occupied and completed in 2022.					
Victoria High School	2022	2022	11	69	80
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a replacement 1000-student-capacity high school on its current site located in Greater Victoria. The total potential budget for the replacement school is \$80 million, is scheduled to be occupied and completed in 2022.					

Ministry of Education

Major Capital Projects (over \$50 million)	Targeted Year of Occupancy	Targeted Year of Completion	Project Cost to Dec 31, 2020 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Quesnel Junior School	2022	2023	6	46	52
<p>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, is scheduled to be occupied and completed in 2022.</p>					
Cowichan Secondary	2024	2024	3	79	82
<p>Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student-capacity secondary school on its current site, located in Cowichan Valley. The total potential budget for the replacement school is \$82 million, is scheduled to be occupied and completed in 2024.</p>					

Appendix A: Agencies, Boards, Commissions and Tribunals

As of April 6, 2021, the Minister of Education is responsible and accountable for the following:

BC Teachers' Council

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

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

Disciplinary and Professional Conduct Board

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

Independent School Teaching Certificate Standards Committee

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