

NUMBER/TAB LIST

Tab	Topic	Div.	Contact 1	Phone	Contact 2	Phone
1	BCeSIS	BTO	Renate Butterfield	250-812-0643	Andrew Macauley	250-415-2736
2	Children's Education Fund	BTO	Renate Butterfield	250-812-0643	Brenda Neufeld	250-216-7168
3	LearnNow BC	BTO	Renate Butterfield	250-812-0643	Donna Thatcher	250-508-3758
4	Scholarships	BTO	Renate Butterfield	250-812-0643	Anne Bowers	250-216-2834
5	Service Delivery	BTO	Renate Butterfield	250-812-0643	Joan Axford ¹	250-415-2540
6	Shared Services – PLNet and Telus	BTO	Renate Butterfield	250-812-0643	James Shypitka	250-415-0738
7	10-Year Framework	GLR	Claire Avison	250-217-9059	Claire Avison	250-217-9059
8	Independent Schools Funding and Enrolment	GLR	Claire Avison	250-217-9059	Brian Jonker	250-217-3991
9	International Education	GLR	Claire Avison	250-217-9059	Kerry Pridmore	250-507-1485
10	Labour Relations	GLR	Claire Avison	250-217-9059	Christina Zacharuk	604-839-5699
11	Litigation	GLR	Claire Avison	250-217-9059	Mary Shaw	250-217-8199
12	School Fees	GLR	Claire Avison	250-217-9059	Mary Shaw	250-217-8199
13	Teacher Regulation	GLR	Claire Avison	250-217-9059	Christina Zacharuk	604-839-5699
14	Aboriginal Education Achievement	LD	Rod Allen	250-213-3000	Trish Rosborough	250-896-5748
15	Aboriginal Education Funding	LD	Rod Allen	250-213-3000	Trish Rosborough	250-896-5748
16	Assessment – FSA and Exams	LD	Rod Allen	250-213-3000	Nancy Walt	250-217-4978
17	Changing Results for Young Readers	LD	Rod Allen	250-213-3000	Maureen Dockendorf	604-868-4364
18	Curriculum	LD	Rod Allen	250-213-3000	Nancy Walt	250-217-4978
19	Distributed Learning	LD	Rod Allen	250-213-3000	Tim Winkelmans	250-217-6643
20	Early Years Partnerships	LD	Rod Allen	250-213-3000	Bill Standeven	250-415-7017
21	Education Guarantee	LD	Rod Allen	250-213-3000	Tim Winkelmans	250-217-6643
22	Education Transformation	LD	Rod Allen	250-213-3000	Dean Goodman	250-508-4269
23	French Language Programs	LD	Rod Allen	250-213-3000	Nicole Couture	250-415-2491
24	Full-Day Kindergarten (See RMD #38)	LD	Rod Allen	250-213-3000	Bill Standeven	250-415-7017
25	Graduation	LD	Rod Allen	250-213-3000	Tim Winkelmans	250-217-6643
26	National and International Assessments	LD	Rod Allen	250-213-3000	Nancy Walt	250-217-4978
27	StrongStart BC Pre-K	LD	Rod Allen	250-213-3000	Bill Standeven	250-415-7017
28	Supporting Positive Behaviour	LD	Rod Allen	250-213-3000	Bill Standeven	250-415-7017
29	Trades and Training	LD	Rod Allen	250-213-3000	Tim Winkelmans	250-217-6643
30	CommunityLINK	OGCP	Paige MacFarlane	250-415-7545	Caroline Ponsford	250-216-6347
31	OAG Status Report	OGCP	Paige MacFarlane	250-415-7545	Paige MacFarlane	250-415-7545
32	Open Government	OGCP	Paige MacFarlane	250-415-7545	Eve Gaudet	250-415-3966
33	Satisfaction Survey	OGCP	Paige MacFarlane	250-415-7545	Caroline Ponsford	250-216-6347
34	2013-14 Funding Formula for Public Schools	RMD	Doug Stewart	250-217-8656	Dave Duerksen	250-217-1574
35	Asset Sales	RMD	Doug Stewart	250-217-8656	John Woycheshin	250-217-8318
36	Capital Program	RMD	Doug Stewart	250-217-8656	Heather Hill	250-886-5935
37	Declining Enrolment	RMD	Doug Stewart	250-217-8656	Dave Duerksen	250-217-1574
38	Full-Day Kindergarten (Capital)	RMD	Doug Stewart	250-217-8656	Doug Stewart	250-217-8656
39	Operating Funding	RMD	Doug Stewart	250-217-8656	Dave Duerksen	250-217-1574
40	Seismic Mitigation Program	RMD	Doug Stewart	250-217-8656	Phillip Chambers	250-508-6492
41	Bullying Prevention	SOA	Sherri Mohoruk	250-514-2543	Lisa Dominato	604-817-3635
42	Children in Care	SOA	Rick Davis	250-558-8722	Rick Davis	250-558-8722
43	Class Size and Composition	SOA	Rick Davis	250-558-8722	Rick Davis	250-558-8722
44	Learning Improvement Fund	SOA	Rick Davis	250-558-8722	Rick Davis	250-558-8722

¹ Joan is external to the Ministry.

Estimates Spring 2013 – Topics and Contacts

APLHABETICAL LIST

Tab	Topic	Div.	Contact 1	Phone	Contact 2	Phone
7	10-Year Framework	GLR	Claire Avison	250-217-9059	Claire Avison	250-217-9059
34	2013-14 Funding Formula for Public Schools	RMD	Doug Stewart	250-217-8656	Dave Duerksen	250-217-1574
14	Aboriginal Education Achievement	LD	Rod Allen	250-213-3000	Trish Rosborough	250-896-5748
15	Aboriginal Education Funding	LD	Rod Allen	250-213-3000	Trish Rosborough	250-896-5748
16	Assessment – FSA and Exams	LD	Rod Allen	250-213-3000	Nancy Walt	250-217-4978
35	Asset Sales	RMD	Doug Stewart	250-217-8656	John Woycheshin	250-217-8318
1	BCeSIS	BTO	Renate Butterfield	250-812-0643	Andrew Macauley	250-415-2736
41	Bullying Prevention	SOA	Sherri Mohoruk	250-514-2543	Lisa Dominato	604-817-3635
36	Capital Program	RMD	Doug Stewart	250-217-8656	Heather Hill	250-886-5935
17	Changing Results for Young Readers	LD	Rod Allen	250-213-3000	Maureen Dockendorf	604-868-4364
42	Children in Care	SOA	Rick Davis	250-558-8722	Rick Davis	250-558-8722
2	Children's Education Fund	BTO	Renate Butterfield	250-812-0643	Brenda Neufeld	250-216-7168
43	Class Size and Composition	SOA	Rick Davis	250-558-8722	Rick Davis	250-558-8722
30	CommunityLINK	OGCP	Paige MacFarlane	250-415-7545	Caroline Ponsford	250-216-6347
18	Curriculum	LD	Rod Allen	250-213-3000	Nancy Walt	250-217-4978
37	Declining Enrolment	RMD	Doug Stewart	250-217-8656	Dave Duerksen	250-217-1574
19	Distributed Learning	LD	Rod Allen	250-213-3000	Tim Winkelmanns	250-217-6643
20	Early Years Partnerships	LD	Rod Allen	250-213-3000	Bill Standeven	250-415-7017
21	Education Guarantee	LD	Rod Allen	250-213-3000	Tim Winkelmanns	250-217-6643
22	Education Transformation	LD	Rod Allen	250-213-3000	Dean Goodman	250-508-4269
23	French Language Programs	LD	Rod Allen	250-213-3000	Nicole Couture	250-415-2491
38	Full-Day Kindergarten (Capital)	RMD	Doug Stewart	250-217-8656	Doug Stewart	250-217-8656
24	Full-Day Kindergarten (See RMD #38)	LD	Rod Allen	250-213-3000	Bill Standeven	250-415-7017
25	Graduation	LD	Rod Allen	250-213-3000	Tim Winkelmanns	250-217-6643
8	Independent Schools Funding and Enrolment	GLR	Claire Avison	250-217-9059	Brian Jonker	250-217-3991
9	International Education	GLR	Claire Avison	250-217-9059	Kerry Pridmore	250-507-1485
10	Labour Relations	GLR	Claire Avison	250-217-9059	Christina Zacharuk	604-839-5699
44	Learning Improvement Fund	SOA	Rick Davis	250-558-8722	Rick Davis	250-558-8722
3	LearnNow BC	BTO	Renate Butterfield	250-812-0643	Donna Thatcher	250-508-3758
11	Litigation	GLR	Claire Avison	250-217-9059	Mary Shaw	250-217-8199
26	National and International Assessments	LD	Rod Allen	250-213-3000	Nancy Walt	250-217-4978
31	OAG Status Report	OGCP	Paige MacFarlane	250-415-7545	Paige MacFarlane	250-415-7545
32	Open Government	OGCP	Paige MacFarlane	250-415-7545	Eve Gaudet	250-415-3966
39	Operating Funding	RMD	Doug Stewart	250-217-8656	Dave Duerksen	250-217-1574
33	Satisfaction Survey	OGCP	Paige MacFarlane	250-415-7545	Caroline Ponsford	250-216-6347
4	Scholarships	BTO	Renate Butterfield	250-812-0643	Anne Bowers	250-216-2834
12	School Fees	GLR	Claire Avison	250-217-9059	Mary Shaw	250-217-8199
40	Seismic Mitigation Program	RMD	Doug Stewart	250-217-8656	Phillip Chambers	250-508-6492
5	Service Delivery	BTO	Renate Butterfield	250-812-0643	Joan Axford ²	250-415-2540
6	Shared Services – PLNet and Telus	BTO	Renate Butterfield	250-812-0643	James Shypitka	250-415-0738
27	StrongStart BC Pre-K	LD	Rod Allen	250-213-3000	Bill Standeven	250-415-7017
28	Supporting Positive Behaviour	LD	Rod Allen	250-213-3000	Bill Standeven	250-415-7017
13	Teacher Regulation	GLR	Claire Avison	250-217-9059	Christina Zacharuk	604-839-5699
29	Trades and Training	LD	Rod Allen	250-213-3000	Tim Winkelmanns	250-217-6643

² Joan is external to the Ministry.

GENERAL ISSUE:

Plans for replacing the British Columbia enterprise Student Information System (BCeSIS) with a new common student information service.

FACTS AND FIGURES:

- BCeSIS is a web-based student information system used by boards of education, independent school authorities, First Nations school authorities, and the Ministry.
- BCeSIS contains records for more than 580,000 students in 56 out of 60 school districts, 100 Independent and 30 First Nations schools, and more than 300 StrongStart BC Centres.
- Since its inception, approximately \$15.9 million has been spent in capital for licenses and customization.
- The cost to operate BCeSIS over 11 years, through 2014, is approximately \$88.3 million. Costs are shared between school authorities and the Ministry. School districts contribute \$10-per-student per year.
- A Request for Proposals for a new student information service to replace BCeSIS was issued in December 2012 and school district and Ministry representatives will complete the evaluation by June 2013.
- The transition to the new student information service is expected to begin in 2014, with full, province-wide implementation in 2015.
- The current BCeSIS will be decommissioned early in 2016.

BACKGROUND:

- BCeSIS is a shared, web-based student information system that stores student records, increasing efficiency and cost savings for school districts. It is made available through the collaboration among boards of education, independent school authorities, First Nations school authorities and the Ministry of Education. Although participation is voluntary, 56 of 60 school districts, along with other school authorities in BC and the Yukon, have adopted BCeSIS as their primary student record system.
- In November 2010 Pearson Canada Inc. acquired the vendor of the eSIS software, and announced that the product was being discontinued. The Ministry negotiated an agreement with Pearson Canada to extend support for eSIS until July 2013 and to provide

MINISTRY OF EDUCATION
ESTIMATES NOTE
BCeSIS 2013

the application source code so that BCeSIS can be maintained until a new solution is implemented.

- In 2010 the Ministry established an SIS Executive Steering Committee (SIS-ESC) to provide strategic advice regarding student information.
- In 2011, based upon advice from the SIS-ESC, the Ministry commissioned Gartner Consulting to review BCeSIS and recommend a strategy for going forward. The Gartner Report concluded that BCeSIS would meet the Province's student information requirements for the next 1-3 years but could not address long-term strategic needs. An open stakeholder engagement process confirmed that there is strong support for replacing BCeSIS with a new common student information system as soon as possible. A business case concluded that the best approach is to enter into a long-term contract with a single vendor to provide the student information software as a hosted service.
- In 2012, the Ministry began the Request for Proposals (RFP) development process by engaging key stakeholders to prepare user requirements for the new student information service. Working groups were established, meetings were held with school districts and stakeholder organizations and draft requirements documents were posted on the BC Education Plan website for comment by individual teachers, school/district staff, parents, and students.
- A Request for Proposals (RFP) for a new student information service to replace BCeSIS was issued to 16 pre-qualified vendors in December 2012, and six responses were received by February 2013. The evaluation process will be completed in June 2013. The transition to the new student information service will likely begin in 2014, with full, province-wide implementation expected in 2015. The existing BCeSIS will be decommissioned early in 2016.

Operating Budget	<u>2012/13</u>	<u>2013/14</u>
STOB 63 (Info. Systems Operating Cost)	\$10,515,000	\$10,563,000
Amorization Costs	\$ 755,000	\$ 219,000
Recoveries from districts and schools	(\$ 5,515,000)	(\$5,563,000)
Total	\$ 5,755,000	\$ 5,219,000

(Note: by renegotiating the BCeSIS contract, and eliminating any expansion of the service, \$3.8 million has been made available to fund transition to the new SIS in 2013/14. An additional \$1.3 million in transition funding may be necessary this fiscal.)

Primary Contact:	Prepared by:
ADM: Renate Butterfield	Name: Andrew Macauley
Cell	

s.17

Appendix 1 - BCeSIS

Total BCeSIS Cost	2003-13	2003-2014
Capital (including Pearson/aal licenses and customizations)	\$15,899,598	\$15,899,598
Operating		
Software licences (Oracle)	\$5,207,140	\$5,207,140
Operating / Support	\$69,687,633	\$76,442,633
Incentive Grants to School Districts	\$6,623,703	\$6,623,703
Gross Operating Costs	\$81,518,476	\$88,273,476
Total Capital and Operating Costs	\$97,418,074	\$104,173,074

(note- Amortization not included (capital amounts have been provided); recoveries from School Districts not included: effective 2010-2011 budget for Oracle licences moved to SSBC Citizens' Services)

Summary

\$104,173,074

15,899,598

88,273,476

Total Spend

Capital

Ministry Operating

ESTIMATES NOTE
CHILDREN'S EDUCATION FUND 2013

GENERAL ISSUE:

Government will contribute \$1,200 into a Registered Education Savings Plan for every eligible child at age six, who is born on or after January 1, 2007, a resident of B.C., and enrolled/registered in a B.C. school, at age six.

FACTS AND FIGURES:

- The Children's Education Fund was set up in 2007 under the *Special Accounts Appropriation and Control Act* to enable government to invest \$1,000 for each child born on or after January 1, 2007 at the start of each fiscal year.
- The investment of \$1,000 was expected to double by the time the children graduated from high school. Since 2007, \$300 million has been invested.
- In late 2012, the Cabinet Working Group on Family Affordability recommended the creation of an annual entitlement program under a new structure.
- On February 19, 2013 the government announced the British Columbia Training and Education Savings Program in the 2013 Budget speech. The \$1,200 grant represents the initial \$1,000 Children's Education Fund investment plus projected investment returns accumulated from the year of birth to the child's sixth birthday.
- The Ministry is responsible for the new entitlement program. The financial and administrative infrastructure will take 18 to 24 months to set up. The program should be fully operational by late 2014.
- Children's Education Fund dollars for 2013/14 have been placed in liquid short-term fixed income investments pending draw down for contributions to Registered Education Savings Plan accounts in 12 to 18 months.
- New regulations, under section 9.4 of the *Special Accounts Appropriation and Control Act*, were approved by Order-In-Council on March 20, 2013. The regulations provide a legislative framework and establish the eligibility criteria for the Program.

ESTIMATES NOTE
CHILDREN'S EDUCATION FUND 2013

- Current legislation may be amended or repealed or replaced with Program specific legislation to better reflect the intent and purpose of the Program.
- The transition changed the eligibility criteria, resulting in the disentitlement of children born in B.C., but no longer resident at age six. There is a small risk that a court would find that an express trust was created for Children's Education Fund children based on letters and brochures sent out to parents upon the birth of their child.

BACKGROUND:

- The Children's Education Fund (CEF) was established on April 1, 2007. A special account was set up under the *Special Accounts Appropriation and Control Act* to hold the funds.
- Under the terms of the CEF, for every child born or adopted in BC on or after January 1, 2007, \$1000 would be invested in the Fund at the beginning of each fiscal year for that year's cohort.
- Each year, the government transferred an amount of money based on an estimate of the total number of potential new beneficiaries to the CEF. This contribution – approximately \$47 million annually – was invested by the British Columbia Investment Management Corporation (bcIMC).
- The CEF was held by the Ministry of Finance from January 1, 2007 to August 2008. In August 2008, responsibility for the CEF was transferred to the Ministry of Education.
- The CEF balance is currently valued at approximately \$300 million and held in a special account under the purview of the Ministry of Education. The remaining balance will continue to be held as a part of consolidated revenue, with annual obligations expensed in the fiscal plan.
- In December 2012, following public consultation through the Families First website, the Cabinet Committee on Family Affordability (in discussion with Minister of Education) directed that the CEF be restructured from an investment fund to an annual entitlement program – the BC Training and Education Savings Program (BCTESP).
- A letter of intent from BC Minister of Finance (Mike de Jong) was sent to the federal Minister of Finance HRSDC (Diane Finley) indicating the Ministry's desire to enter into a partnership with HRSDC.

MINISTRY OF EDUCATION
ESTIMATES NOTE
CHILDREN'S EDUCATION FUND 2013

- The BCTESP operates under the same legislation that informs the CEF. Regulations for BCTESP were passed and deposited on March 20, 2013.
- The estimated fiscal impact of the BCTESP is \$30 million annually, beginning in 2013/14.

