

# Ministry of Education

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## 2019/20 Annual Service Plan Report

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Published by the Ministry of Education

## Minister's Accountability Statement



The Ministry of Education *2019/20 Annual Service Plan Report* compares the Ministry's actual results to the expected results identified in the *2019/20 – 2021/22 Service Plan* created in February 2019. I am accountable for those results as reported.

A handwritten signature in blue ink that reads "Rob Fleming".

Honourable Rob Fleming  
Minister of Education  
June 23<sup>rd</sup>, 2020

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## Letter from the Minister

I am pleased to present the Ministry of Education 2019/20 Annual Service Plan Report.

B.C. has an internationally renowned education system; one where our highly skilled teachers, school staff and school/district leaders work together to enable every student to maximize their potential and contribute to a strong, sustainable and prosperous economy. But we must continue to seek further innovations and adapt in order to better prepare today's youth for their future.

Our Ministry has celebrated many achievements this past year. We have supported the ratification of the agreement between the B.C. Teachers' Federation and the B.C. Public School Employers' Association under B.C. government's Sustainable Services Negotiating Mandate, ensuring that student success continues to be supported. In 2019/20, we also created more than 100 new seats in B.C. teacher education programs to help fill the demand for specialty teaching positions.

Thanks to consistent efforts and cooperation across the sector, the provincial completion rate for Indigenous students continues on an upward trend. Importantly, we continue to work towards meaningful reconciliation through the *BC Tripartite Education Agreement: Supporting First Nation Student Success (2018-2023)* which sets the foundation for positive systemic changes to First Nations educational outcomes. As well – and for the first time provincially – we brought school district leaders together with First Nations leaders dedicated to improving First Nations students' outcomes to share knowledge and best practices.

We continue to work on ensuring that our education system includes and supports the diversity of our students. We are committed to providing equal opportunity to each student through the implementation of the recommendations of the Truth and Reconciliation Commission and the Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples, as well as the Expect Respect and a Safe Education (ERASE) program, mental health and wellness, and Sexual Orientation and Gender Identity (SOGI) initiatives. Yet as recent events have made clear, we must continue to work with our partners to diversify BC's curriculum and focus specifically on anti-racism efforts for our students.

While we are proud of all our achievements, our greatest success in 2019/20 is likely the collaborative response to COVID-19 and its immense impact on the education system. From the start of the public health crisis we have been working especially closely with school districts, educators, parents, Indigenous communities, union, independent school authorities and partners to ensure we put students' needs first. We can and should feel proud of our response so far – but it is imperative that we continue our extraordinary efforts to ensure that our success in the fight against COVID-19 carries on in full force.

Finally, guided by the *Policy for Student Success*, we are continuing to focus on evidence-driven and innovative practices to provide the best educational opportunities possible for all B.C. students and prepare them for an exciting future. While there is ongoing work to continually improve our system, there is much to take pride in the quality and outcomes of B.C.'s education system.

A handwritten signature in blue ink, appearing to read "Rob Fleming".

Honourable Rob Fleming  
Minister of Education  
June 23<sup>rd</sup>, 2020

## **Purpose of the Annual Service Plan Report**

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

## **Purpose of the Ministry**

The province's K-12 education system is responsible for ensuring that the learning outcomes of over 665,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy.

The Ministry of Education (ministry) places student success at the centre of its mandate, by continually focusing on improving results and ensuring equity of access and outcomes for all learners. 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 our children achieve their individual potential and become independent adults who enjoy happy, successful, and prosperous lives.

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

## **Strategic Direction**

The strategic direction set by Government in 2017 and expanded upon in Minister Rob Fleming's *Mandate Letter* shaped the 2019/20 Ministry of Education's *Service Plan* and the results reported in this Annual Report.

## **Operating Environment**

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

The province's K-12 education system has remained stable over the past year enabling the ministry to advance key priorities as noted in the Minister's mandate letter and supported by the *Policy for Student Success*. However, this year the COVID-19 pandemic changed the education landscape for the province's youth, their parents and guardians, and school communities. The ministry has been working with all 60 school boards, independent school authorities and partners

to maintain a healthy and safe environment for all students, families and employees, provide the services needed to support children of our essential workers, support vulnerable students who may need special assistance and provide continuity of educational opportunities for all students.

Long-term stability of the system has been strengthened, during this challenging and unprecedented period, by ratifying all 69 of the K-12 support staff agreements and reaching a tentative agreement under the B.C. government's Sustainable Services Negotiating Mandate between the members of the BC Teachers' Federation (BCTF) and the BC Public School Employers' Association (BCPSEA).