Primary Contact:	Prepared by:
ADM: Renate Butterfield	Name: Brenda Neufeld
Phone: 250-387-7097	Phone: 250-356-7690
Cell:	s.17

ESTIMATES NOTE
LEARNNowBC 2013

GENERAL ISSUE:

The Province granted funds to the independent, non-profit Virtual School Society from fiscal 2005/06 to 2012/13 to develop online supports for students. The Society is in the process of dissolving and School District 73 Business Company took over the operations of the LearnNowBC portal August 1, 2012.

FACTS AND FIGURES:

- The Virtual School Society was an independent, non-profit organization incorporated under the *Society Act* of BC in 2005.
- The Ministry provided the Virtual School Society with a grant in 2005/06 for start-up funding to develop a new online portal for students, parents and teachers. The portal would provide online tools and support services and allow students to enroll in online Distributed Learning courses.
- The Virtual School Society received a total of \$19 million from fiscal 2005/06 to 2012/13. From 2005 to 2007 this was in the form of a partner grant; thereafter in 2010 it has been in the form of a Transfer Under Agreement.
- During its operation, the Virtual School Society developed an online support portal for students – LearnNowBC. The Society transferred this asset to School District 73 Business Company (SD73BC) August 1, 2012. The Ministry supported this arrangement and has continued funding the operation of the portal.
- For the transition 2012 year the Province agreed to split the \$2.1 million grant with \$1,254,148 under a Transfer Under Agreement to the Virtual School Society for the term April 1, 2012 to September 14, 2012 and \$845,852 under a Transfer Under Agreement to the SD73BC for the term September 15, 2012 to March 31, 2013 to operate the LearnNowBC web portal.
- Under the Memorandum of Understanding and annual reviews, the Province has agreed to grant \$2.1million under a Transfer Under Agreement to the SD73BC for the annual portal operational activities for LearnNowBC.

ESTIMATES NOTE
LEARNNowBC 2013

BACKGROUND:

- By developing LearnNowBC (LNBC) portal, the Virtual School Society (VSS) fulfilled the Province's 2006 Throne Speech commitment to provide BC students with online options and choices for learning, with all service being provided free to learners of all ages.
- Starting in 2006 the VSS created and maintained the LNBC web portal to provide the following free services to students, parents and educators:
 - Sunday to Thursday nightly online tutoring services, a self-assessment tool and streaming video tutorials in 27 subjects;
 - Online Study Centre for Homework Help utilizing Educational Resources Acquisition Consortium (ERAC) digital resources subscribed to by the school districts;
 - Course Finder with 2700 courses and detailed descriptions to assist students and parents find available Distributed Learning and Literacy Foundation courses;
 - Daily Physical Activity Tracker linking students and teachers together to track physical activity online;
 - Young Learning Centre with learning video for young students from pre-school to Grade 2 (Bailey's Book House, Millie's Math House, Trudy's Time and Place House, Sammy's Science House);
 - Academic and Career Advising;
 - Adult Learning Section - providing guidance on how to earn graduation or upgrade courses;
 - Collaborate web conferencing tool – provincial license;
 - Professional Development online – Early Learning Framework, Strong Start Workshops, CEET Meets;
 - Rural Educator's Network; and
 - Parent Information Centre – containing information for parents, quick reference videos.
- In 2012 the VSS volunteer Board of Directors began the process of dissolving its funds and assets. No funds, assets, debts or liabilities were given or transferred to the Province.
- The VSS transferred the LNBC portal (the asset) to School District 73 Business Company (SD73BC) August 1, 2012. The Ministry supported the transfer given SD73BC was already piloting a project to deliver BC public school courses online to non-BC residents.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LEARNNowBC 2013

- A Memorandum of Understanding between the Ministry and SD73BC was signed May 15, 2012 to work out the details of the transfer of LNBC to SD73BC. There was no disruption of online services during the transition.
- Under B.C.'s education model, the Ministry is responsible for policy development while school districts are responsible for delivery service to clients (students).
- SD73BC does not stand to profit from the \$2.1 million in annual Transfer Under Agreement grant funds.

Appendices:

LearnNowBC Grant History

Primary Contact:	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Renate Butterfield	Name: Donna Thatcher
Phone: 250-387-7097	Phone: 250-508-3758
Cell: s.17	

LEARNNowBC 2013

Appendices: LearnNowBC 2013

Term	LearnNowBC Grant History			
	Fiscal year	Grant Funding		Description
March 28, 2006	2005/06	\$ 5,900,000	Partner Grant	Start Up
March 15, 2007	2006/07	\$ 2,400,000	Partner Grant	Asia Pacific Languages
March 15, 2007	2006/07	\$ 200,000	Partner Grant	Rural Education Network
March 15, 2007	2006/07	\$ 200,000	Partner Grant	Parent Info Centre
March 15, 2007	2006/07	\$ 4,000,000	Partner Grant	LearnNow BC
	2007/08	\$ -	nil	No grants provided
	2008/09	\$ -	nil	Grant funds not approved by Treasury Board
Sept 30 2009 to March 31 2010	2009/10	\$ 900,000	Supplementary Agreement	Illuminate Licence, LearnNow BC, online tutoring
June 1 2010 to March 31 2011	2010/11	\$ 2,100,000	C11/1403	Asia Pacific Languages
Apr 1 2011 to March 31 2012	2011/12	\$ 2,100,000	C12/3300	Amendment increase from \$900K to \$2.1M
Apr 1 2012 to September 14 2012	2012/13	\$ 1,254,148	C13/2256	Balance of \$2.1m to SD73BC
	Total	\$ 19,054,148		

ESTIMATES NOTE
SCHOLARSHIPS 2013

GENERAL ISSUE:

Grade 12 students completing secondary school may be eligible for scholarships and awards from the Ministry which can be used to assist in tuition for attendance at designated post-secondary institutions.

FACTS AND FIGURES:

- The Provincial Awards program has been in place since 1987, and comprises:
 - Provincial exam scholarships (5,000 provincial exam scholarships at \$1,000 each);
 - District/authority awards (5,500 District/Authority awards at \$1,000 each);
 - Scholarships to the top 20 academic students in the province (20 awards at \$2,500 each);
 - Passport to Education awards (27,000 awards - \$250 for Grade 10 and 11, \$500 for Grade 12);
 - Secondary School Apprenticeship scholarships (approximately 450 awards at \$1,000 each);
 - Pathway to Teacher Education scholarships (new in 2013; 20 awards at \$5,000 each).
- Optional provincial examinations were discontinued in August, 2011. With this change the criteria for provincial exam scholarships changed; new criteria were based on achievement on the five required provincial exams in Grades 10 – 12.
- Until September of 2012, the program was managed by the Ministries of Education and Advanced Education Innovation and Technology. The budget was held by Advanced Education with the program administered by Ministry of Education. In April 2013, \$15.6 million of the original \$17.6 million awards budget was transferred to our Ministry.
- As a result of this shortfall, our Ministry is facing a budget pressure of \$1.5 million. Advanced Education will share the management of this pressure for 2013/2014, but a longer term solution is needed.

ESTIMATES NOTE
SCHOLARSHIPS 2013

- In September, 2012, the provincial exam criteria were changed, capping the number of Provincial Examinations Scholarships at 5,000 and increasing the number of scholarships for the District/Authority Awards to 5,500.

BACKGROUND:

- The Provincial Awards Program operates on an annual budget of \$15.6 million. Ministry of Education is now facing a budget pressure of \$1.5 million. Advanced Education Innovation and Technology (AEIT) will share the management of this pressure for 2013/2014, but a longer term solution is needed.
- Ministry staff consulted with education stakeholders in the winter and spring of 2012 regarding alignment of the Provincial Awards Program with new directions in personalized learning
- Recommendations resulting from this consultation along with consultation with stakeholder groups and the public in the fall of 2012 support the recommendation to divert more scholarship funds to local boards and authorities.
- Recommendations for aligning the Provincial Awards Program with new directions in personalized learning include:
 - transferring more scholarship dollars to districts, where scholarships would be awarded based on community demographics
 - recognition of all forms of authentic student learning, including trades and technical training
 - ensuring equitable access and support for all learning pathways
 - recognizing student learning throughout K-12

Appendix:

Overview of Provincial Award Program scholarship criteria for all awards.

Primary Contact: Brenda Neufeld	Prepared by:
ADM: Renate Butterfield	Name: Anne Bowers
Phone: 250-387-7097	Phone: 250-216-2834
Cell:	s.17

ESTIMATES NOTE
SCHOLARSHIPS 2013

Overview of Provincial Awards Program Appendix

Grade 12 students completing secondary school may be eligible for scholarships and awards from the Ministry of Education. These monies can be used to assist in tuition for attendance at designated post-secondary institutions.

To qualify for an award, a student:

- must be a Canadian citizen or permanent resident (landed immigrant) at the time of writing the provincial exams
- must be a BC resident
- must be or must have been enrolled in, or registered as a home schooled student in:
 - a British Columbia public school (including Distributed Learning schools), or
 - a Group 1, 2, or 4 British Columbia Independent School
 - a Continuing Education Centre

Graduation Program Examinations Scholarships

A student who meets the basic criteria will qualify if he or she:

- fulfills the BC graduation requirements of either the 2004 Grad Program or the Adult Grad Program
- meets the following requirements:
writes and passes one exam in each of the five provincial exam categories from grades 10 to 12; achieves at least a "B" final mark in one of the Language Arts 12 subjects; must have a final course mark for the exam to be counted towards scholarship; and ranks among the top 5,000 scholarship students in BC based on their percentage score of all five provincial exams from grades 10 to 12.

Passport to Education Program

The Ministry sets guidelines and criteria for Passport to Education stamps. Schools set their own specific criteria on the non-academic component following the general guidelines.

- for Grades 10 and 11, criteria are based on two-thirds academic achievement and one-third non-academic achievement such as work habits, citizenship and community involvement. A student does not have to have graduated to receive a stamp for Grade 10 or 11
- for Grade 12, criteria are based on two thirds academic achievement and one-third Graduation Transition standards, recognizing effort, work habits, etc. To receive a Grade 12 stamp a student should have graduated.

District/Authority Awards

The District/Authority Awards Program rewards graduating BC students for excellence in their chosen non-academic field(s).

To be eligible, students must meet the criteria determined by the local District Scholarship Committee, which requires a student to demonstrate superior achievement in any of the following areas:

MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOLARSHIPS 2013

- Fine Arts (Visual Arts, Dance, Drama, Music)
- Applied Skills (Business Ed, Technology Ed, Home Economics)
- Physical Activity (not limited to Physical Education)
- Second Languages (including Aboriginal Languages) with IRPs or External Assessments, including AP and IB courses
- Community Service (Volunteer Activity)
- Technical and Trades Training (e.g. Carpentry, Automotive, Mechanics, Cook Training)

Secondary School Apprenticeship (SSA)

The Secondary School Apprenticeship (SSA) is a work-based training program, which is skill development through practical, hands-on experiences. Students enrolled in SSA courses concurrently work and attend high school. SSA students formally register with the ITA as Youth Apprentices. Successfully completing the program earns students 16 credits towards graduation, and may qualify them to apply for a \$1000 scholarship. The SSA Scholarship, a \$1000 cash award, is available to SSA students for sustained and exceptional work as an apprentice. The funds are intended to assist apprentices with the purchase of tools, equipment, materials, or post-secondary tuition.

Pathway to Teacher Education Scholarship (PTES)

The Pathway to Teacher Education Scholarship (PTES) is a \$5000 annual scholarship that recognizes exceptional Grade 12 students planning to enter the field of teaching. The PTES will be awarded to 20 graduating students intending to enter a BC faculty of education program. This new scholarship will support outstanding students in pursuing a career path in teaching. Scholarship winners will be awarded a \$5,000 voucher to redeem upon entrance to one of BC's faculty of education programs.

ESTIMATES NOTE
SERVICE DELIVERY PROJECT 2013

GENERAL ISSUE:

The Ministry is supporting a service delivery project which will provide workable, cost effective opportunities for school districts to share operational services from which the savings can be re-invested into educational programs.

FACTS AND FIGURES:

- Boards of education spend \$835 million or 16.68 percent of their budget annually in non-instructional areas.
- The 2012 Deloitte & Touche Report outlined estimated cost savings of \$31 to \$60 million of school districts non-instructional budget if shared services initiatives were adopted with implementation investments in the range of \$10 to \$19 million.
- Organizational and succession planning are becoming increasingly important in the sector as the workforce ages creating a significant loss of expertise.
- After taking into account provincial funding increases and cost reductions for enrolment decline, school district costs have increased by about 3.8 percent or \$195 million.
- BC Association of School Business Officials estimate further cost pressures in the Kindergarten to Grade 12 sector for 2013/14 at \$134 million or 2.6 percent of their budgets.

BACKGROUND:

- Since 2001, the Province has provided a number of services to school districts in a shared service model:
 - The Provincial Learning Network (PLNet) provides a cost effective network and communications infrastructure;
 - School Protection Plan provides insurance and risk management support;
 - A common student information system makes data accessible to both school districts and the ministry;
 - A common data base of HR and Payroll Data provides information for bargaining questions and costing; and
 - Secretary-Treasurer positions are shared between small school districts.

Edited: 12/19/2013 at 2:28:20 PM

MINISTRY OF EDUCATION
ESTIMATES NOTE
SERVICE DELIVERY PROJECT 2013

▪ The Service Delivery Project:

- Contracted a project lead to support the sector.
- The project is supported by 32 school district representatives with the ministry providing only travel expense reimbursement.
- The Project focuses on the following specific areas:

Consolidate Purchasing cards	Expand Group buying
Provincial fuel procurement	Vehicle fleet purchases
Print services	e-mail and communications
HR/Payroll	Attendance and Wellness
Legal services	

- The Minister of Education, in a letter dated August 24, 2012, outlined that savings shared service delivery would be reinvested into the public education system.
- The project is providing options and implementation plans for boards of education to consider and implement. The project will be complete by April, 2014.
- There are no budgets for initial implementation costs.

Early Successes:

Vehicle Purchases

- School districts were given the opportunity to purchase their maintenance vehicles through the provincial agreement.
- Eight districts expressed interest with three districts making a purchase saving them 10 to 15% on the cost of the vehicle.

Telus Contract for Voice Services

- 53 of the 54 districts that could participate have returned letters of intent.
- Annual savings for the 53 school districts are expected to be \$1.7 million or 21% of the current costs.
- The Ministry of Education will support a contract administrator to ensure saving are realized.
- The voice services contract has demonstrated that there are savings in legal and procurement services when organizations work together.

Primary Contact:	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Renate Butterfield	Name: Joan Axford
Phone: 250-387-7097	Phone: 250-474-1018
Cell:	s.17

ESTIMATES NOTE
SHARED SERVICES – PLNET AND TELUS 2013

GENERAL ISSUE:

The current Provincial Learning Network infrastructure requires upgrading in order to provide the province's schools with minimum network levels required to support the personalized learning agenda and 21st century learning initiatives. It is estimated that there are an additional \$4.5 million in one-time costs and an additional \$14.0 million in operating costs.

FACTS AND FIGURES:

- Provincial Learning Network grant funding for 2013/14 is \$22,600,000 since 1998.
- Provincial Learning Network provides network connectivity to 1700 B.C. schools enabling access to educational content, applications and services.
- More than 25% of schools have less network capacity than an average B.C. household.
- Estimated one-time costs for the required network upgrades are approximately \$4.5 million.
- Estimated incremental increase in annual operational cost arising from the required upgrades is approximately \$14 million.
- On July 29, 2011, the British Columbia government signed the Telecommunication Services Master Agreement with TELUS to provide long-distance, voice, conferencing, cellular, and data services to the provincial government, six regional health authorities, BC Hydro, WorkSafeBC, Insurance Corporation of BC and the British Columbia Lottery Corporation.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SHARED SERVICES – PLNET AND TELUS 2013

BACKGROUND:

- Provincial Learning Network (PLNet) is comprised of services from multiple network providers. The Network Management function is provided by Shared Services BC (SSBC).
- Elementary and high schools require a minimum of 10/100 mega bits per second to provide basic connectivity to operate. As hundreds of personal devices within schools are enabled and the consumption of multimedia and personalize learning services expand, network bandwidth demands are expected to grow at a minimum of 30 percent compounded annually. Currently greater than 25 percent of schools have less network capacity than the average BC home.
- Funding increases are required to ensure students, teachers and administrators in the province have access to services required to transform the learning environment. Over 80 percent of current network will move to TELUS as the primary provider with the remaining sites being served by multiple vendors.
- Conversion costs to the new network are estimated at \$4.5 million one-time costs and an additional \$14.0 million annual operating cost required to bring schools in line with minimum network levels to support personalized learning and 21st Century learning initiatives.
- The Telecommunication Services Master Agreement (TSMA) offers the ability to access additional products and services that provide additional benefit and value for the education sector and enablement of the information technology (IT) infrastructure.
- The current \$22.6 million annual PLNet budget currently provides:
 - \$19.8 million in circuit costs
 - \$2.1 million for Security Services
 - \$0.7 million for Service Management
 - It is impossible to achieve any of the e-initiatives in this sector on the scale required within boundaries of the current network.

Appendices:

Under the findings of the Deloitte report the K-12 sector can achieve \$100-\$246 million in recurring costs savings through service delivery transformation. Phase 1 IT opportunities alone offer the potential to drive approximately \$6- \$13 million in annual savings and \$5-\$8 million in avoided one-time costs. All are dependent on up- front investment in robust network.

Deloitte Report - http://www.bced.gov.bc.ca/deloitte_report_august_2012.pdf

Primary Contact:	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Renate Butterfield	Name: James Shypitka
Phone: 250-387-7097	Phone: 250-415-0738
Cell:	

s.17

ESTIMATES NOTE
FRAMEWORK FOR A 10 YEAR AGREEMENT

GENERAL ISSUE:

After consultation with education stakeholders in the Fall 2012 for the purpose of reviewing teacher bargaining structures and processes, government released its “Framework for Long Term Stability in Education: Toward a 10-Year Agreement with Public School Teachers” for implementation post-election.