The ministry continued to focus, with the First Nations Education Steering Committee (FNESC) and Canada, on the implementation of the BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA) (2018-2023) to realign efforts to improve outcomes for all First Nations students, regardless of where they live or choose to attend school. Some of the notable changes pertaining to BCTEA included new funding commitments from the federal government, including Language and Culture funding, a commitment to ensure transportation plans are in place, support for local education agreements between boards of education and First Nations, joint efforts to monitor student achievement data to inform policy and practice, the establishment of First Nations Education Outcome Improvement Teams, new professional development and information sharing opportunities.

The ministry completed the Funding Model Review as outlined in the Mandate letter. Working groups with members representing partners and stakeholders across the K-12 sector met to review the implications of each of the 22 recommendations. Final Working Group reports were completed in October 2019, and partners noted that some of the recommendations would be relatively straightforward to implement, while others – like how Government funds inclusive education or online learning – would require extensive work to ensure there would be no negative, unintended consequences for students. For this reason, the Minister outlined a two-phase implementation plan in February 2020.

Escalation in construction costs has created challenges for construction projects in all sectors, including schools. The ministry and school districts have implemented several strategies to manage costs and government continued to approve school capital projects to accelerate seismic mitigation and to reduce the reliance on portables.

# Report on Performance: Goals, Objectives, Measures and Targets

## Goal 1: Improve Student Achievement and Success

### Objective 1:1 Improve Student Outcomes

#### Key Highlights

- Facilitated and supported evidence-based strategic planning in the education sector through the Framework for Enhancing Student Learning.
- Implemented new curriculum at all levels of the K-12 system.
- Released the updated Early Learning Framework for children aged 0-8 along with additional early learning resources for educators and parents.
- Implemented the new B.C. Graduation Program, including new provincial assessments.
- Provided teachers and students with access to updated learning resources and teaching material designed to support the new curriculum, in part by leveraging our partnerships with other educational organizations.

Performance Measures	2011/12 Baseline	2018/19 Actuals	2019/20 Target	2019/20 Actuals	2020/21 Target	2021/22 Target
[1.1a] The percentage of all students who complete school within six years of first starting Grade 8 <sup>1</sup>	82%	85%	86%	Data Available Dec 2020 <sup>2</sup>	≥87%	≥88%
[1.1b] The percentage of public-school students in Grade 4 on-track or extending literacy expectations as specified in the Foundation Skills Assessment	76%	76%	78%	74%	79%	80%

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

<sup>2</sup>Reporting for this performance measure aligns with the school year. As a result, this measure will always be one year behind, and the most recent completed school year is 2018/19.

#### Discussion of Results

The central measure of student achievement and success for most students in the K-12 system is graduation. Performance Measure 1.1a provides the percentage of all students who graduated within six years of first starting in Grade 8. While most students will complete high-school within the expected five-year period, a number of students will take longer to complete (e.g., students who take a year off to play sports or study abroad; or those who require an additional year to successfully finish one or two courses). The 2019/20 Actuals for Performance Measure 1.1a are not available yet because the 2019/20 school year was not complete at the time the Annual Service Plan Report was produced. This data will be available in December 2020.

Performance Measure 1.1b is an appropriate indicator of progress toward improving student success, as students who are on-track or extending expectations as specified in the Foundation Skills Assessment (FSA) are more likely to graduate on-time. The 2019/20 Actuals percentage of students in Grade 4 on-track or extending literacy expectations is slightly lower than the Target. Historically, Foundation Skills Assessment results have fluctuated, from year to year, depending on a number of factors such as student participation levels and demographics. These results will be closely monitored next year to determine if it becomes a trend. It is important to note that the FSA was restructured in 2017 which makes it difficult to compare the 2011/12 Baseline to the 2019/20 Target.

## Objective 1.2: Improve Student Satisfaction with Their Learning

### Key Highlights

- Implemented new curriculum at all levels of the K-12 system.
- Implemented a new Graduation Program, including new provincial assessments.
- Enhanced career-related opportunities in the Graduation Program to help students make sense of the incredible range of training opportunities and various career paths available to them.
- Continued to support dual credit programs to allow students to enroll in post-secondary courses, while concurrently earning credit towards high school graduation requirements.
- Improved access to tools and resources for districts, teachers and families with provincial licensing of videoconferencing tool (Zoom) and resource sharing application (ShareED BC).
- Onboarded 15 B.C. post-secondary institutions to the Student Transcript Service (STS) to support student transitions to post-secondary education.

Performance Measures	2018/19 Actuals	2019/20 Target	2019/20 Actuals	2020/21 Target	2021/22 Target
[1.2a] Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a post-secondary education. <sup>3</sup>	68%	70%	Data Available Aug 2020 <sup>4</sup>	≥71%	≥72%
[1.2b] Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a job in the future. <sup>3</sup>	54%	56%	Data Available Aug 2020 <sup>4</sup>	58%	≥60%

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

<sup>4</sup>Reporting for this performance measure aligns with the school year. As a result, this measure will always be one year behind, and the most recent completed school year is 2018/19.

## Discussion of Results

As part of its mandate, B.C.'s school system aim at developing the "Educated Citizen." One of the pillars of the "Educated Citizen" is career development. Both of these Performance Measures ask students to state their opinion on their preparation for schooling or employment in the future. The results to these two survey questions provides the ministry with an important indication of how students feel about their future after high school, whether that is post-secondary or entry into the workforce. In 2019/20, this survey was administered from January to April 2020, and the 2019/20 Actuals will be available in August 2020.

In 2018/19, Actuals for Performance Measure 1.2a (preparation for post-secondary education) were 1% lower than the 2018/19 Forecast from the Service Plan. The 2018/19 Actuals for Performance Measure 1.2b (job preparation) were also 1% lower than the 2018/19 Forecast in the Service Plan. The ministry monitors this information closely and is working on initiatives to prepare all students for lifelong learning and be prepared for graduation, with practical expectations informed by employers and post-secondary institutions.

## Goal 2: Improve Outcomes for Indigenous Students

### Objective 2.1: Close the Performance Gap Between Indigenous and Non-Indigenous Students

#### Key Highlights

- Enhanced the How Are We Doing report, a comprehensive public report on Indigenous student outcomes.
- Continued to work with FNEESC and Canada to implement the BC Tripartite Education Agreement (BCTEA), with specific attention to transportation and the use of Local Education Agreements between School Districts and First Nations, the United Nations Declaration on the Right of Indigenous Peoples, and the Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples.
- Continued to implement the Auditor General's recommendations on Aboriginal Education.
- Continued to implement redesigned K-12 curriculum with Indigenous learning woven throughout and develop Indigenous related resources and supports for school districts.
- Under BCTEA, and fully aligned with the Framework for Enhancing Student Learning, implemented school district capacity building teams to improve student outcomes. First Nations Educational Outcome Improvement Teams engaged with their first three school districts as well as local First Nations to begin to identify and address systemic barriers to First Nations student achievement.
- Under BCTEA, convened, with FNEESC, the first annual meeting of school district leaders and First Nations education leaders to educate and share information about the UN Declaration and other information to support BCTEA objectives and improve First Nations students' outcomes.

Performance Measure(s)	2011/12 Baseline	2018/19 Actuals	2019/20 Target	2019/20 Actuals	2020/21 Target	2021/22 Target
[2.1a] The percentage of Indigenous students who complete school within six years of first starting Grade 8 <sup>5</sup>	56%	69%	70%	Data Available Dec 2020 <sup>6</sup>	71%	72%
[2.1b] The percentage of status First Nations students who complete school within six years of first starting Grade 8 <sup>5</sup>	42%	58%	63%	Data Available Dec 2020 <sup>6</sup>	64%	65%

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

<sup>6</sup>Reporting for this performance measure aligns with the school year. As a result, this measure will always be one year behind, and the most recent completed school year is 2018/19.

## Discussion of Results

The six-year graduation completion rate calculates the number of students who complete secondary school within six years from the first time they enrol in Grade 8. This Performance Measure is a key indicator of progress as part of the ministry's commitment to meaningful reconciliation and the provision of equity of opportunity for Indigenous students. The 2019/20 Actuals for both these Performance Measures are not available yet because the 2019/20 school year was not complete at the time the Annual Service Plan Report was produced. This data will be available in December 2020.

The 2018/19 Actuals remained stable and are the highest ever recorded for Indigenous students. Historically, results for First Nations students living on reserve has fluctuated. On a provincial scale, the cohort size for First Nations students living on reserve is smaller, when compared to Indigenous students. This can lead to increased fluctuations in results. In the past four years, these same Actuals have increased and decreased twice. The ministry will continue to monitor these results and endeavour to increase them through the implementation of BCTEA.