FACTS AND FIGURES:

- There are approximately 42,000 public school unionized teachers represented by the BC Teachers Federation (BCTF). The teachers’ collective agreement expires June 30, 2013.
- The current two-year collective agreement was negotiated in 2011 after 78 bargaining sessions, a year-long strike (withdrawal of administrative duties including school meetings, report cards and meetings with parents outside of the school day, etc.), a legislated “cooling off” period, and 16 mediation sessions.

BACKGROUND:

- BC Public Schools Employers’ Association (BCPSEA) is the accredited bargaining agent for both teacher and support staff bargaining. BCPSEA negotiates directly with the BCTF on provincial items, primarily monetary matters, as outlined by the *Public Education Labour Relations Act*. BCPSEA delegates local teacher bargaining to boards of education.
- This round of bargaining between the BCTF and BCPSEA began in February pursuant to the Agreement in Committee (AIC) process.
- Negotiations are scheduled to continue until June 30th with the assistance of a facilitator. Should an agreement not be reached by June 30th, the facilitator will issue a report to the parties outlining the outstanding issues and the position of the parties on these issues, matters resolved at the table, and suggested processes for continued negotiations.
- In October, 2012, government announced it would consult with education stakeholders to review teacher bargaining.
- In January, 2013 government released the “Framework for Long Term Stability in Education: Toward a 10-Year Agreement with Public School Teachers”

ESTIMATES NOTE

FRAMEWORK FOR A 10 YEAR AGREEMENT

(Framework). The Framework proposes both substantive changes to the collective agreement and structural changes to the bargaining process with the BCTF:

- Priority Education Investment Fund (PEIF) to address education priorities; the PEIF would be outside of the collective agreement. Government committed \$100 million to this fund in the third year of a ten-year agreement;
 - Education Policy Council made up of representatives from government, the BCTF, and boards of education to advise government on education priorities, including allocation of the PEIF;
 - Indexing of teachers' compensation to an average of other major B.C. public sector increases; and
 - A new structured and transparent bargaining process, including direct negotiation of compensation between government and the BCTF, and conciliation and mediation dispute resolution mechanisms.
- Government's view was informed by submissions from key education partners, including the BCTF. It was also informed by careful review of past reviews, namely the 2004 Don Wright report and the 2007 Vince Ready report.
 - Several themes emerged from the submissions and reports:
 - Need a better way for partners to work with government on policy.
 - Bargaining process needs more transparency, better structure, and assistance to move beyond impasse.
 - Ensure fair compensation and recognition for teachers as skilled professionals.
 - Government has built into the framework the BCTF's four main requests:
 - Allowing the right to strike.
 - Providing teachers a formal opportunity to shape education policy.
 - Providing teachers with a voice in funding strategic education priorities.
 - Allowing for direct negotiation with government on provincial matters.
 - The intent of the Framework is to create long-term stability for students, families as well as the education system as a whole and to improve how government interacts and works with the BCTF to help reduce stress and disruption during and outside of contract negotiations.

Appendix A: Implementation Plan (TBC)

Appendix B: Key Messages

Appendix C: Summary of stakeholder submissions

Primary Contact	
ADM: Claire Avison	
Phone: 250-356-6760	
Cell	s.17

ESTIMATES NOTE
FRAMEWORK FOR A 10 YEAR AGREEMENT

APPENDIX A

Proposed Implementation Plan (TBC):

- Minister of Education to meet as soon as practical with both the BCTF and BCPSEA to discuss framework implementation including:
 - process for negotiations (e.g., Province to bargain cost items and system change and or major policy matters directly with the BCTF);
 - structured timelines; and
 - facilitated bargaining and public reporting out if impasse results.
- Appointment of a mutually agreed upon mediator
- Commence bargaining – bargaining through the summer anticipated
- Prepare required legislative amendments to implement bargaining process and structural changes.

APPENDIX B

Key Messages:

- The goal of the framework is to create a more stable learning environment for B.C. students through a long-term labour agreement.
- An opportunity exists in the AIC process with pursuing a ten-year deal with the BCTF and implementing process and structural changes outlined in the Framework through concurrent negotiation and consultation with the BCTF.
- When the Framework was announced in January, 2013, government stated it was a starting point for discussions with the BCTF on the specifics of a long-term labour agreement, with discussions to continue post-election.
- The government looks forward to building on the discussions to date in pursuit of a long term agreement that will benefit students and teachers across B.C.

APPENDIX C

Summary of Submissions from Education Partners

In reaching the conclusions set out in this paper, the Ministry of Education invited submissions from the partners most directly impacted by the labour relationship with public school teachers:

- BC Teachers' Federation
- BC School Trustees' Association
- BC Public School Employers' Association
- BC School Superintendents' Association
- BC Principals' and Vice Principals' Association
- BC Confederation of Parent Advisory Councils

ESTIMATES NOTE
FRAMEWORK FOR A 10 YEAR AGREEMENT

British Columbia Teachers' Federation (BCTF)

- Provincial bargaining between the BCTF and government regarding salary, paid leaves, benefits, class size, class composition, hours of work and staffing levels for specialist teachers.
- Local bargaining of all other items.
- Both local and provincial bargaining to be conducted pursuant to the full rights and obligations of the Labour Relations Code.
- Education should not be considered an essential service under the Labour Relations Code; strike/lockout are fundamental to the health of a collective bargaining structure.
- Effective collective bargaining may occur with or without the assistance from third parties.
- Teachers have no voice and no mechanisms available to influence fundamental working conditions.

British Columbia School Trustees' Association (BCSTA)

- A mediated process implemented prior to the start of actual negotiations to establish a set of negotiation values, parameters and protocols among the parties.
- In advance of the next round of negotiations, discussions between the provincial government BCPSEA and BCSTA on the appropriate role for government in the bargaining process and how the voice of boards of education can be more effectively represented.
- The BCSTA continue to proactively represent the collective voice of boards of education in establishing a mandate that continuously strengthens public education.
- The BCSTA collaborate with the BCPSEA to establish communication mechanisms that will provide clear and consistent messaging for boards of education for use with their local communities.
- The BCSTA advocate for a full review of the essential services designation and its impact on public education collective bargaining.
- The BCSTA encourage the government to revisit the recommendations made in the Wright and Ready reports and that time-limited consequences are built into the bargaining process.

British Columbia Public School Employers' Association (BCPSEA)

- *Preparation:* the BCPSEA and BCTF establish their respective bargaining objectives independently, but also develop a common understanding of data relevant to bargaining matters (total cost of compensation, salary and benefits costs, teacher demographics and labour market issues).
- *Facilitator:* eight months prior to the expiry of a collective agreement a facilitator is agreed upon by both parties or, should agreement not be possible, appointed by the Minister of Labour. The facilitator shall begin working immediately with the parties with the authority to continue throughout the negotiations and have the discretion to make recommendations to the parties.

ESTIMATES NOTE

FRAMEWORK FOR A 10 YEAR AGREEMENT

- *Provincial Bargaining:* four months prior to the expiry of a collective agreement, the provincial parties begin bargaining. If no agreement is reached by the expiry of the existing collective agreement, the facilitator will issue a bargaining progress report and the parties may exercise their respective rights to strike or lockout in accordance with the Labour Relations Code. If no agreement is reached within 30 days of the bargaining progress report, the facilitator is appointed as a mediator/arbitrator. If the mediator/arbitrator concludes a timely agreement is not possible, they will instruct both parties to submit a final proposal on all outstanding matters (including local matters) within one week. The mediator/arbitrator will establish the process to conclude a collective agreement.
- *Local Bargaining:* eight months prior to the expiry of a collective agreement, the BCPSEA and BCTF will meet to review their respective processes for local teacher union-district bargaining. Prior to the expiry of the collective agreement the local parties will provide a status report and the BCPSEA and BCTF will provide a status report to the facilitator. If a district and local union cannot reach agreement, the outstanding matters are referred to resolution through the provincial process.
- *First Year Transitional Provisions:* amend the Public Education Labour Relations Act to codify the split of issues, and establish a process to standardize provisions designated as provincial matters. As a possible alternative, the BCPSEA also proposed a Permanent Teacher-Public School Employer Collective Bargaining Dispute Resolution Panel that would serve to resolve a bargaining impasse.

British Columbia School Superintendents' Association (BCSSA)

- Maintaining the provincial/local split of issues, with those related to money at the provincial table.
- Including a better process for developing employer/management bargaining objectives.
- Shortened and defined timelines for bargaining.
- Eliminating the essential services designation to allow for full strike and lockout.
- Having a mediator/arbitrator throughout the bargaining process.
- Having government at the bargaining table.
- A media blackout during bargaining.

British Columbia Confederation of Parent Advisory Councils (BCCPAC)

- Implementation of all the recommendations made by Vince Ready in his 2007 report.
- Implementation of the remaining recommendations of the 2004 report by Don Wright.
- The ability to strike, lock out or withdraw services only when the goal is to achieve a collective agreement. Labour action for any other reason should be prohibited by law.
- Requirements for bargaining teams to have a full appreciation of the constraints the other side must operate under and a full and certified understanding of the purpose, method, and goals of the collective bargaining system.
- Inclusion of parents in the bargaining system to represent the rights of the students.
- Inclusion of the parents in any negotiations that involve "non-work" items. Parents should be able to volunteer to replace teachers for any activity that is not teacher work.

MINISTRY OF EDUCATION

ESTIMATES NOTE

FRAMEWORK FOR A 10 YEAR AGREEMENT

- In the event of confrontational bargaining, restrictions on teacher activities need to be implemented consistently across the Province. These actions need to be clearly defined so parents can easily tell if an activity is affected due to labour action.
- Dynamic bargaining such that the contract contains trigger clauses that allow for certain areas of the contract to be re-opened after the occurrence of specific non-culpable events. This would allow the main contract to last for a much longer time period.
- An arbitrator to establish the cost of each presented proposal and to establish any other factual information in the event that both sides cannot agree. This is in addition to the recommendation by Vince Ready that the cost of each proposal be valued jointly.
- The ability for either side to apply to the arbitrator for a judgement as to the accuracy of any press releases or statements made by the other side, and, in the event that inaccuracies in released material are found, prominent corrections be posted by the erring parties using the same methods as were used to spread the original erroneous report. This shall include omissions of critical information if the omission of that information makes the release misleading.
- Investigation of the de-politicization of education in the province of B.C. as practised in Finland.
- A mechanism which imposes the costs of any labour action by either party on the parties involved in the dispute. Currently students and parents are most affected by labour disputes, not the bargaining parties. In fact, at times it seems there is little incentive for either bargaining party to reach an agreement.

British Columbia Principals' and Vice-Principals' Association (BCPVPA)

- The BCPVPA declined to submit a response.

GENERAL ISSUE:

The Province provides operating grants and special purpose grants for students with special needs and for reciprocal tuition to qualifying Group 1 and 2 independent schools.

FACTS AND FIGURES:

- As of September 30, 2012, there were 349 independent schools in B.C., including 20 distributed learning schools (upon inspection two closed early in the year and left 18 distributed learning schools in total), with headcount enrolment of approximately 11.6 percent (74,305 students) of a total provincial Kindergarten– Grade 12 enrolment of 638,835 students.
- The Inspector of Independent Schools is responsible for regulating independent schools under the legislative authority of the *Independent School Act*.
- Funding for Independent Schools in 2012/13 will total approximately \$295 million.
 - \$245 million in operating grants. This figure includes homeschooling grants and excludes special education.
 - \$49.7 million in special purpose grants to fund 3,239.5 full time equivalent students with special needs enrolled in independent schools. Since 2005, independent schools have received the same level of funding for students with special needs (100%) as in the public school system and must meet the same criteria as outlined in the document titled *Special Education Services: A Manual of Policies, Procedures and Guidelines*.
- Independent schools annual enrolment growth trend over the past 10 years has been 2 percent.

INDEPENDENT SCHOOLS FUNDING AND ENROLMENT 2013

BACKGROUND:

- Independent schools serve a diverse range of students, communities and interests. Groups and communities that operate certified independent schools include religious schools, First Nations' Band schools, Waldorf, Montessori, university preparatory, and special education schools.
- In 1989, after the Report of the Sullivan Royal Commission on Education, the *Independent School Act* (ISA) was updated, requiring regulation for all independent schools, funded and non-funded.
- The Office of the Inspector of Independent Schools is responsible for the administration of the ISA, classification and funding of independent schools, and home schooling. The office functions as the regulatory agency of Government.
- Independent School Classification Summary:
 - Group 1 schools receive 50 percent of their local board of education per student operating grant on a per full time equivalent (FTE) student basis. These schools are non-profit, offer educational programs consistent with the goals of the B.C. curriculum, employ only B.C. certified teachers, maintain adequate educational facilities and meet municipal building code requirements. There are currently 238 brick & mortar Group 1 schools (DL schools excluded from this count) with 50,094 FTEs in the province.
 - Group 2 schools meet same requirements as Group 1 schools, but receive per-student operating grants at 35 percent because their per student operating costs exceed the ministry per pupil grants for the local district. There are currently 64 Group 2 schools with 14,418 FTEs in the province. Of these, there are 22 schools offering university-prep programs with high tuition rates and therefore 35 percent funding. The remaining Group 2 schools are largely First Nations Band operated independent schools.
 - Group 3 schools receive no funding, do not need to employ B.C. certified teachers, and are not required to meet same criteria listed for Groups 1 and 2. They must, however, provide basic educational programs, maintain student safety standards, and maintain facilities that meet municipal/regional codes and by-laws. There are 15 Group 3 schools with 360 FTEs.
 - Group 4 schools are not funded because they are for profit and mainly enroll international or out of province students. These schools meet the same requirements as Group 1 and 2 schools and are bonded. Currently, there are 11 Group 4 schools with 836 FTEs.
 - Distributed Learning (DL) schools offer distance delivered educational programs through a Ministerial DL Agreement. These schools are classified as Group 2 in the first year of operations and as Group 1 thereafter; they are funded at a percentage of the public DL schools' fixed rate of \$5851 (62 percent/43.4 percent for 2012/13 and 63 percent/44.1 percent for 2013/14). As at September 30, 2012 there were 20 DL schools which later in the year reduced to 18 DL (all designated as Group 1) schools enrolling 6,901 FTEs in the province.

MINISTRY OF EDUCATION
ESTIMATES NOTE
INDEPENDENT SCHOOLS FUNDING AND ENROLMENT 2013

Note: Independent band school receive approximately \$6 million in reciprocal tuition grants for provincially eligible students who are funded at 100 percent of the public school district rate. Recipricol tuition funding is a separate Minitry budget item and as such is not included within the total independent school funding envelope.

Primary Contact:	Prepared by:
ADM: Claire Avison Phone: 250 356-6760 Cell: s.17	Name: Brian Jonker Cell: s.17

ESTIMATES NOTE
INTERNATIONAL EDUCATION 2013

GENERAL ISSUE:

The Ministry works with the sector to support the 13,000 fee-paying international students studying in British Columbia Kindergarten–12 schools, providing students with a globally-oriented education. The Ministry also regulates British Columbia certified offshore schools.

FACTS AND FIGURES:

- The Ministry is working with the sector to enhance B.C.'s reputation internationally for excellence in K–12 education.
 - In March and April 2013, the Ministry hosted five regional roundtables, collecting constructive and innovative ideas for enhancing international education in the province.
 - In January 2013, the Ministry released new criteria for operating B.C. offshore schools, including the requirement for increased educational standards.
- In 2012/13, there are 13,000 non-resident students in B.C., up 11 percent over the past three years, and:
 - Public and independent schools took in \$168 million in tuition;
 - Other non-resident spending brought in another \$110 million.
- For the 2013/14 school year the Ministry anticipates having 38 certified B.C. offshore schools and 5 schools working toward certification.
 - In 2012/13 there were 9,700 students in B.C. offshore schools.
 - Offshore schools operate in 6 countries: China, Columbia, Egypt, South Korea, Thailand, and Qatar.
 - Offshore schools are run on a cost-recovery model and are expected to generate \$4 million in revenue in 2013/14.
 - Portions of this revenue will be spent on providing new scholarship and partnership (twinning) opportunities for B.C. students and teachers.
- The Business Company for School District No. 73 (Kamloops / Thompson) delivers distributed learning to offshore students.
 - Nearly 200 offshore students took distributed learning (DL) courses in 2012/13.
 - The Ministry and SD73 Business Company signed an agreement until 2015 for the delivery of DL programs offshore.

ESTIMATES NOTE
INTERNATIONAL EDUCATION 2013

BACKGROUND:

- In 2012, the Ministry developed a provincial K-12 international education strategic framework that sets out the vision, objectives, goals and actions to support the sector.
- A variety of perspectives exist within the international education sector on whether B.C. has sufficient supports and structures in place to enable the highest quality B.C. learning and living experiences for those international students that choose B.C. The Ministry has received feedback from students, teachers, parents and post-secondary universities raising quality control and risk management concerns.
- K-12 international education is a highly competitive and complex sector. Some challenges include the:
 - Capacity of large versus small programs;
 - Lack of program governance, oversight and support;
 - Demographic variations between school communities;
 - Homestay availability, quality and management strategies; and
 - International education student fees being the primary driver of programming.
- In 2012/13, the Ministry created two pre-authorized lists for the offshore program including 16 Offshore Program Consultants and 26 Offshore Inspectors.
 - Pre-authorized lists were created using transparent and open Request for Qualification (RFQ) processes, following standard government RFQ procedures.
 - Unfortunately, several B.C. school district business companies, including New Westminster's and Abbotsford's, which both had previously performed the role of offshore consultant, did not successfully qualify through the RFQ.
 - The purpose of the RFQs was to add further rigour and accountability into the offshore school system.
 - There will be future opportunities added to the pre-approved list of offshore program consultants and the offshore school inspectors.
- A Minister's Advisory Group for International Education was put together in the summer of 2012.
 - The advisory group met two times (September and December 2012).
 - Advisory group members include representatives from:
 - the public and private education systems;
 - British Columbia Council for International Education (BCCIE);
 - International Public School Education Association (IPSEA), and
 - Canadian Association for Public Schools International (CAPS-I).
- In December 2012, media reports inaccurately suggested the Ministry had unilaterally decided to implement sweeping changes to K-12 international education in B.C., including a provincial levy for international students.

MINISTRY OF EDUCATION
ESTIMATES NOTE
INTERNATIONAL EDUCATION 2013

- These reports falsely portrayed discussion papers as blue-prints for action.
- Government continues to consider an appropriate level of regulation for the K-12 sector to ensure quality programming and maintain BC's reputation internationally.
- The Ministry has solicited sector feedback through five regional roundtables held in March and April; all school districts and independent schools were invited. A report based on feedback from these consultations is expected to be released sometime this summer.

Primary Contact:	Prepared by:
ADM: Claire Avison Cell s.17	Name: Kerry Pridmore

ESTIMATES NOTE
LABOUR RELATIONS 2013

GENERAL ISSUE:

The Ministry supports the work of the Public Sector Employers' Council Secretariat to coordinate public sector bargaining, related to both teachers and support staff in the Kindergarten–Grade 12 sector. This includes providing policy direction and representation at the teachers' bargaining table.

FACTS AND FIGURES:

- The Public Sector Employers' Council, under the authority of the *Public Sector Employers Act*, supports government in setting and coordinating strategic directions in human resource management and labour relations for the broad public sector. The public sector, employs approximately 370,000 people of which approximately 300,000 are unionized.
- There are approximately 42,000 unionized teachers represented by the British Columbia Teachers' Federation. The current collective agreement expires June 30, 2013.
- The approximately 32,000 Kindergarten–Grade 12 support staff are represented by 12 unions and professional associations across 69 separate collective agreements. The Canadian Union of Public Employees represents the majority of these employees. All agreements expired June 30, 2012.
- Annual compensation costs for unionized employees in the Kindergarten– Grade 12 sector is approximately \$3.9 billion.

BACKGROUND:

- In 2009, government increased efforts to include ministries responsible for the coordination of public sector collective bargaining to better align negotiated outcomes with service delivery priorities.
- In establishing bargaining mandates for public sector employers and employer associations, the Public Sector Employers Council (PSEC) includes three elements:
 - Monetary mandate – set by PSEC;
 - Operational mandate – the changes the employer is seeking in negotiations to support front-line operations and service delivery;

ESTIMATES NOTE
LABOUR RELATIONS 2013

- Policy mandate – set by the Ministry responsible and providing strategic direction for negotiations to ensure that collective agreements support the delivery of services, rather than determine how they are delivered.
- BC Public School Employers' Association (BCPSEA) is the accredited bargaining agent for both teacher and support staff bargaining. BCPSEA delegates local teacher, and support staff bargaining to boards of education.
- BCPSEA and the support staff unions have engaged in central negotiations on common items (e.g., wage increases and sector-wide policy issues) through a support staff representative Presidents' Council for the last three rounds of negotiations.
- BCPSEA negotiates directly with the British Columbia Teachers' Federation (BCTF) on provincial items, primarily monetary as outlined by the *Public Education Labour Relations Act*.
- The Ministry of Education currently has two appointed members on the board of BCPSEA – two other government representatives from the PSEC Secretariat sit on the board. A representative from both the Ministry and PSEC Secretariat sit on the teacher bargaining team.
- Current bargaining falls under the 2012 Cooperative Gains Mandate, which applies to all public sector employees whose collective agreements expire on or after December 31, 2011. The key feature of the Cooperative Gains Mandate is that it provides public sector employers with the ability to negotiate modest wage increases made possible by productivity increases or other savings within existing budgets.
- **Teachers:** The teachers' collective agreement will expire June 30, 2013. Pursuant to the Agreement in Committee process for this round of bargaining, negotiations are scheduled to continue until June 30, 2013, with the assistance of a facilitator. Should an agreement not be reached by June 30, 2013, the facilitator will issue a report to the parties outlining the outstanding issues and the position of the parties on these issues, matters resolved at the table, and suggested processes for continued negotiations.
 - Government has communicated to the BCTF and BCPSEA that BCPSEA should expect alternative bargaining direction to align current negotiations with the intended implementation of the "Framework for Long Term Stability in Education: Toward a 10-Year Agreement with Public School Teachers".
- **Support Staff:** Under the Cooperative Gains mandate, BCPSEA and the Presidents' Council engaged in non-financial negotiations in the fall of 2012; barring the identification and approval of a sector-wide or individual district savings plans, negotiation of substantive items (e.g. wages) is subject to a net-zero mandate. Negotiations have stalled.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LABOUR RELATIONS 2013

- Over half of support staff locals have taken strike votes and may engage in targeted, low-level job action prior to June 30, 2013. Once a positive strike vote is received, a local will have 3 months to engage in strike action, otherwise a new strike vote is required; support staff unions have stated publicly they may also engage in strike action at the start of the 2013/14 school year in September.
- It is unlikely that negotiated collective agreements will be achieved for either teachers or support staff prior to June 30, 2013 without savings to fund compensation increases. It is highly likely that boards of education, the BCTF, and support staff unions will continue to pressure government to deviate from the Cooperative Gains Mandate and fund compensation increases in the K-12 sector in order to conclude negotiations.

Primary Contact:	Prepared by:
ADM: Claire Avison	Name: Christina Zacharuk
Phone: 250-356-6760	Phone: 604-714-3306
Cell	

s.17

Pages 36 through 38 redacted for the following reasons:

s.12, s.14, s.17
s.14, s.17

ESTIMATES NOTE
SCHOOL FEES 2013

GENERAL ISSUE:

Boards of education are not permitted to charge fees for educational programs that lead to graduation; they may charge fees for things like specialty academies and musical instruments, provided there is a hardship policy in place.

FACTS AND FIGURES:

- Section 82 of the *School Act* requires boards of education in British Columbia to provide to students an educational program and required educational resource materials free of charge.
- However, boards can charge fees for some items, including fees associated with extra costs of operating specialty academies, and the purchase or rental of tools, materials, or equipment for a student's personal use in trades or apprenticeship programs.
- Boards may only charge fees if they establish policies to facilitate participation by students who would otherwise be excluded from a course or program due to financial hardship.
- The Ministry does not track or monitor fees charged by boards.

BACKGROUND:

- On September 29, 2006, the B.C. Supreme Court rendered a decision that substantially limited boards' ability to charge fees. The Court did not rule on specific fees charged by individual boards but provided direction to boards on the interpretation of the legislation concerning school fees.
- The Court found that fees could not be charged for any course (including electives) leading to graduation, mandatory field trips, rental fees for musical instruments, and materials used in courses such as home economics, art, and woodworking, unless the student wished to take the finished project home.
- The *School Act* has since been amended to permit boards to charge fees for specialty academies, international baccalaureate programs, and the purchase or rental of musical instruments or tools used in trades programs.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOOL FEES 2013

- Boards may also charge fees for “goods and services”, which are defined in the School Regulation to include: materials and equipment that are not necessary to meet the required learning outcomes or assessment requirements of an educational program; school supplies and equipment for a student’s personal use; and the payment of expenses associated with optional field trips or special events.

Specialty Academies

- A specialty academy is an educational program that emphasizes a particular sport, activity or subject area.
- A board may offer a specialty academy with the approval of a school planning council; a school planning council must consult with a parents’ advisory council before approving a specialty academy.
- A board and school planning council must review specialty academy fees annually and a school planning council must approve the fee schedule.
- The Specialty Academy Criteria Regulation sets out acceptable subject areas that can be the focus of a specialty academy as well as requirements regarding the hours of instruction dedicated to or number of credits to be earned in the focus subject area.

International Baccalaureate

- The International Baccalaureate (IB) program is an academically rigorous education program with final exams that prepare students, normally aged 16 to 19, for university. Post-secondary institutions may, at their discretion, grant first year credit for IB courses.
- The International Baccalaureate Organization sets IB curriculum and assessment requirements.
- Legislation to explicitly authorize boards to charge fees for IB programs was passed in May 2012.

Summer School Fees Lawsuit

- Prior to 2007, boards of education routinely charged fees for summer school. Following the 2006 B.C. Supreme Court decision on school fees, the Ministry of Education advised boards that they could no longer charge fees for summer school and provided funding to refund 2007 summer school fees.
- A class action lawsuit was subsequently initiated against a number of boards for the return of summer school fees paid before 2007.
-

s.17

Primary Contact:	Prepared by:
ADM: Claire Avison	Name: Karen Loughran
Phone: (250) 356-6760	Phone: (250) 896-1701
Cell: s.17	

ESTIMATES NOTE
TEACHER REGULATION 2013

GENERAL ISSUE:

The *Teachers Act* sets out the regulatory model for Kindergarten-Grade 12 educators, certificate holders, in both the public and independent school systems in the province.

FACTS AND FIGURES:

- **The *Teachers Act* came into force on January 9, 2012, replacing the former *Teaching Profession Act* (1996) and dissolving the former British Columbia College of Teachers.**
- **The new regulatory model is based on two guiding principles: public interest and transparency. It is intended to raise the stature of the teaching profession, increase public confidence and better protect children.**
- **There are approximately 68,000 certificate holders in British Columbia, including teachers and administrators in both the public and independent school systems.**

BACKGROUND:

- The former British Columbia College of Teachers was established in the 1980's as a self-regulating body for the teaching profession. From the beginning, the College had difficulties fulfilling its mandate in part because of the opposition of the British Columbia Teachers' Federation (BCTF).
- Based on continuing concerns about the functioning of the College and its ability to ensure student safety, the former Minister of Education appointed lawyer and former Deputy Minister of Education Don Avison in 2010 as a fact finder to gather information and make recommendations.
- Based on the findings and recommendations in the Fact Finder's Report, considerable consultation with stakeholders occurred in 2011, followed by introduction of the *Teachers Act* in November 2011.
- While stakeholders were supportive of the changes made to the regulation of teachers the BCTF did not support the changes. The BCTF holds the view that teacher representatives should be in the majority on disciplinary matters rather than in the minority as is required by law. This legislation received unanimous support in the legislature.
- There are six distinct bodies who now share responsibility for the regulation of K-12 educators in both the public and independent schools in the province:

MINISTRY OF EDUCATION
ESTIMATES NOTE
TEACHER REGULATION 2013

BC Teachers' Council (BCTC)

The BCTC establishes standards for the conduct, competence and education of certificate holders and approves teacher education programs with respect to the certification standards.

Independent Teaching Certification Standards Committee (ISTCSC)

The ISTCSC is composed of current or former independent school educators, appointed by the Minister of Education under section 5 of the *Independent School Act*. The ISTCSC establishes standards for receiving and maintaining an independent school teaching certificate. At the request of the Inspector of Independent Schools or the Director of Certification the ISTCSC provides advice about independent school teaching certification applications or letters of permission.

Disciplinary and Professional Conduct Board (DPCB)

The DPCB is comprised of nine members from the BCTC. The role of DPCB members is to sit on hearing panels for discipline and professional conduct matters. The Commissioner may choose panel members from the DPCB and from a pool of ad hoc hearing panel members drawn from the public.

Teacher Regulation Branch (TRB)

The TRB, within the Governance, Legislation, and Regulation Division of the Ministry, is responsible for providing administrative support to the BCTC, the Commissioner, the DPCB, as well as operational responsibilities for certification; and support to the Commissioner in operationalizing disciplinary and professional conduct matters (e.g. investigations). The TRB is designated a 'Special Account' and funded through revenue from application and annual certification fees.

Director of Certification

The Director of Certification, a Ministry employee, is responsible for overseeing the certification processes and determining fitness of applicants for certification. In addition, the Director is responsible for maintaining the public registry of all certificate holders and those with Letters of Permission, which identifies certification status for all certificate holders, including discipline history.

Commissioner for Teacher Regulation

The Commissioner is an independent decision maker, appointed under the *Teachers Act*, to oversee all discipline processes and consider certification appeals. Former B.C. Superior Court Judge, Bruce Preston was appointed by Cabinet as the Commissioner for Teacher Regulation in November 2012 on the recommendation of the Minister of Education for a term of five years.

Primary Contact:	Prepared by:
ADM: Claire Avison	Name: Christina Zacharuk
Phone: 250-356-6760	Phone: 604-714-3306
Cell	

s.17

ESTIMATES NOTE
ABORIGINAL EDUCATION ACHIEVEMENT 2013

GENERAL ISSUE:

The Ministry works to enhance the success of B.C.'s Aboriginal students.

FACTS AND FIGURES:

- The completion rate for Aboriginal students in B.C. schools has risen to about 57 percent.
 - In fact, it is 56.4 percent in public and independent schools, and it is 56.9 percent in public schools.
 - This marks an increase of about 18 percent from 1999/00, compared to an approximately 6.5 percent increase for non-Aboriginal students.
 - However, the public and independent school 2013/14 target for Aboriginal students is 58 percent, compared to 82 percent or better for non-Aboriginal students.
- Aboriginal Education Enhancement Agreements are commitments made by Aboriginal communities, school districts, and the Ministry to work in collaboration to improve the success and educational experience of Aboriginal students in B.C.
 - A total of 53 districts have signed at least one agreement.
 - 16 districts are on their second agreement, and four are on their third. *(Note: that 16 may become 20 in June.)*
 - Districts with agreements have seen improved completion rates, academic achievement, and cultural awareness.
- The Ministry has also supported Aboriginal student achievement through curriculum and related initiatives:
 - development of Aboriginal content-focused curriculum and associated examinations for courses including English First Peoples 10, 11, 12 and BC First Nations Studies 12;
 - approval of 15 language curriculum documents; and
 - integration of authentic Aboriginal content and perspectives into all manner of provincial curriculum and assessments.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ABORIGINAL EDUCATION ACHIEVEMENT 2013

BACKGROUND:

- In the 2012/13 school year, 61,364 students or 10.9 percent of the provincial public school student population self-identified as Aboriginal. The Aboriginal student population for B.C. schools has remained constant at about 10 percent since 2003/04.
- The Ministry has collected data on self-identified Aboriginal students since 1991, and, since 1998/99, it has published an annual report called *Aboriginal Report—How Are We Doing?* to help the public school system serve Aboriginal students.
- School districts with Aboriginal education enhancement agreements submit an annual report that outlines how they are meeting their targets for their goals, whether academic achievement, a sense of belonging, or knowledge and appreciation of Aboriginal culture, history, and language.
- Enhancement agreement development costs, and programs and services resulting from the agreements, are funded through core and targeted funding.
- Agreements reflect the Ministry's collaborative approach to Aboriginal education.
- An important shift is occurring in the education system as the view of Aboriginal Education moves from 'Aboriginal education for Aboriginal students' to 'Aboriginal education for everyone'.
- In the process for redefining curriculum and assessment, Aboriginal worldviews, knowledge, and history are being considered and included.
- In addition, the First Peoples Principles of Learning, which have been affirmed within First Peoples societies to guide the teaching and learning of provincial curricula, are being included in all curriculum documents.

Appendix: B.C.'s Six-Year Completion Rate

Primary Contact	Secondary Contact
ADM: Rod Allen	Director: Trish Rosborough
Phone: NA	Phone: 250-356-0032
Cell	s.17

ABORIGINAL EDUCATION ACHIEVEMENT 2013

Appendix: B.C.'s Six-Year Completion Rate

(The percentage of students who complete school within six years of first starting Grade 8)

	ABORIGINAL		NON-ABORIGINAL		ALL STUDENTS	
	Public Only	Province	Public Only	Province	Public Only	Province
1999/00	38.8 %	38.8 %	77.6 %	78.2 %	74.6 %	75.4 %
2000/01	42.1 %	42.3 %	78.6 %	79.3 %	75.7 %	76.5 %
2001/02	42.5 %	42.6 %	79.7 %	80.4 %	76.5 %	77.4 %
2002/03	46.1 %	45.9 %	81.4 %	81.9 %	78.5 %	79.1 %
2003/04	46.8 %	46.6 %	81.9 %	82.6 %	78.9 %	79.6 %
2004/05	48.6 %	48.0 %	82.2 %	82.7 %	79.1 %	79.7 %
2005/06	48.3 %	47.7 %	82.7 %	83.4 %	79.4 %	80.2 %
2006/07	47.6 %	47.3 %	82.9 %	83.5 %	79.4 %	80.1 %
2007/08	47.0 %	46.9 %	81.5 %	82.3 %	77.9 %	78.8 %
2008/09	49.0 %	48.8 %	81.7 %	82.6 %	78.3 %	79.2 %
2009/10	50.9 %	50.4 %	82.4 %	83.1 %	79.0 %	79.7 %
2010/11	54.1 %	53.7 %	83.5 %	84.0 %	80.3 %	81.0 %
2011/12	56.9 %	56.4 %	84.1 %	84.6 %	81.2 %	81.8 %

ESTIMATES NOTE
ABORIGINAL EDUCATION FUNDING 2013

GENERAL ISSUE:

The Province provides Aboriginal education funding and reciprocal tuition.

FACTS AND FIGURES:

- For 2012/13, B.C. is investing \$63 million—\$1,160 per student who self-identifies Aboriginal ancestry—into Aboriginal education.
- These targeted funds are used to support Aboriginal language and culture programs, Aboriginal support service programs, and other locally developed Aboriginal education programs.
- B.C. has also recognized the power of First Nations participating in jurisdiction to make laws regarding education on their own lands.
 - A total of 63 First Nations have submitted Letters of Intent to become Interested First Nations.
 - Of those preparing to exercise educational jurisdiction, 14 have engaged in funding discussions with Canada, all assisted by the First Nations Education Steering Committee (FNESC).
- In advance of education jurisdiction, the Province agreed to provide reciprocal tuition for school-aged students who, while the funding responsibility of B.C., choose to attend band-operated schools.
 - B.C. paid almost \$3 million (08/09), around \$4 million (09/10), over \$5.5 million (10/11), \$6.5 million (11/12), and over \$8 million (12/13).
- Likewise, to continue to make progress while the implementation of jurisdiction awaits funding agreements between Canada and Interested First Nations, B.C. has helped Canada and FNESC reach the Tripartite Education Framework Agreement (TEFA).
 - Through TEFA implementation committees, the parties are working to build capacity in the First Nations school system. For example, the Ministry is exploring how to issue all on-reserve students Personal Education Numbers, and how to grant them access to provincial exams.