## Objective 2.2: Improve Indigenous Students' Sense of Belonging in Schools

### Key Highlights

- Continued to promote self-assessment and dialogue in school districts about systemic racism through the Equity in Action Project.
- Continued to work with FNESC to develop an Indigenous language learning policy and to increase Indigenous language education opportunities around the province.
- Through the First Nations Educational Outcome Improvement team, worked with school districts to identify and address systemic barriers in order to improve First Nations student success.
- Created opportunities to support school districts with promising practices aimed at improving student success.

Performance Measures	2018/19 Actuals	2019/20 Target	2019/20 Actuals	2020/21 Target	2021/22 Target
[2.2] Indigenous Learners Sense of Belonging in Schools <sup>7</sup>	53	55	Data Available Aug 2020 <sup>8</sup>	56	57

<sup>7</sup>Data Source: Ministry of Education, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

<sup>8</sup>Reporting for this performance measure aligns with the school year. As a result, this measure will always be one year behind, and the most recent completed school year is 2018/19.

## Discussion of Results

The ministry, with the overarching guidance of Indigenous Peoples, organizations and government representatives, is committed to building an education system that serves Indigenous students well. As part of these efforts, the ministry continues to focus on fostering a safe, inclusive education system that reflects Indigenous people in B.C. and provides all students and staff with an increased awareness of the diversity of Indigenous cultures, histories and languages in the province. In 2019/20, the Student Learning Survey was administered from January to April 2020, and the 2019/20 Actuals will be available in August 2020.

## Goal 3: Improve the K-12 System

### Objective 3.1: Accelerate the School Seismic Mitigation Program

#### Key Highlights

- Made schools safer by accelerating capital project approvals in the Seismic Mitigation Program (SMP).
- The Seismic Mitigation Program’s ongoing investment continued to create more seismically-safe seats for BC students.

Performance Measures	2016/17 Baseline	2018/19 Actuals	2019/20 Target	2019/20 Actuals	2020/21 Target	2021/22 Target
[3.1] Number of SMP Projects Approved <sup>9</sup>	9	13	18	18	18	18

<sup>9</sup>Data Source: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/seismic-mitigation>

## Discussion of Results

Seismic Mitigation Program project approvals enable school districts to accelerate design and construction of seismic projects. This is in keeping with the ministry’s stated goal of constructing safe, modern learning environments where leading edge pedagogies can be delivered. The number of seismic project approvals has increased in recent years which is accelerating the creation of seismically safe seats, and the Target for 2019/20 was met.

## Objective 3.2: Supporting Student Wellness and Safety

### Key Highlights

- Worked in partnership with the Ministry of Public Safety and Solicitor General to provide gang and gun awareness training to 7,100 students, 1,623 educators/community partners, and 425 parents in 16 priority communities over two years. This program also includes a partnership with FNEC on developing an Indigenous-led strategy to prevent gang and gun violence among First Nations youth.
- Worked in partnership with the Ministry of Children and Family Development to develop a Guide for Information Sharing between social workers and school personnel regarding children and youth in care (CYIC) under the *Child, Family and Community Service Act (CFCSA)*. This includes information sharing between caregivers (foster parents) and schools.
- Improved the social/emotional health of educators and young children in Kindergarten, StrongStart BC sites, and community-based child cares in 48 districts through Changing Results for Young Children.
- Expanded the Expect Respect and Safe Education (ERASE) strategy to support all students to feel safe, accepted and welcomed at school as well as develop training resources for school districts and protocols with key community partners.
- Supported school districts to build capacity in promoting positive mental health in schools, including developed online training resources to increase awareness of the impact of adverse childhood experience and trauma on learning.

Performance Measures	2016/17 Baseline	2018/19 Actuals	2019/20 Target	2019/20 Actuals	2020/21 Target	2021/22 Target
[3.2a] Percentage of students learning how to care for their mental health in school <sup>10</sup>	49%	50%	53%	Data Available Aug 2020 <sup>11</sup>	55%	>55%
[3.2b] The percentage of students in Grade 7 that feel they have a sense of belonging in their school. <sup>10</sup>	56%	59%	59%	Data Available Aug 2020 <sup>11</sup>	60%	61%

<sup>10</sup>Data Source: Ministry of Education, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

<sup>11</sup>Reporting for this performance measure aligns with the school year. As a result, this measure will always be one year behind, and the most recent completed school year is 2018/19.