ESTIMATES NOTE
ABORIGINAL EDUCATION FUNDING 2013

BACKGROUND:

- In 2006, Canada recognized B.C. First Nations' power to make laws regarding education on their own lands, including certificating teachers and schools, granting credentials, developing curriculum, and establishing education standards.
- In 2007, B.C. enacted the *First Nations Education Act* to formalize its commitment to recognize that a participating First Nation may enact First Nation laws with respect to education provided by that First Nation on First Nation land.
- The Province and Interested First Nations agreed to work on the following:
 - consulting on changes to education policy, legislation, and standards that affect First Nations education;
 - supporting First Nations in negotiating with the federal government funding levels equitable when comparing First Nations schools and public schools;
 - reciprocal tuition agreements;
 - equivalent standards between First Nations schools and public schools, and recognition of the certification of First Nations schools by the First Nations Schools Association (FNSA) or another authority;
 - teacher certification in band schools by the First Nation Education Authority;
 - sharing information between band-operated and public schools; and
 - developing curriculum, such as the English First Peoples courses.
- First Nations will need time to establish education authorities, reach funding agreements with Canada, and develop capacity to draw down their jurisdiction.
- To address the tuition inequity immediately, FNEESC asked B.C. to pay full tuition for provincial students attending on-reserve band schools as of September 30, 2008. The Province needed to amend the Independent School Regulation and develop a Reciprocal Tuition Agreement for use with any authority operating a band school.
- TEFA, signed January 27, 2012, restated B.C.'s 2006 commitments, including supporting the transfer of students at similar levels of achievement and creating with FNEESC a process to issue the Dogwood to students who have attained outcomes comparable to B.C.'s graduation requirements.
 - At the same time, this agreement formalizes the Ministry's practice of consulting with FNEESC, in lieu of a First Nations Education Authority; we are now obligated to work collaboratively, to share expertise, and to provide, where possible, free access to provincial learning resources.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ABORIGINAL EDUCATION FUNDING 2013

- The Ministry must also consult FNEC concerning changes to provincial education legislation, policy, and standards, and that includes tweaks to the funding formula because federal government funding has been structured to mirror what the Ministry provides this province's smaller school districts.
- The Ministry and Aboriginal Affairs and Northern Development Canada (AANDC) have a cost-sharing agreement to support FNEC operations. The Ministry's annual contribution, once \$230,000, was reduced in 2009/10; it is now about \$160,000.

Primary Contact	Secondary Contact
ADM: Rod Allen	Director: Trish Rosborough
Phone: NA	Phone: 250-356-0032
Cell: s.17	

GENERAL ISSUE:

B.C.’s Foundation Skills Assessment (FSA) is a key system achievement indicator and the provincial examination program works to ensure that graduating students have solid foundation skills.

FACTS AND FIGURES:

1. FSA:

- **The FSA is an annual province-wide assessment in reading, writing, and numeracy for approximately 90,000 students in Grades 4 and 7.**
- **FSA is the earliest province-wide indicator of student performance prior to Grade 10.**
- **For 2011/12, 70 percent of Grade 4 students and 64 percent of Grade 7 students met or exceeded expectations in reading.**
- **There is also a strong relationship between FSA scores and eventual school completion. Students meeting expectations in Grade 4 reading see a Six-Year Dogwood Completion Rate of over 90 percent and those students exceeding expectations see a completion rate of 99-100 percent.**
- **The Ministry’s annual budget for the FSA is \$1.7 million, representing the work in the Learning Division and Business, Technology and Online Services Division.**

2. Provincial Examinations:

- **B.C. has a set of 13 required graduation program exams, five of which students must write to fulfill specific graduation requirements.**
- **Required exams at Grades 10, 11, and 12 help ensure all students have a firm foundation in language arts, math, science, and social studies.**
- **There are seven exam sessions annually. Five sessions are delivered online only; January and June have both paper and online versions for some examinations.**
- **The annual budget for Provincial Examinations is \$3 million (representing the work in the Learning Division and Business, Technology and Online Services Division).**

ESTIMATES NOTE
ASSESSMENT – FSA AND EXAMS 2013

- Exam marks are joined with classroom marks to create a final grade for the course. Grade 10 and 11 exams count for 20 percent of a student's final mark and Grade 12 language arts exams are worth 40 percent of the final mark.
- Most students are passing the courses and earning the credits they need to graduate (See Appendix B for examples of the provincial average differences in classroom vs. exam results).

BACKGROUND:

1. FSA:

- Standardized tests managed by the Ministry provide benchmarks and assurance that students are meeting standards.
- FSA is a legislated activity set out in the Student Learning Assessment Order under the authority of the *School Act*.
- The BCTF has opposed FSA since the assessment began in 1998/99 and opposition has intensified since the publication of the Fraser Institute's school rankings.
- The union has called for either a random-sample, or the outright cancellation of the program, removing the education system's only standardized, and reliable source of information about the performance of individual elementary school students:
 - schools, districts and the Ministry would have less information about which students and groups of students need support;
 - no information would be available about Aboriginal students, students with special needs or other vulnerable students and the Ministry would be unable to support districts through research about the patterns of student difficulty and success; and
 - if eliminated, parents and citizens would be left with no system-wide information about how well students are performing prior to Grade 10.
- FSA is based on the B.C. curriculum and is designed, developed, reviewed, and marked by B.C. teachers, according to provincial standards.
- Student achievement results over the last four years have remained relatively consistent. See Appendix A: Provincial FSA Results – 2008/09-2011/12.

ESTIMATES NOTE
ASSESSMENT – FSA AND EXAMS 2013

2. Provincial Examinations:

- The purpose of the required provincial examinations is to certify students for graduation. Provincial scholarship eligibility is also based on results from these exams.
- The five required Graduation Program exams are Grade 10 language arts, Grade 10 math, Grade 10 science, Grade 11 social studies, and Grade 12 language arts.
- Provincial exams are based on the B.C. curriculum and are designed, developed, reviewed, and marked by B.C. teachers, according to provincial standards.
- The British Columbia Teachers' Federation (BCTF) has opposed Grade 12 exams since 1984 and the Grade 10 and 11 exams introduced in 2004. The BCTF maintains that provincial exams and assessments are bad for students, narrow instruction and undermine teacher autonomy.
- The Ministry began implementing online electronic exams in 2004. Electronic exams: reduce costs, reduce environmental impacts, increase administrative flexibility, allow for more sessions, increase access for Yukon, off-shore and out-of-country students, and improve flow of information.
- School districts arrange local marking of the written portions of Grade 10 language arts and Grade 11 social studies exams. The Ministry monitors the quality of local marking by rescoring a sample of student booklets. Written sections of Grade 12 language arts exams are centrally marked by B.C. teachers during Ministry managed marking sessions.

Appendices: FSA and Exams

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Markus Baer/Jiemei Li/Nancy Walt
Phone:	Phone: s.17
Cell: s.17	Cell:

MINISTRY OF EDUCATION
ESTIMATES NOTE
ASSESSMENT – FSA AND EXAMS 2013

Appendix A: Provincial FSA Results – 2008/08-2011/12

Participation (Percent of Participants)

Grade 4			
2008/09	2009/10	2010/11	2011/12
84%	84%	85%	85%

Grade 7			
2008/09	2009/10	2010/11	2011/12
84%	83%	84%	83%

Reading Results (Percent Meeting or Exceeding Expectations)

Grade 4			
2008/09	2009/10	2010/11	2011/12
69%	67%	69%	70%

Grade 7			
2008/09	2009/10	2010/11	2011/12
66%	65%	66%	64%

Writing Results (Percent Meeting or Exceeding Expectations)

Grade 4			
2008/09	2009/10	2010/11	2011/12
68%	69%	73%	72%

Grade 7			
2008/09	2009/10	2010/11	2011/12
66%	68%	72%	71%

Numeracy Results (Percent Meeting or Exceeding Expectations)

Grade 4			
2008/09	2009/10	2010/11	2011/12
66%	64%	67%	68%

Grade 7			
2008/09	2009/10	2010/11	2011/12
63%	62%	62%	60%

Appendix B: Classroom, Exam and Course Results for Select Examinations (2011/12 Provincial Averages)

Course	Classroom Pass Rate	Exam Pass Rate	Final Course Pass Rate
English 10	96	91	95
Mathematics 10, Foundations of and Pre-calculus	93	84	92
Mathematics 10, Apprenticeship and Workplace	91	72	90
Science 10	95	91	95
Social Studies 11	96	92	96
English 12	98	91	98

ESTIMATES NOTE
CHANGING RESULTS FOR YOUNG READERS (CR4YR) 2013

GENERAL ISSUE:

The Changing Results for Young Readers (CR4YR) initiative is working to increase the number of young readers in Kindergarten to Grade 3 who acquire skills to be proficient readers and experience the joy of reading. The initiative will elevate conversation around reading and evidence-based practice.

FACTS AND FIGURES:

- CR4YR is one of the initiatives that may be supported from school districts' BC Education Plan grant.
- BC Education Plan funding to school districts has been maintained in the 2013/14 school year; this funding supported CR4YR in 2012/13 and will continue in 2013/14.
- The funding covers:
 - teacher release time for a maximum of 12 educators (half days, six to seven times in the year); and
 - Early Reading Advocate travel and accommodation expenses for three CR4YR Provincial Network Sessions to be held in Richmond.
- So far this initiative has involved:
 - over 9,000 students in Kindergarten to Grade 3 classrooms
 - over 600 educators
 - 66 Early Reading Learning Teams in 59 Districts
 - 457 case studies focused on many of B.C.'s most vulnerable readers
 - Provincial snapshots of student learning based on the BC Reading Performance Standards
 - two editions of the CR4YR newsletter that profiles countless stories from educators and effective reading strategies
 - a resource-rich interactive CR4YR website that is continually updated.
- The provincial findings and results of the impact of CR4YR to date will be presented at the August 2013 BC School Superintendent's summer academy and will also be available on the CR4YR website.

ESTIMATES NOTE
CHANGING RESULTS FOR YOUNG READERS (CR4YR) 2013

■
BACKGROUND:

- Changing Results for Young Readers (CR4YR):
 - builds on existing strengths and educators' expertise in districts;
 - Extends the opportunities for educators to collaborate and implement effective principles of literacy learning and teaching; and
 - Uses current research of what fosters reading success for all children.
- CR4YR will deepen our learning on quality reading instruction and increase the number of engaged, successful young readers through:
 - focus on evidence based reading instruction for all students;
 - in-class collaborative support for learners;
 - self-regulated learning;
 - social-emotional learning; and
 - embedding Aboriginal principles of learning
- Two key aspects to increase quality reading instruction:
 - Whole Class: research-based practice in reading instruction (reading strategies, self-regulation, learner engagement, social-emotional learning)
 - Individual Child: in addition to whole class reading instruction, teachers will focus on a child who is struggling in relation to reading (case study)
- CR4YR 2013-2014 Possibilities – school district models for year 2, include:
 - retaining the same schools/participants to extend and deepen their CR4YR practices and district learning communities;
 - expanding to two CR4YR Learning Teams (e.g., bringing additional educators into the initiative with participants from year 1 providing mentorship for new members);
 - expanding to include intermediate, middle and secondary educators (Changing Results for Intermediate/Adolescent Readers);
 - involving early childhood educators on Learning Teams (Strong Start Facilitators);
 - increasing the number of support workers and non-enrolling educators (such as Aboriginal Support Workers; Resource Teachers; Teacher Librarians, ELL/ESL teachers); and
 - creating new primary teams, while building structures to support the 2012-13 teams.
- Districts can expect the Ministry to provide:
 - the same level of support (Provincial Facilitators, Provincial Resource Team, and Superintendent of Reading);
 - a Provincial Facilitator for a maximum of four Early Reading Learning Team sessions in all participating districts (half-day sessions); and
 - three Provincial Network Sessions (August 26/27, January 13, Apr 7).
- CR4YR Learning Teams will:
 - continue the focus on job-embedded and continuous professional learning in quality reading instruction, Indigenous principles of learning, social-emotional learning, and self-regulated learning;
 - participate on collaborative inquiry groups using the Spiral of Inquiry framework;
 - include school teams; and
 - be strength-based and include both case studies of vulnerable students and their growth in reading over the year and classroom strategies and evidence of whole class growth in reading over the year.

MINISTRY OF EDUCATION
ESTIMATES NOTE
CHANGING RESULTS FOR YOUNG READERS (CR4YR) 2013

Primary Contact:	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Rod Allen Cel s.17	Name: Maureen Dockendorf

ESTIMATES NOTE
LEARNING – CURRICULUM 2013

GENERAL ISSUE:

Curriculum redesign in nine subject areas for grades Kindergarten to Grade 10 is well underway.

FACTS AND FIGURES:

- **The Ministry and stakeholders throughout the Province are undertaking a process to help transform education in B.C. to better meet the needs of all learners.**
- **The Province needs a more flexible curriculum that is less prescriptive and enables a greater focus on developing competencies in students.**
- **Newly designed draft curricula for grades Kindergarten to Grade 10 will be available in summer 2013.**

BACKGROUND:

- In 2010, the Ministry of Education and stakeholders throughout the province began a process to help transform education in BC to better meet the needs of all learners.
- In November 2011, a Curriculum and Assessment Framework Advisory Group was formed to provide advice on directions for curriculum and assessment.
- In the spring of 2012, the province held 12 regional working sessions to present ideas from the advisory group.
- Guiding principles for the development of provincial curricula were crafted:
 - Make curriculum more flexible to better enable teachers to innovate and personalize learning.
 - Reduce the prescriptive nature of current curricula while ensuring a solid focus on essential learning.
 - Focus new curricula on higher order learning, giving emphasis to the key concepts and enduring understandings (big ideas) that students need to succeed in their education and their lives.
 - Make explicit the cross-curricular competencies that support life-long learning.

MINISTRY OF EDUCATION
ESTIMATES NOTE

LEARNING – CURRICULUM 2013

- Respect the inherent logic and unique nature of the disciplines while supporting efforts to develop cross-curricular units.
 - Integrate Aboriginal worldviews and knowledge.
 - Develop assessment and evaluation programs that align with the changed emphases in curriculum.
- In February/March 2013 curriculum development teams of educators were formed from the British Columbia Teachers' Federation (BCTF), the Federation of Independent School Associations (FISA), and the First Nations Schools Association (FNSA).
 - In April 2013, curriculum development for grades Kindergarten to 10 began in nine subject areas.
 - Draft curriculum is due to be posted online for review over the summer of 2013; classroom trials and refinement will occur in the 2013/14 school year.
 - Central to the curriculum transformation, development of continua for the thinking, communications and social/personal competencies is also underway. Draft competency elements identified summer 2013; draft continua developed December, 2013.
 - Grades 11 and 12 curriculum development is also forthcoming but currently pending outcome of graduation consultations.
 - Total budget for the curriculum redesign this fiscal year is \$480,500.
 - Total Ministry FTEs working on the redesign is 8.5.

Appendices:

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Brent Munro and Nancy Walt
Phone: n/a	Phone: n/a
Cell:	s.17

ESTIMATES NOTE
DISTRIBUTED LEARNING 2013

GENERAL ISSUE:

The Ministry's approach to Distributed Learning.

FACTS AND FIGURES:

- In 2012-13, 47 Boards of Education are operating 55 public Distributed Learning schools. There are an additional 18 independent Distributed Learning schools.
- In 2012-13, Distributed Learning enrolment is expected to be near 80,000 students, up from 33,000 in 2006-07.
 - In 2011-12, 27 percent of students in Grades 10-12 participated in a Distributed Learning course.
 - 47 percent of the students who graduated in 2012 took a Distributed Learning course as part of their school experience.
- With the exception of English 12, provincial exam results show that Distributed Learning students are achieving as well as students in bricks-and-mortar schools.
- Bill 36, the *School Amendment Act, 2012* came into full effect through an Order in Council in February 2013.
 - This bill enables all learners, Kindergarten through Grade 12, to take enrol in neighbourhood schools and Distributed Learning schools concurrently.
 - The Ministry is consulting internally and externally to establish as staged implementation plan.

BACKGROUND:

- The Distributed Learning (DL) strategy, initiated in 2006, is a partnership between:
 - Ministry of Education (funding, governance, quality measures);
 - SD 73 Business Company (LearnNowBC Course Finder, tutoring, etc.); and
 - Boards of Education (instructional program delivery).
- Growth in DL has attracted BC Teachers' Federation attention to workload issues.
- Ministry is working on processes and policies to implement new distributed learning choice legislation for students in Grades K-9.

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Tim Winkelmanns
Cell:	s.17

GENERAL ISSUE:

Several provincial organizations, in addition to the Ministry, share an interest in supporting the emotional, social, cognitive, physical, and language development of children in their early years.

FACTS AND FIGURES:

- The early years, from birth to age 8, set the foundation for lifelong learning.
- Offering our children a wide range of experiences in the early years can help achieve government's commitment to make B.C. the best-educated, most literate jurisdiction on the continent.
- The Ministry— responsible for B.C.'s Kindergarten–Grade 12 education system, has introduced 3 very successful early learning initiatives.
 - *Full day kindergarten*, available now for all five-year-olds in B.C.; is helping improve reading and numeracy and smoother transitions to Grade 1, and it is anticipated it will increase graduation rates.
 - *StrongStart BC* school-based early learning services for adults and their children, aged birth to five, at no cost to families; parents/caregivers learn ways to support their children's learning at home, and make valuable connections with other parents in their community.
 - *Ready, Set, Learn* for families and their three-year-olds; provides play-based learning activities and information about programs and services offered by the local school district and/or school.

BACKGROUND:

There is a strong correlation between early childhood experiences, adult health status and social well-being, including intellectual development and lifelong learning. Early learning takes place in multiple settings: homes, preschools, child care environments, early learning centres, and other community settings. Children's early learning is supported by parents, family members, the broader community, early childhood educators, and multiple other service providers.

The Ministry has 5 partnerships with organizations that support the early learning initiative:

MINISTRY OF EDUCATION
ESTIMATES NOTE
EARLY LEARNING PARTNERSHIPS 2013

The *Human Early Learning Partnership* (HELP) at the University of British Columbia – is a research consortium of six major BC universities: UBC, UVic, SFU, UNBC, TRU, and UBCO.

- making a unique international research contribution to understanding the biological, psychological, and societal factors influencing children's health and development

Early Childhood Educators of BC (ECEBC) – is the professional association for early childhood educators in British Columbia.

- liaises with other early childhood associations; develops Early Childhood Education (ECE) training programs; promotes professional
- development and high standards of practice; advocates for ECE practitioners, young children, and families.

- *BC Association of Family Resource Programs* (FRP-BC) – is a not-for-profit provincial organization dedicated to raising the awareness of the importance of community-based Family Resource Programs.

- offers parent/child interactive drop-in programs for families with children 0-6; parents attend with their children; the drop-in is free or low cost, and five core areas of service are offered.

BC Healthy Child Development Alliance (BCHCDA) – is a coalition of health, social, education, research and community organizations that share an interest in supporting the healthy development of children in BC.

- grew out of the *2004 Healthy Child BC Forum* in part from the identification of healthy child development as a core public health function.
- provides leadership and support for development & implementation of policies and strategies essential to ensuring healthy child development.

BC Aboriginal Child Care Society (BCACCS) – is an organization committed to nurturing excellence through research, community outreach, education and advocacy.

- goal is to ensure every Aboriginal child in BC has access to spiritually enriching, culturally relevant, high quality early childhood development services.

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Bill Standeven/Catherine Jensen
Cell	s.17

ESTIMATES NOTE
EDUCATION GUARANTEE 2013

GENERAL ISSUE:

New policy for graduated adults under the Education Guarantee implemented May 2012.

FACTS AND FIGURES:

- Phase 1 of the new policy was implemented in May 2012 and consisted of a funding change for distributed learning (DL).
 - 75 percent of course funding was based on eligible enrolments reported through 1701 data collection.
 - 25 percent of course funding was based on course completions reported through the Student Achievement Data Exchange (SADE) data collection.
 - A revised list of eligible courses funded under the Education Guarantee for graduated adult students was administered for both Distributed Learning and Continuing Education students.
- Phase 2 of the new policy was implemented in May, 2013.
 - For all schools, 50 percent of course funding will be based on eligible enrolments reported through 1701 data collection.
 - the other 50 percent of course funding will be based on course completions reported through the Student Achievement Data Exchange.
- Definition for completion and determinations of evidence were created in collaboration with both relevant associations - BC Distributed Learning Administrators' Association and BC School District Continuing Education Directors' Association.
- Funded through a Special Purposes Grant the budget is \$8 million. Current program costs exceeded this amount by over \$7 million.
- A committee reviews the course list on an annual basis. The review ensures relevancy for the needs of graduated adults taking core academic courses for career development or to prepare for post-secondary education programs, as well as recognizing the needs for literacy foundation courses for vulnerable populations.

ESTIMATES NOTE
EDUCATION GUARANTEE 2013

BACKGROUND:

- The Education Guarantee (EG) was introduced as a Throne Speech commitment in 2007 to allow tuition-free course options to graduated adults. Until this time, only adults who had not completed secondary school were provided with tuition-free courses leading to graduation.
- Tuition-free courses to graduated adults are not a *School Act* entitlement.
- Exceeding expenditures of the EG budget forced the Ministry to look at options to reduce the costs to the special purposes grant. Originally, Distributed Learning (DL) students could take any courses that the Ministry of Education offered, tuition-free, but this policy was widely abused after a few years. Continuing Education (CE) students always had a set list of academic courses that were allowed for graduated adults.
- To contain costs and ensure that the Ministry was only funding those adults who were taking courses needed for upgrading purposes, the policy of funding 50 percent based on enrolments and 50 percent based on submission of final marks via Student Achievement Data Exchange (SADE), “the 50/50 policy” was implemented in May, 2013. The Ministry will accept as “complete” a final mark based on a minimum of 65 percent of total course work attempted.
- As the 50/50 policy has only been in effect since early May 2013, there are no statistics on any financial gains at this point.
- EG financial pressures are limiting the Ministry’s ability to invest in higher-order education priorities to support personalized learning.
- EG supports the BC Jobs Plan by allowing graduated adults to acquire needed numeracy and literacy skills, particularly for refugees and immigrants.
- Open School content is also available for free to support informal learning and to permit Challenge credits.
- Boards of education are able to charge full tuition fees for courses not covered under the revised list of fundable courses (under the Education Guarantee).

Appendices:

Courses Funded Under the Education Guarantee - June 2012

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Janine Hannis and Teresa McClintick
Phone:	Phone:
Cell	s.17

MINISTRY OF EDUCATION
ESTIMATES NOTE
EDUCATION GUARANTEE 2013

APPENDIX 1

Courses Funded Under the Education Guarantee - June 2012

Literacy Foundation Courses	Academic Upgrading Courses
<ul style="list-style-type: none"> • English Level 1/2: Companion-Reading • LF English Level 1/2: Companion-Speaking & Listening • English Level 1: Core • English Level 2: Core • English Level 3/4: Companion -Reading • English Level 3/4: Companion -Writing • English Level 3: Core • English Level 4: Core • English Level 5/6/7: Companion -Writing • English Level 5: Core • English Level 6: Core • English Level 7: Core • Information & Communications Technology • Math Level 1 • Math Level 2 • Math Level 3 • Math Level 4 • Math Level 5 • Math Level 6: Apprenticeship & Workplace • Math Level 6: Math Foundations • Math Level 7: Apprenticeship & Workplace • Math Level 7: Math Foundations • Science: Biology • Science: Chemistry • Science: Physics • Social Studies 	<ul style="list-style-type: none"> • First Peoples English 12 • Communications 11 • Communications 12 • English 11 - Français langue première 11 • English 12 - Français langue première 12 Math 11 <ul style="list-style-type: none"> • Apprenticeship and Workplace Math 11 • Mathématiques pour les métiers et le milieu de travail 11 • Foundations of Math 11 - • Fondements mathématiques 11 • Pre-Calculus 11 • Pré-calcul 11 Math 12 <ul style="list-style-type: none"> • Apprenticeship and Workplace Math 12 • Mathématiques pour les métiers et le milieu de travail 12 • Foundations of Math 12 • Fondements mathématiques 12 • Pre-Calculus 12 - Pré-calcul 12 • Calculus 12 - Calcul différentiel et intégral 12 • Biology 11 - Biologie 11 • Biology 12 - Biologie 12 • Chemistry 11 - Chimie 11 • Chemistry 12 - Chimie 12 • Physics 11 - Physique 11 • Physics 12 - Physique 12

Note: Mathematics 12 courses that are eligible for a limited time due to curriculum change cycle:

- Applications of Math 12
- Essentials of Math 12
- Principles of Math 12

ESTIMATES NOTE
EDUCATION TRANSFORMATION 2013

GENERAL ISSUE:

In consultations with education partners throughout the Province, British Columbia is pursuing and acting on ways to transform its education system to better meet the needs of each learner.

FACTS AND FIGURES:

- **Internationally, B.C.'s education system is considered high performing. However, performance has reached a plateau and there are indications the Province is not meeting the needs of all students (e.g., in the public school system, approximately 1 in 5 students and 1 in 2 Aboriginal students do not graduate; many students are not fully engaged in their learning).**
- **Other high-performing jurisdictions (e.g., Finland) continually seek ways to improve.**
- **Experts agree the way to meet the unique needs of each student is through personalized learning, an approach that is the foundation to B.C.'s educational transformation efforts.**

BACKGROUND:

- **In 2010, the Ministry of Education and stakeholders throughout the province began discussions on how BC's strong education system could better meet the needs of all learners.**
- **In October 2011, the BC Education Plan was formally announced and launched, providing a framework for education transformation in BC.**
- **The framework contains five key elements:**
 1. **Personalized learning for every student**
 - putting students at the center of learning
 2. **Quality teaching and learning**
 - through supports and high standards
 3. **Flexibility and choice**
 - recognizing and honouring the many ways learning occurs
 4. **High standards that indicate:**
 - what students are expected to know and be able to do
 - how well they are doing

MINISTRY OF EDUCATION
ESTIMATES NOTE
EDUCATION TRANSFORMATION 2013

5. Learning empowered by technology
- o providing technologies that support learning
 - The Ministry of Education is working with education partners and districts to co-construct how these elements are realized in a meaningful and coherent manner.
 - Actions to date include:
 - a foundational discussion with cross-sector leaders on what comprises an educated citizen;
 - the creation of a framework to inform curriculum development;
 - an extensive province-wide dialogue on graduation;
 - drafting curriculum possibilities for K-10 in nine subject areas;
 - development of draft definitions of essential competencies that all students should possess (thinking, communication, and personal and social responsibility);
 - formation of advisory groups on curriculum and assessment;
 - a province-wide effort focused on changing results for young readers; and
 - a grassroots dialogue on how we can better communicate about student learning (student reporting).
 - A concerted effort is being taken to ensure Aboriginal principles of learning are embedded in all of our transformation work.
 - Formation of Aboriginal Knowledge Keepers Advisory Group
 - Overall, response from districts and education partners regarding our personalized learning directions has been positive, with interest in continuing the meaningful collaboration to date.

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Dean Goodman
Cell	

s.17

ESTIMATES NOTE
FRENCH LANGUAGE PROGRAMS 2013

GENERAL ISSUE:

1. Minority Language Education

Under Section 23 of the Charter of Rights and Freedoms, Francophone parents have minority language educational rights to have their children educated in French.

2. French Second Language

French immersion programs support government's goals of providing a quality education for all B.C. students and helping school districts to offer programs of choice. Intensive French is a new alternative to teach French-as-a-second language, starting in Grade 6.

FACTS AND FIGURES:

1. Minority Language Education

- The Conseil scolaire francophone de la Colombie-Britannique is a fully funded Francophone Education Authority that serves francophone children throughout the entire province.
- The number of students enrolled in Francophone schools has grown considerably from 232 in 1979 to 4,744 students in 2012/13.
- Since 2001, British Columbia received \$16.2 million in federal funding to support the construction of community facilities in some of the Conseil scolaire francophone's schools.
- The Conseil scolaire francophone is currently engaged in legal action against the Ministry (see Litigation note).

2. French Second Language

- The number of students taking French immersion has grown steadily for the last 11 years to reach 47,857 across 46 districts in 2012/13; 8.5 percent of students in B.C. public schools are in French immersion.
- Intensive French is a Grade 6 French language acquisition program where students are exposed to French 80 percent for one half of the year and 20 percent for the remaining half. The program continues with Enhanced French instruction in the following years.
- Since 2009, B.C. received more than \$40.2 million in federal funding to support French-as-a-second language programs such as French Immersion, Core French and Intensive French.

Edited: 12/19/2013 at 3:22:13 PM

MINISTRY OF EDUCATION
ESTIMATES NOTE
FRENCH LANGUAGE PROGRAMS 2013

BACKGROUND:

1. Minority Language Education

- The Conseil scolaire francophone (CSF or SD 93) was created in 1996.
- The Official Languages in Education Protocol (OLEP) supports minority-language education. Since 2009, B.C. received more than \$24.1 million in federal funding for minority-language education.
- The current four-year Protocol expired on March 31, 2013. Negotiations are underway for the renewal of a five-year Protocol.
- The Ministry actively participates in pan-Canadian projects co-funded by the Council of Ministers of Education, Canada (CMEC) and Canadian Heritage to improve the conditions for the learning of French as a first language in minority settings.
- The Ministry in collaboration with the CSF is currently developing a new K-12 Language Arts curriculum "Français langue première," which will be aligned with personalized learning and B.C.'s Education Plan.
- The Fédération des parents francophones promotes the rights and interest of B.C. Francophone parents.

2. French Second Language

- Parents are lobbying to implement new early French immersion programs in many school districts across the province; they are also lobbying to expand existing programs to better meet the high demand for the program.
- In spite of the federal funding, boards face added costs if they start, expand or sustain their French immersion programs, causing some boards to reconsider the size of their French immersion programs.
- A new a five-year Protocol agreement should be in place later on this spring. Federal funding will be maintained adding pressure to support growth in French Immersion programs across the province.
- The demand for skilled French-language teaching experts continues to exceed the supply. Federal funding has provided pre-service and in-service training and up-grading opportunities for teachers.
- Canadian Parents for French, British Columbia – Yukon Branch (CPF-B.C.&Yukon), the largest CPF Branch in Canada, is a strong advocacy group that promotes French immersion programs.
- Students who begin French immersion in Kindergarten or Grade 6 and continue through Grade 12 earn the English and French Dogwood Diplomas, called the "Dual Dogwoods".

Primary Contact:	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Rod Allen	Name: Nicole Couture
Phone:	Phone: 250 356-2176
Cell:	s.17

ESTIMATES NOTE
FULL-DAY KINDERGARTEN 2013

GENERAL ISSUE:

Full day Kindergarten in public schools is available to all eligible children in British Columbia.

FACTS AND FIGURES:

- Full day Kindergarten (FDK) is now available for all eligible children attending public schools.
- A total of 38,415 students were enrolled in Kindergarten in public schools in September 2012, all funded for the full day.
- \$365 million has been committed for FDK over three fiscal years (\$107 million for 2011/12; \$129 million for 2012/13; \$129 million for 2013/14) .

Full Day Kindergarten (Capital)

- FDK for all eligible children was implemented in the 2011/12 school year. The year before it was phased in for about half the eligible students.
- \$144.5 million in capital funding was approved for 713 new kindergarten classrooms. The plan included a variety of strategies:
 - Converted 442 existing surplus Grade 1-7 classrooms for Kindergarten use;
 - Fabricated, delivered and installed 143 modular classrooms to 99 school sites in 27 school districts;
 - Constructed 92 new classrooms through additions to 21 existing schools in 9 school districts;
 - Constructing a new elementary school in Langley;
 - Re-opening Anne McClymont Primary School in Kelowna;
 - Creating new classrooms at the Pomeroy Sports Centre in Fort St. John and Cataline Elementary in Williams Lake; and
 - The capital implementation was delivered on time, and under budget at a total cost of \$129.2 million.

MINISTRY OF EDUCATION
ESTIMATES NOTE
FULL-DAY KINDERGARTEN 2013

BACKGROUND:

- Under the School Act, children are entitled to an education program at age five, but parents can opt to delay enrolment until age six; schools determine, in consultation with families, whether children age six enroll in kindergarten or Grade 1.
- FDK is funded at the basic full time student allotment, or twice as much as the half day kindergarten rate.
- Boards of education are required to offer full day programs to all kindergarten-eligible children as of September 2011; independent schools may continue to offer half day programs after considering the preferences of parents.
- A longer instructional day enables kindergarten teachers to provide more opportunities for learning and success. The expanded kindergarten program is play-based and designed to address all areas of child development.
- Principals are urged to work with families who have concerns about their child's developmental readiness for a full day of schooling, addressing their concerns with a goal of transitioning children to full day programming.

Primary Contact: Full-Day Kindergarten	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Rod Allen Cell s.17	Name: Bill Standeven Cell: s.17

Primary Contact: Full-Day Kindergarten Capital Funding	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Doug Stewart, Director, Capital Mgmt. Br. Phone: 250/356-7814 Cell: s.17	Name: Doug Stewart, Director, Capital Mgmt. Br. Phone: 250/356-7814 Cell: s.17

ESTIMATES NOTE
GRADUATION 2013

GENERAL ISSUE:

The Ministry is spearheading a review of graduation requirements and the graduation program to better meet the needs of all students in preparing them for the 21st century.

FACTS AND FIGURES:

- Graduation requirements were last changed in 2004.
- As part of personalized learning transformation, the Ministry initiated an extensive consultation process with citizens and educators to collect perspectives for changing graduation requirements and the graduation program. Over 3,000 individuals participated in the consultations.
- Participants and partners appear to support significant change, as long as the Ministry supports it with appropriate phased implementation time and strategies.

BACKGROUND:

- The Ministry established an advisory group of experienced educators to seek regional input into, and make recommendations for, the development of new graduation requirements.
- Advisory group members represented each of the six British Columbia School Superintendents Association (BCSSA) regional chapters and spanned many roles within the education system.
- Education partner groups were involved in planning the consultation process, and could also provide their own submissions. The BC Teachers' Federation and the First Nations Education Steering Committee provided responses.
- Advisory group members hosted consultation sessions in their region between September and November 2012.
- Summary results for each of the six regional consultations have been posted to the web, along with partner group submissions and ideas consolidated from various other consultation sessions.
- Ministry personnel are now integrating all submissions and information into summary recommendations, models, and proposed policy changes.

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Robert Lazar
Cell: s.17	Phone: 250-893-6958

ESTIMATES NOTE
NATIONAL AND INTERNATIONAL ASSESSMENTS 2013

GENERAL ISSUE:

National and international assessments help us determine how the British Columbia education system performs in relation to other education systems.

FACTS AND FIGURES:

- B.C. participates in several national and international assessments which provide useful comparators to other jurisdictions and information about policies and promising practices in other jurisdictions.
- B.C. is considered a high-performing jurisdiction. However, the performance of the education system is seen as stable and not improving, while some other jurisdictions continue to improve their students' performance.
- Current assessments include:
 - The Programme for International Student Assessment – a 65-country assessment of 15 year olds' abilities in reading, math and science;
 - The Progress in International Reading Literacy Study – a 50-country assessment of reading performance at Grade 4; and
 - The Pan-Canadian Assessment Program – a national Grade 8 assessment of reading, math and science.

BACKGROUND:

- Participation in national and international assessments is a legislated activity set out in the Student Learning Assessment Order under the authority of the *School Act*.
- The Programme for International Student Assessment (PISA)
 - PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD).
 - PISA is held every three years. Each assessment tests reading, math and science, while putting a major focus on one.
 - B.C. did well in the 2009 PISA reading assessment, although B.C.'s relative ranking has decreased slightly over time.
 - The latest PISA assessment occurred in spring 2012, with a major focus on math and computer-based problem solving. Results will be available winter 2013.