### Discussion of Results

Student wellness and safety are central pillars of the province’s K-12 education system. The ministry is committed to maintaining and enhancing student learning experience in every way possible, and fostering inclusive learning environments where each student can develop their sense of belonging. In 2019/20, the Student Learning Survey was administered from January to April 2020, and the 2019/20 Actuals will be available in August 2020.

Results for Performance Measure 3.2a (percentage of students learning how to care for their mental health in school) increased over the Baseline, but fell short of the 2018/19 Forecast by 1%. This type fluctuation in results has occurred in the past. It is the ministry's intention to increase results for both of these important, related issues in the coming years.

## Financial Report

### Discussion of Results

Government has remained committed to ensuring funding increases in line with the cost of delivering education in all regions of the province.

With the completion of the Funding Model Review, the Minister announced a two-phase action plan in February 2020. Phase 1 of the plan will begin with implementation of 12 of the 22 recommendations (specifically, 2, 3, 12, 13, 14, 15, 16, 17, 19, 20, 21 and 22). The majority of these recommendations fall under the financial management and accountability themes of the Panel's Report.

During phase two, the Ministry will continue working with partners on the remaining recommendations to:

- Modernize inclusive education policies and the way services are delivered and funded, so all students have a level playing field.
- Modernize the delivery of online learning programs over the next three school years to better support the new curriculum and ensure every student has consistent access to a quality education, no matter where they live.
- Support students' transition to post-secondary and the world of work with expanded career-focused programs in their graduation years.
- Improve the equity of educational opportunity through the allocation of available funding to Boards of Education.

The Ministry is committed to collaborating with education partners to monitor progress, ensuring the strategies that are proven to work best to improve student outcomes are identified and implemented.

The balance of Operating Fund surpluses and deficits for all school districts totaled more than \$307M at the start of the 2019/20 school year. Boards have internally restricted \$234M of the Operating Fund surpluses to be used in years 2019/20 and beyond. As at July 1, 2019, there was one school district in an accumulated deficit position – SD67 (Okanagan Skaha) \$240,980 deficit.

School districts have historically managed their finances in a prudent manner. Accumulating surpluses in some years permits flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to unexpected enrolment declines.

Since 2008/09, the cumulative Operating Fund surplus increased by \$198.8M

- 45 districts had an increased cumulative surplus – \$219.0M
- 15 districts decreased cumulative surplus – \$20.2M

Ministry pressures were managed through access to the Government's Contingencies (All Ministries) and New Programs Vote.

## Financial Summary

	Estimated	Other Authorizations <sup>1</sup>	Total Estimated	Actual	Variance
<b>Operating Expenses (\$000)</b>					
Public Schools	5,970,100	63,700	6,033,800	6,031,688	(2,112)
Independent Schools	436,469	1,963	438,432	438,432	-
Transfer to Other Partners	76,477	5,651	82,128	81,905	(222)
Executive and Support Services	46,899		46,899	49,233	2,334
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	8,030	38,031	38,031	-
Statutory Appropriation <i>Teachers Act</i> Special Account	8,952		8,952	8,084	(868)
Statutory Appropriation Funding for British Columbia Training and Education Savings Program Special Account		47,660	47,660	47,660	-
Transfer from General Account to British Columbia Training and Education Savings Program Special Account		(47,660)	(47,660)	(47,660)	-
<b>Sub-Total</b>	<b>6,568,898</b>	<b>79,343</b>	<b>6,648,241</b>	<b>6,647,373</b>	<b>(868)</b>
Adjustment of Prior Year Accrual <sup>2</sup>				(10,315)	(10,315)
<b>Total</b>	<b>6,568,898</b>	<b>79,343</b>	<b>6,648,241</b>	<b>6,637,058</b>	<b>(11,183)</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>					
Executive and Support Services	179		179	-	(179)
<b>Total</b>	<b>179</b>		<b>179</b>	<b>-</b>	<b>(179)</b>
<b>Capital Plan<sup>2</sup> (\$000)</b>					
<b>Public Schools</b>	<b>788,189</b>		<b>788,189</b>	<b>691,025</b>	<b>(97,164)</b>
<b>Total</b>	<b>788,189</b>		<b>788,189</b>	<b>691,025</b>	<b>(97,164)</b>

<sup>1</sup> "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.

<sup>2</sup> The Adjustment of Prior Year Accrual of \$10.315 million is a reversal of accruals in the previous year.