MINISTRY OF EDUCATION
ESTIMATES NOTE
NATIONAL AND INTERNATIONAL ASSESSMENTS 2013

- **The Progress in International Reading Literacy Study (PIRLS)**
 - PIRLS is administered every five years and is carried out by the International Association for the Evaluation of Educational Achievement (IEA).
 - B.C. performed very well in 2006, with no jurisdictions statistically outperforming B.C.
 - In 2011, BC students again performed very well, with only 4 jurisdictions statistically outperforming B.C. The province scored significantly above both the international and the Canadian averages. B.C. was the only province to perform above the Canadian average.
 - B.C. measures provincial performance on Foundation Skills Assessment against PIRLS standards.
- **The Pan-Canadian Assessment Program (PCAP)**
 - PCAP is organized by the Council of Ministers of Education, Canada (CMEC), and held every three years.
 - Each assessment tests reading, math and science, but puts a major focus on one.
 - On the 2010 math assessment, three jurisdictions performed above B.C.; B.C. performed slightly below the Canadian average.
 - The latest PCAP assessment was conducted in the spring of 2013 with science as the major focus. Results will be available in the winter of 2014.
- The budget for national and international assessments is coordinated through B.C.'s overall participation in CMEC activities. The staffing dedicated to the administration of these assessments of one Full Time Equivalent.
- B.C. does limit involvement in these types of assessments due to the growing burden these tests place on students and schools (e.g., access to computers, time, test fatigue).

Table: Recent Results on National and International Assessments

Assessment	Jurisdictions...		
	above BC	same as BC	below BC
PISA 2009 (15 year olds; Reading)	3	8	62
PISA 2006 (15 year-olds; Science)	1	14	50
PIRLS 2011 (Grade 4; Reading)	4	10	36
PIRLS 2006 (Grade 4; Reading)	0	8	36
PCAP 2010 (Grade 8; Math)	3	3	4
PCAP 2007 (13-year-olds; Reading)	2	2	6

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Nancy Walt
Phone: 250-213-3000	Phone: 250-217-4978
Cell: s.17	Cell: s.17

ESTIMATES NOTE
STRONGSTART BC AND PRE-KINDERGARTEN 2013

GENERAL ISSUE:

StrongStart BC early learning programs and the status of pre-Kindergarten for 3-year-old and 4-year-old children.

FACTS AND FIGURES:

1. StrongStartBC

- StrongStart BC centres and outreach programs are part of Government's comprehensive strategy to reduce young children's vulnerability and increase their success in school and life.
- Vulnerability means that a child is at increased risk of difficulties in the school years and beyond.
- Government has committed \$43 million to the StrongStart BC program.
- StrongStart BC was not expanded for the 2012/13 and 2013/14 year due to ministry fiscal constraints. See Appendix A.

2. Pre-Kindergarten for 3- and 4-year-olds

- In 2008, Government, through the Early Childhood Learning Agency, studied the feasibility of offering pre-Kindergarten (Pre-K) to four and three-year-old children; the consultation showed considerable support for pre-K for four-year-old and less for three-year-old children.
- The 2010 Throne Speech committed Government to introduce expanded early childhood education for four- and three-year-old children over the next five years.
- Government put the planning and implementation of pre-K on hold in January 2011.

ESTIMATES NOTE
STRONGSTART BC AND PRE-KINDERGARTEN 2013

BACKGROUND:

1. StrongStart BC programs

- Based on the idea that parents and caregivers of young children, when supported by programs like StrongStart BC programs, can increase both their own confidence and parenting skills and their children's early learning and school readiness.
- Funded by the Ministry (\$20,000 for start-up costs and up to \$32,000 for annual operating costs based on when they open).
- Programs are located in available school space and in some cases other sites; are operated five days per week; and could include a week-end day or evening sessions if the district so chooses.
- Of the 326 programs, 35 were outreach programs that served over 95 small or remote communities where there were not enough children to create a full-fledged centre.
- Outreach programs operate in multiple small communities and operate on a reduced schedule due to the remoteness of the program (e.g. one to two days a week in three communities).

2. Pre-Kindergarten

- Several provinces and other jurisdictions already offer pre-K, and others are considering offering it in the future.
- In 2010 and 2011, the Ministry of Education and the Ministry of Children and Family Development have involved the Ministry of Health Services and Ministry of Advanced Education in the pre-K planning activities.
- Public schools, independent school, preschools, and other community-based programs could potentially be partners in realizing this expansion.
- Some advocates for child care expansion and funding increases have concerns about resources being focused on pre-K rather than child care.
- Introducing pre-K, even if only for four-year-olds, has significant funding and capital implications.
- Pre-K planning included drafting a program guide and curriculum standards through engagement with early childhood educators, teachers, academics, and government staff.

Appendix A: StrongStart BC Program

Primary Contact:	Prepared by:
ADM: Rod Allen	Name: Catherine Jensen
Cell: s.17	Cell s.17

MINISTRY OF EDUCATION
ESTIMATES NOTE
STRONGSTART BC AND PRE-KINDERGARTEN 2013

Appendix A
StrongStart BC Program

School Year	Number of StrongStart BC Programs	Budget by Fiscal Year (\$Million)	Unique Participants	Visits
2006/07	37	\$5M	No data	No data
2007/08	87		6,000	91,000
2008/09	219	\$7.7M	14,900	278,000
2009/10	315	\$11.2M	24,271	473,490
2010/11	315	\$9.51M	30,918	592,987
2011/12	326	\$10.346M	33,110	643,645
2012/13	326	\$10.346M	<i>No data until July 2013</i>	
2013/14	326	\$10.346M	<i>No data until July 2014</i>	

ESTIMATES NOTE
SUPPORTING POSITIVE BEHAVIOUR 2013

GENERAL ISSUE:

School leaders and teachers need support in learning how to effectively manage behaviour issues in schools that interfere with learning, instruction and positive school climate.

FACTS AND FIGURES:

- Problem behavior unless managed effectively escalates, affects student learning, and leads to parent dissatisfaction.
- *Provincial Standards for School Codes of Conduct Order* requires British Columbia schools to set, communicate and consistently reinforce clear expectations of acceptable behavior; the *BC Performance Standards-Social Responsibility* outlines the expectation that schools will teach and model social skills that lead to personal and social responsibility.
- In fiscal 2011/12 the Ministry contracted \$100,000 with *The Society for the Promotion of Social and Academic Success for All Students* to plan and deliver Positive Behaviour Support training in eight regional centers in the province.
- It is the Ministry's intention to continue to support this initiative in the current fiscal year with ongoing training and implementation support to schools throughout the 2013/14 school year.

BACKGROUND:

- Being able to interact positively with others is essential in social situations at school, at home and at work – throughout one's life. Schools play an important role in helping children and youth develop this essential aspect of their social development – both by teaching socially responsible behaviours and by modeling socially responsible behaviours in practice.
- *The Society for the Promotion of Social and Academic Success for All Students*, a group of highly experienced, provincially respected special education/behaviour experts, is uniquely qualified to support schools in meeting this legislated obligation and responding to parent expectations regarding student behaviour.
- The Positive Behaviour Support (PBS) training initiative complements the Ministry's Expect, Respect and A Safe Education (ERASE) strategy introduced in the fall of 2012 designed to address bullying and other harmful behaviours in schools.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SUPPORTING POSITIVE BEHAVIOUR 2013

- The training provides schools with an organizing framework and tools to support proactive efforts (both operational and educational) to address behaviour issues – for all students, including those who, for a variety of reasons, may not understand acceptable social behaviour, are unable, or are unwilling to meet the school's behavioural expectations.
- The intent of the training has been to increase leadership and support capacity among school/district leaders and school/ district specialists in supporting positive behaviour by providing critical social and academic supports to help students achieve success at school and beyond.
- More than 600 school/school district leaders and school/school district specialists participated in intensive two-day training and coaching sessions during the summer of 2012 and 2012/13 school year. Another 300 educators attended a fall 2012 training/networking conference.
- Participants report that they are gaining critical skills to better manage behaviour problems, and learning how to shift the culture in their schools to create and maintain predictable, positive environments for teaching and learning, i.e., environments in which
 - students know what is expected of them and comply because they know what to do, have the necessary skills, and see the benefits of acting responsibly
 - adults & students are able to focus on relationships, and instruction
 - there is an instructional approach to discipline, i.e., instances of problem behaviour are treated as opportunities to learn & practice pro-social behaviour

Contact	Author	Alternate Contact
ADM: Rod Allen	Name: Bill Standeven	Name: Nell Ross
Division: Learning Cell:	Diversity, Equity, Early Yrs s.17	Branch: Diversity, Equity

ESTIMATES NOTE
TRADES AND TRAINING 2013

GENERAL ISSUE:

The Ministry is committed to improving access to trades and career training.

FACTS AND FIGURES:

- A large number of secondary students across the province enrolled in industry training programs in 2011/12:
 - 935 students registered in the Secondary School Apprenticeship program; and
 - 2,065 students registered in the Accelerated Credit Enrolment in Industry Training (ACE IT) program.
- The Ministry allocates up to \$450,000 for Secondary School Apprenticeship scholarships, which is in addition to the regular course-based funding.
- The Industry Training Authority allocated \$5.1 million for their youth programs, including ACE IT and Secondary School Apprenticeship.
- The Ministry appointed Larry Espe to the position of Superintendent of Trades and Transitions in March 2013.

BACKGROUND:

- The Ministry of Education continues to improve access to trades training to secondary school students with key programs:
 - Secondary School Apprenticeship (SSA) allows students to train on-the-job and earn credits toward graduation.
 - Accelerated Credit Enrolment in Industry Training (ACE IT) allows students to earn course credit toward graduation while completing provincially recognized Level 1 technical training.
- The Ministry of Education works in partnership with the Industry Training Authority (ITA), which was created in 2004. The ITA is the provincial crown agency responsible for overseeing B.C.'s industry training and apprenticeship system.

ESTIMATES NOTE
TRADES AND TRAINING 2013

- A decline in SSA enrolment in recent years likely occurred because of the economic downturn and the fact that students need to find employers to participate in SSA. Some employers may be opting to hire qualified journeymen instead of students.
- Since 2004, enrolment in ACE IT has roughly doubled. This may be due to the increased partnership between post-secondary institutions and school districts, and because more students have become aware of the program.
- In past years, the Ministry of Education provided a \$60,000 grant to Skills Canada BC to host the Provincial Skills Competition. This grant was discontinued in 2009/10 due to budget pressures; however, Skills Canada BC has found other sources of funding and continues to host the competition.

Appendices:

Appendix 1: SSA and ACE IT Enrolment

Primary Contact:	Prepared by:
ADM:Rod Allen	Name: Glenn Rowan
Phone: Cell	Phone:

s.17

MINISTRY OF EDUCATION
ESTIMATES NOTE
TRADES AND TRAINING 2013

SSA and ACE IT Enrolment – Based on registrations with the ITA

SSA	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Registrations	854	791	1,024	1,078	1,040	883	714

ACE IT	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Registrations	1,202	2,652	2,280	2,600	2,543	2,240	2,100

ESTIMATES NOTE
COMMUNITYLINK 2013

GENERAL ISSUE:

CommunityLINK funds all 60 school districts to support the school success of vulnerable students, primarily socio-economically disadvantaged students.

FACTS AND FIGURES:

- Government provided over \$51 million to boards of education for CommunityLINK in 2012/13 and will provide the same in 2013/14.
- In 2012/13, funding for vulnerable students increased by 22 percent to \$62.3 million with inclusion of an additional \$11.2 million of support in the form of the Vulnerable Student Supplement. The same amount will be provided for 2013/14. The supplement:
 - addresses concerns over the equity of CommunityLINK's funding formula;
 - goes to 25 school districts experiencing significant growth in vulnerable student populations; and
 - is based on census and provincial government data. Vulnerability measures include economic and social conditions.
- Including the Vulnerable Student Supplement, funding for vulnerable students has risen by almost \$18 million since 2006/07.
- School districts report that approximately 65,000 vulnerable students are served by CommunityLINK.
- Boards of education spend their CommunityLINK allocation approximately as follows:
 - 50 percent supports social-emotional learning and keeping kids connected to their school community. (e.g. after school sports and arts programs, mentorship programs, and access to cost-shared mental health clinicians);
 - 25 percent goes to nutrition programs: (e.g. breakfast, lunch, and snacks); and
 - 25 percent goes to programs directly supporting academic success (e.g. literacy and numeracy initiatives).

MINISTRY OF EDUCATION
ESTIMATES NOTE
COMMUNITYLINK 2013

- **School Meal Programs (breakfast, lunch, snacks) are supported by approximately \$14 million of CommunityLINK funding:**
 - **50 school districts use CommunityLINK to support school meal programs.**
 - **In 2011, the Ministry of Education entered into agreements with Breakfast Clubs of Canada and Breakfast for Learning, two national, non-governmental organizations.**
 - **These two organizations provide food and nutrition supports to approximately 250 schools and over 16,000 B.C. students each year.**
- **CommunityLINK funding enables approximately 1,750 different after school programs (e.g. sports or arts programs) to be run out of schools across the province, providing opportunities for many kids who may otherwise not have access to this kind of programming.**

BACKGROUND:

- CommunityLINK (Learning Includes Nutrition and Knowledge) has been in existence since 2003/04.
- Boards of education have the responsibility and flexibility to determine priorities for schools and choose the most appropriate programming to support the education performance of vulnerable students in their communities:
 - programs in inner city schools;
 - meal programs, including hot lunches, bagged lunches, breakfasts, and healthy snacks;
 - stay-in-school programs;
 - programs involving Aboriginal elders to support student success; and
 - homework clubs.
- Districts report annually to the Ministry of Education on programs and results.

Appendices:

Appendix One: 2012/13 CommunityLINK Funding & Vulnerable Student Supplement

Primary Contact:	Prepared by: <i>Nancy Needham, Policy Analyst, CSH</i>
ADM: Paige MacFarlane	Name: Nancy Needham
Cell	s.17

Funding for Vulnerable Students 2013/14

Community LINK and Vulnerable Student Supplement


School District	2013/14 CommunityL INK Allocation	2013/14 Vulnerable Student Supplement	2013/14 Funding For Vulnerable Students	School District	2013/14 CommunityLI NK Allocation	2013/14 Vulnerable Student Supplement	2013/14 Funding For Vulnerable Students
5 Southeast Kootenay	\$348,001	\$22,675	\$370,676	53 Okanagan Similkmn.	\$222,310		\$222,310
6 Rocky Mountain	\$364,416		\$364,416	54 Bulkley Valley	\$210,632		\$210,632
8 Kootenay Lake	\$565,855	\$6,169	\$572,024	57 Prince George	\$2,013,539		\$2,013,539
10 Arrow Lakes	\$104,696		\$104,696	58 Nicola-Similkameen	\$283,366	\$91,998	\$375,364
19 Revelstoke	\$87,390		\$87,390	59 Peace River South	\$352,672		\$352,672
20 Kootenay-Columbia	\$647,790		\$647,790	60 Peace River North	\$535,513		\$535,513
22 Vernon	\$644,240	\$231,133	\$875,373	61 Greater Victoria	\$3,772,255		\$3,772,255
23 Central Okanagan	\$1,229,714	\$467,793	\$1,697,507	62 Sooke	\$744,731		\$744,731
27 Cariboo-Chilcotin	\$644,336	\$71,371	\$715,707	63 Saanich	\$374,401		\$374,401
28 Quesnel	\$447,610		\$447,610	64 Gulf Islands	\$160,311		\$160,311
33 Chilliwack	\$694,559	\$474,120	\$1,168,679	67 Okanagan Skaha	\$378,681	\$272,576	\$651,257
34 Abbotsford	\$1,196,404	\$428,862	\$1,625,266	68 Nanaimo-Ladysmith	\$2,146,757		\$2,146,757
35 Langley	\$1,919,609		\$1,919,609	69 Qualicum	\$348,742	\$12,466	\$361,208
36 Surrey	\$3,825,564	\$3,295,640	\$7,121,204	70 Alberni	\$894,014		\$894,014
37 Delta	\$539,281	\$412,568	\$951,849	71 Comox Valley	\$599,213		\$599,213
38 Richmond	\$722,162	\$1,412,588	\$2,134,750	72 Campbell River	\$507,709	\$166,545	\$674,254
39 Vancouver	\$8,761,287		\$8,761,287	73 Kamloops/Thompson	\$1,563,259		\$1,563,259
40 New Westminster	\$1,453,649		\$1,453,649	74 Gold Trail	\$369,242		\$369,242
41 Burnaby	\$2,234,716	\$429,145	\$2,663,861	75 Mission	\$375,656	\$271,358	\$647,014
42 Maple Ridge-Pitt M.	\$533,892	\$701,412	\$1,235,304	78 Fraser-Cascade	\$340,375		\$340,375
43 Coquitlam	\$1,415,180	\$1,076,932	\$2,492,112	79 Cowichan Valley	\$615,041	\$288,878	\$903,919
44 North Vancouver	\$1,043,826	\$20,712	\$1,064,538	81 Fort Nelson	\$127,342		\$127,342
45 West Vancouver	\$233,111	\$161,037	\$394,148	82 Coast Mountains	\$600,379	\$144,511	\$744,890
46 Sunshine Coast	\$484,120		\$484,120	83 N. Okanagan-Shuswap	\$309,140	\$277,638	\$586,778
47 Powell River	\$192,146		\$192,146	84 Vancouver Island West	\$125,253		\$125,253
48 Sea to Sky	\$277,671		\$277,671	85 Vancouver Island North	\$296,553		\$296,553
49 Central Coast	\$229,605		\$229,605	87 Stikine	\$545,374		\$545,374
50 Haida Gwaii/Q. Chrlt.	\$105,345		\$105,345	91 Nechako Lakes	\$480,831	\$191,308	\$672,139
51 Boundary	\$133,530		\$133,530	92 Nisga'a	\$126,721		\$126,721
52 Prince Rupert	\$488,824		\$488,824	93 Conseil Scolaire Franc.	\$127,373	\$290,066	\$417,439
Provincial Totals					\$51,115,912	\$11,219,501	\$62,335,413




Status of OAG Audits Involving the Ministry of Education

March 2013


NOTES:


The OAG requests follow-up responses from entities on the status of implementation of recent report recommendations every six months. Responses are published in their twice yearly follow up reports (April and October). EDUC creates these status reports on a quarterly basis (June, September, December and March).