## Income Statement for School Districts

Public Schools	2019/20 Budget	2019/20 Actual	Variance
<b>Combined Income Statement (\$000)</b>			
Total Revenue	7,031,271	7,099,975	68,704
Total Expense	6,912,047	6,995,012	82,965
Operating Results	119,224	104,963	(14,261)
Gain (Loss) on Sale of Capital Assets	19,300	(12,279)	(31,579)
<b>Net Results</b>	<b>138,524</b>	<b>92,684</b>	<b>(45,840)</b>

## Capital Expenditures

Major Capital Projects (over \$50 million)	Year of Completion	Project Cost to March 31, 2020 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
<b>Salish Secondary</b>	<b>2019</b>	<b>55</b>	<b>0</b>	<b>55</b>
<p>Under the ministry's Expansion Program, School District No. 36 (Surrey) has built a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school alleviates pressures at other district secondary schools, particularly Lord Tweedsmuir, which is operating over its current capacity. Construction is complete and only trailing costs remain. The new school cost \$55 million and was completed in 2019. The school has been occupied since September 2018.</p>				
<b>Kitsilano Secondary</b>	<b>2020</b>	<b>65</b>	<b>0</b>	<b>65</b>
<p>Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) added a new wing and seismically upgraded and completely restored the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Construction is complete and only trailing costs remain. It is estimated that the improvements will cost \$65 million and be complete in 2020. The school has been fully occupied since September 2017.</p>				
<b>Centennial Secondary</b>	<b>2020</b>	<b>53</b>	<b>8</b>	<b>61</b>
<p>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. The replacement of Centennial Secondary completed in 2016. Work is continuing the demolition of the old school, construction of a Neighborhood Learning Centre (NLC), and installation of playfields and landscaping. It is estimated that the replacement school will cost \$61 million and be complete in 2020. The school has been occupied since September 2017.</p>				

<b>Major Capital Projects (over \$50 million)</b>	<b>Year of Completion</b>	<b>Project Cost to March 31, 2020 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Anticipated Total Cost (\$m)</b>
<b>R. E. Mountain Secondary (Willoughby Slope)</b>	<b>2020</b>	<b>58</b>	<b>1</b>	<b>59</b>
Under the ministry's Expansion Program, School District No. 35 (Langley) built a new 1,500-student-capacity secondary school in the Willoughby neighbourhood in Langley. Enrolment in this part of the Langley School District has grown substantially in recent years, and the new school alleviates pressures at other district secondary schools, particularly R. E. Mountain Secondary, which is operating over its current capacity. The total potential budget for the new school is \$59 million, it opened to students in September 2019.				
<b>Argyle Secondary</b>	<b>2020</b>	<b>46</b>	<b>16</b>	<b>62</b>
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 and it is scheduled to be complete in 2020.				
<b>Grandview Heights Secondary</b>	<b>2021</b>	<b>33</b>	<b>50</b>	<b>83</b>
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 and it is scheduled to be complete in 2021.				
<b>Handsworth Secondary</b>	<b>2021</b>	<b>6</b>	<b>63</b>	<b>69</b>
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 \$70 million and it is scheduled to be complete in 2021.				
<b>New Westminster Secondary</b>	<b>2021</b>	<b>63</b>	<b>44</b>	<b>107</b>
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. It is estimated that the replacement school will cost \$107 million. It was scheduled to be occupied in Fall 2020 and fully complete in 2021, however COVID-19 has delayed occupancy of the school and the revised occupancy date will be assessed as the situation evolves.				

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<b>Burnaby North Secondary</b>	<b>2022</b>	<b>4</b>	<b>104</b>	<b>108</b>
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 to be complete in 2022.				
<b>South Side Area Elementary Middle</b>	<b>2022</b>	<b>9</b>	<b>45</b>	<b>54</b>
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is building a new 930-student-capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$54 million and it is scheduled to be complete in 2022.				
<b>Eric Hamber Secondary</b>	<b>2023</b>	<b>2</b>	<b>107</b>	<b>109</b>
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 \$109 million and it is scheduled to be complete in 2023.				

## **Appendix A: Agencies, Boards, Commissions and Tribunals**

As of June 23<sup>rd</sup>, 2020, the Minister of Education is responsible and accountable for the following:

### **BC Teachers' Council**

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

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

### **Disciplinary and Professional Conduct Board**

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

### **Independent School Teaching Certificate Standards Committee**

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