Audit Topic	Status	Recommendations	Next Steps	Anticipated Release Date	Ministry Contact
OAG Summary Reports	Dec 2012 OAG December 2012 Summary Report http://www.bcauditor.com/pubs/2012/report8/summary-report-results-completed-projects-and-other-matte				
OAG Annual Report 2011/12 and Service Plan 12/13 – 13/14	☰ OAGBC AnnualReport 2011-12 Fyi only.				
Current Audits Ministry of Education					
Board Use of Information Survey	Sep 17, 2012 Notice of Examination (NOE) letter to DM James Gorman: The Auditor General has decided to go forward with the follow-up survey on how boards of public sector organizations use information in fulfilling their functions.  NOE MoF Milburn-Gaston Sept	See report: http://www.bcauditor.com/pubs/2013/report3/public-sector-board-use-information-british-columbia-2012	Dec 7/12 OAG update on the progress of the Board Use of Information project. The Sept 25 through Nov 2 survey achieved a 78% response rate. OAG analyzed then prepared a summary of findings document for review, which was discussed in Dec 7 OAG/EDUC. OAG will be asking for a coordinated response from government. Draft report will be sent to ministry contacts in late Jan	April 2013	Claire Avison Caroline Ponsford

Audit Topic	Status	Recommendations	Next Steps	Anticipated Release Date	Ministry Contact
			2013. Comments from ministry to be included in report coordinated by Min of Finance in Feb 2013. Report publication April 2013.		
Board Governance SD #27 (Cariboo-Chilcotin), SD#36 (Surrey) SD#75 (Mission)	<p>August 23, 2012: Notice of Planning (NOP) letter to DM James Gorman to conduct a small number of examinations of board governance in school districts.</p>  <p>NoP Min of Ed SD Board Governance Gc</p>  <p>Auditor General Board Governance Re</p> <p>Nov 30 email from Ian Aaron</p>	<p>See report: http://www.bcauditor.com/pubs/2013/report2/school-district-board-governance-examinations</p>	<p>Feb 6, 2013 update Next step for OAG is to draft final report. This is scheduled for February 2013. Report will then be available to the three boards and the Ministry for response. Response to be included in published report. Consideration should be made as to how response should be done. For example, individual, collaborative or hybrid.</p>	April 2013	<p>Ian Aaron</p> <p>Claire Avison</p>
Upcoming Audits Ministry of Education					
BCeSIS	<p>Notice of Planning letter to DM James Gorman, dated Jan 31, 2012</p>  <p>NoP Min of Ed Gorman-Dover 31 Jar</p>	<p>Stef blog http://blogs.vancouversun.com/2013/01/22/the-search-for-a-student-information-system-to-replace-bcesis/</p>	<p>No further direction or updates as of Oct 16, 2012</p> <p>Jan 25, 2013 Student Certification Branch advised that Ministry staff have been meeting regularly with OAG staff to discuss BCeSIS and the procurement of the new SIS. OAG interviewed several MEd staff, and reviewed BCeSIS documentation, then</p>	Deferred until after May 2013	<p>Renate Butterfield Donna Thatcher Andrew Macauley Ian Larsson</p>

Audit Topic	Status	Recommendations	Next Steps	Anticipated Release Date	Ministry Contact
			determined not to go forward with official review. OAG staff mentioned in Dec 2012 that they planned to produce a report on the progress of SIS procurement in Feb 2013. This reporting timeline has been deferred until after May 2013.		
Possible Ministry of Education Audits					
Seismic Mitigation Program	<ul style="list-style-type: none"> May follow-up with a review of seismic safety acknowledging the updated risk analyses completed on schools and announced last Friday (no definite time frame) 		Resource Mgmt Division advised Jan 16/13 that there are no further updates.		Keith Miller Doug Stewart
Working Capital	<ul style="list-style-type: none"> AG acknowledged implementation by Ministry of Education of just in time cash disbursement and district short term investments being vested with Provincial Treasury, but remains concerned with the cash on board's financial statements. Proposes to do a follow-up review this October 2012 of the AG's August 2010 Working Capital report. 		Resource Mgmt Division advised Jan 16/13 that there are no further updates.		Ian Aaron
Special Education	<ul style="list-style-type: none"> considering future reviews (nothing definite) 		Resource Mgmt Division advised Jan 16/13 that there are no further updates.		Dave Duerksen
School District Business Companies/ Offshore schools	<ul style="list-style-type: none"> concerned with high risk ventures being undertaken by some boards in operating offshore schools; plans a follow-up review of the School District No. 40 (New Westminster) business company (this October) and may undertake a broader sector review (nothing definite) <p>See SD #40 Business Below</p>		Doug Stewart advised on Oct 16, 2012 that no further direction or updates have been rec'd since May 16/12.		Claire Avison Mary Shaw
SD #40 New Westminster	New Westminster (SD 40) – follow up review this year of business company operations as indicated above	Dec 2012 OAG Report <i>We recommend that the board of education</i>	See Dec 2012 OAG Report	Dec 2012	Claire Avison Mary Shaw

Audit Topic	Status	Recommendations	Next Steps	Anticipated Release Date	Ministry Contact
Business Company Review	 SD40BC Examination Report 13 Jan 2012.	<p><i>work with the SD40 Business Company (BC) board to establish an appropriate governance relationship, such that each board can more effectively meet its respective responsibilities.</i></p> <p><i>We recommend that the board of education work with SD40 BC to formally assess the risk of the two organizations being in a perceived agency relationship, and then develop, implement and monitor appropriate mitigation strategies to manage the risks identified.</i></p> <p><i>We recommend that the board of education, with the input of all trustees, appoint the SD40 BC board of directors, as prescribed in the Memorandum of Articles.</i></p> <p><i>We recommend that the board of education oversee the appointment process to the extent necessary to ensure that board members appointed have both the required skills and the objectivity to hold management accountable for performance.</i></p> <p><i>We recommend that the board of education establish and implement policies for ensuring its trustees comply with conflict of interest legislation.</i></p> <p>http://www.bcauditor.com/pubs/2012/report8/summary-report-results-completed-projects-and-other-matte</p>	Recommendations (previous column)		
Distributed Learning	<ul style="list-style-type: none"> considering a review of the program (nothing definite) 		Learning Division advised Jan 18/13 that there are no updates.	unknown	Rod Allen Learning Division

Audit Topic	Status	Recommendations	Next Steps	Anticipated Release Date	Ministry Contact
Funding model	<ul style="list-style-type: none"> anticipates a future review (next 5 years) 		Resource Mgmt Division advised Jan 16/13 that there are no further updates.	unknown	Dave Duerksen
Management of capital by school districts	<ul style="list-style-type: none"> may undertake a future review of board's capacity to manage capital (nothing definite) 		Resource Mgmt Division advised Jan 16/13 that there are no further updates.	unknown	Keith Miller Doug Stewart
Langley (SD#35) Review Follow-up	Langley (SD 35) – follow up this year on governance review undertaken in 2010		Resource Mgmt Division advised Jan 16/13 that follow-up has been completed.	completed	Keith Miller Doug Stewart
Information Technology (IT) General Controls Notice of Planning Penticton Feb 1 email fr Caroline	<p>OAG is planning this performance audit across the BC government reporting entities to determine whether they effectively support the confidentiality, integrity, and availability of information and related systems. This audit will include Ministry of Education as well as the entities under the ministry's responsibility (e.g. school district board of education).</p> <p> Notice of Planning_MEd - Nov 2</p>		<p>Feb 1/13 Ian Aaron is meeting with Jason Reid of the OAG on Feb 1 and he'll ask him about the Penticton story.</p> <p>Nov 28/12, OAG requested MEd:</p> <ul style="list-style-type: none"> - inform those entities under your ministry's responsibility about the scope of this performance audit and that our Office will be contacting them shortly; - designate a key contact - ensure that staff are aware of our activity - ensure that staff are made available for interviews - provide the documents within 10 working days of our request ; - make arrangement for the team to meet the appropriate persons during Nov and Dec 2012; - reply to our requests to verify factual accuracy within 10 	tba	Caroline Ponsford Ian Aaron

Audit Topic	Status	Recommendations	Next Steps	Anticipated Release Date	Ministry Contact
			working days.		
<p>Education Sector Financial Report</p> <p>Summary Financial Statements Cliff #165402 dated Feb 5, 2013</p>	<p>Education Sector Financial Report</p>  <p>NoP Min of Education Gorman-Gilhooly 9 No</p> <p>OAG is planning to develop and publish an Education Sector Financial Report which may include an overview of key indicators and statistics, management letter summaries and discussions of key issues, financial statement discussion and analysis, and PSAB sector financial statements. As a result of this work, the Auditor General may also issue recommendations related to government's reporting of performance in the Education Sector.</p>		<p>Feb 5, 2013</p> <p>AG staff will work with MEd staff and with 6 core sample SDs during the last 2 wks of May and 1st week of June 2013 to perform audit procedures in connection with SD financial info for the period July 1/12 to March 31/13. There will likely be one planned visit to each core SD.</p> <p>OAG staff will also contact 22 extended sample SDs asking for info to be sent to OAG, but OAG will not visit these sample SDs.</p> <p>Summary Financial Statements are prepared as at Mar 31/13 and OAG reports on them June 2013.</p>	June 2013	Ian Aaron

ESTIMATES NOTE
OPEN GOVERNMENT 2013

GENERAL ISSUE:

The Ministry is leveraging an open government approach to support education transformation, through open data, an enhanced online presence, and citizen engagement opportunities.

FACTS AND FIGURES:

- The expenditures for open government over the past 3 years are just less than \$500,000 and with the majority of work being done by staff in the Ministry.
- The Ministry is shifting its open government approach to on online service delivery. The Ministry's web presence is the foundation for digital services, engagement opportunities, and increased access to data and open information.

Citizen Engagement:

- The Ministry has used face-to-face and online/social media tools to engage the public in conversations on education transformation and seek input that may affect future policy decisions.
 - British Columbia's Education Plan engagement site (launched October 2011) has had approximately 6,000 comments on 38 discussion topics and approximately 250 thousand page views.
 - Social media activity on education transformation continues to increase (2,500 Twitter followers; 1,100 Facebook followers).

Open Data:

- Open government includes making data more readily available and engaging with citizens to give them access to the information they need to understand and participate in what government is doing.
 - The Ministry has released 146 datasets (e.g. student enrollment), encompassing roughly 70 percent of all ministry data. Education data sets are consistently among the most frequently downloaded data from DataBC.

MINISTRY OF EDUCATION
ESTIMATES NOTE
OPEN GOVERNMENT 2013

- **The Discover Your School web tool launched in March 2013 enables parents and students to learn more about their school through demographic information, student outcomes and other relevant data.**

BACKGROUND:

- In spring 2011 the Premier of B.C. announced a shift in government to be open and increase transparency, and to increase public participation and collaboration.
- The Open Government and Community Partnerships Division supports education transformation through aligning open government tools and processes with the ministry's vision, and providing avenues for the public to actively participate in planning and policy direction.
- The potential for Open Government to increase accountability and effectiveness has not yet been realized; this requires ongoing commitment over the long term.
- Since early 2010, the ministry has been engaging with the education sector on personalized learning. Since late 2011 the ministry has engaged directly with the public to seek input and build the social license required to transform education. While transparency and interaction has increased significantly, the extent to which public input has influenced policy or program development is unclear.
- The Ministry has supported the corporate open data initiative by publishing education data on DataBC in an open, standard and usable format.
- The Discover Your School web tool provides parents with access to data to make informed choices for supporting their child's learning. Such sites are common in other jurisdictions.
- Discover Your School has been compared to controversial sites such as the Fraser Institute's Report Card, which ranks school outcomes. Discover Your School does not compare schools; rather, a wide variety of data is presented without judgement, but with context to help parents understand the data.
- The Open Government branch is comprised of 12 staff members.

Primary Contact:	Prepared by:
ADM: Paige MacFarlane Phone s.17	Name: Eve Gaudet

ESTIMATES NOTE
SATISFACTION SURVEY 2013

GENERAL ISSUE:

Grade 4 student satisfaction is declining. Parent and staff participation is low and declining over time. The current process is cumbersome for parents and creates a barrier to participation.

FACTS AND FIGURES:

- Surveys have been administered every year since 2001/02 to public schools students in Grades 3, 4, 7, 10 and 12, their parents and school staff.
- Over 150,000 surveys are completed per year, however, parent and teacher participation is low and continues to decline while student participation is relatively high.
- Satisfaction of Grade 4 students has declined significantly, with 72 percent of students in 2001/2002 reporting that they liked what they are learning “many times” or “all of the time,” compared to only 62 percent in 2010/2011. The results for students in Grades 7, 10 and 12 have remained fairly steady over this time frame. This provides an opportunity for the Ministry to collaborate with school districts on strategies to increase satisfaction, and to review design of the survey.
- In 2010/11, as part of a review of the survey, over 850 school principals provided feedback. Results indicate that the majority of principals use survey data for planning and communications to staff. The most useful measures were related to safety/bullying, learning environment and academics.
- The total annual cost of the survey is approximately \$75,000.
- The Ministry contracts the administration of the on-line survey to *A. Willock Information Systems*.
- The BC Teachers’ Federation does not support teacher participation in the survey because they feel it “avoids any questions dealing with substantive issues facing schools, students and teachers.”
- The Ministry has reviewed the survey program to see what improvements can be made, and to align it with education transformation.

ESTIMATES NOTE
SATISFACTION SURVEY 2013

- The survey currently provides flexibility for schools to add their own questions to measure in-school processes that support transformation.
- In 2014, core Ministry questions will be reviewed to align with education transformation and to create a data bank of optional questions that address specific school or district issues. These changes will facilitate further local customization.

BACKGROUND:

- The survey is the only source of province-wide data on school culture and learning environment (e.g., involvement of parents, collegial development of learning materials, safety, expectation of success and sense of welcome).
- Student participation rates have always been high – ranging from nearly 90 percent for Grades 3, 4 and 7, over 70 percent for Grade 10, and about 60 percent for Grade 12, providing information that is representative at the individual school level.
- Parent participation rates are low. Only 10 percent participated in 2010/11. For parents, the means of accessing the survey may contribute to these low rates.
- Staff participation rates are below 15 percent.
- Each year the Ministry receives comments from about 6,000 parents through the survey this information along with the ongoing collaboration with BC Confederation of Parent Advisory Councils, a recent parent survey on Vancouver Island, and the report *“Toward Better Communication - A Report from MLA Jane Thornthwaite, Parliamentary Secretary for Student Support & Parent Engagement”* will help inform strategies on increasing this participation.
- While participation in the annual satisfaction survey has traditionally been mandatory, in response to job action in the 2011/12 school year, the Ministry communicated to school districts that participation in the survey was voluntary. Consequently, overall participation dropped from 1,400 to approximately 630 schools.
- The survey is currently administered electronically from January to April. Options to extend the survey “window”, or to facilitate multiple sessions per year, are currently being explored.
- Survey results are used by schools and school districts in Achievement Contracts and the Superintendents Report on Achievement. Survey results are publicly available. In past years results have been reported in the Ministry service plan.
- The survey continues to be optional for independent schools.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SATISFACTION SURVEY 2013

- The core questions are currently under review and options are being explored to facilitate customization of the survey by school districts and schools.
- Options to improve access to the survey are being explored.
- A consultation process should occur with the field prior to any major changes to the survey.

Primary Contact:	Prepared by:
ADM: Paige MacFarlane	Name: Caroline Ponsford
Cell:	s.17

ESTIMATES NOTE
2013/14 FUNDING FORMULA FOR PUBLIC SCHOOLS

GENERAL ISSUE:

There are no changes to the operating grant funding formula taking effect in 2013/14.

A number of changes to the operating grant funding formula took effect in 2012/13 that provided additional support for rural and remote districts and for vulnerable students.

FACTS AND FIGURES:

- The formula changes that took effect in 2012/13 are in response to input received from the British Columbia School Trustees' Association (BCSTA) and were reviewed within government and by the Technical Review Committee.
- In 2012/13, \$10.7 million was allocated out of the operating block to help school districts introduce elements of the new BC Education Plan. \$10.6 million is being allocated for this purpose in 2013/14.
- An \$11.2 million Supplement for Vulnerable Students is in place beginning in 2012/13 for districts where the number of vulnerable students has increased, supplementing the \$51.1 million CommunityLINK program.
- Funding for districts' differing geographic circumstances – including districts in rural and remote areas – was increased by \$21.8 million in 2012/13. This includes \$10 million as part of a new Student Location Factor, which benefits districts located in sparsely populated areas.

BACKGROUND:

- The BCSTA committee collected input from school districts and submitted to the Ministry a report entitled *A Commentary on the Operating Grant Allocation Process* which made recommendations for funding formula changes under the principles of equity, predictability, stability, flexibility and transparency.
- The BCSTA recommendations were reviewed by government and by the Technical Review Committee, which is comprised of Ministry staff, as well as three superintendents and three secretary-treasurers representing a cross-section of districts: both urban and rural, and those with large and small enrolment.

MINISTRY OF EDUCATION

ESTIMATES NOTE

2013/14 FUNDING FORMULA FOR PUBLIC SCHOOLS

- Current CommunityLINK funding amounts for all districts are being maintained, while the Supplement for Vulnerable Students provides additional resources to districts with growing vulnerable student populations. The Supplement is based on socio-economic factors from Census and government data for every district, including: the number of children in care; adults without high school graduation; the rate of serious crime; single parent households; Aboriginal population; the number of recent immigrants; and the number of individuals on income assistance.
- A number of changes to the Supplement for Unique Geographic Factors added a total of \$21.8 million to this supplement in 2012/13:
 - The Student Location Factor is a new supplement resulting from the reallocation of the former Supplement for Transportation and Housing. It uses school-age population density and enrolment data to allocate funding in a fair and equitable manner, with additional support for special needs students.
 - Student Location Factor Transition: this factor is being phased in over three years, beginning 2012/13, for districts experiencing declines in funding resulting from the implementation of the Student Location Factor.
 - Small Community Supplement: additional funding is provided to support small, remote elementary schools with fewer than 75 students and that are located at least 40 kilometres from the next nearest school.
 - Low Enrolment Factor: additional funding is provided to districts with the smallest enrolments. The formula now provides \$1.375 million to every district with 2,500 or fewer full-time equivalent students.
 - Sparseness Factor: additional funding is provided to districts with large water distances. For every school where there is at least a 50 kilometre distance between the school and board office community, \$200,000 is added to this factor.
- The BCSTA report recognised that the current level of Funding Protection was not sustainable or predictable and requested it be phased out and replaced. As a result, beginning in 2012/13, Funding Protection ensures that no school district experiences a decline of greater than 1.5% when comparing estimated September operating grants to September grants from the previous year.
- A supplement was in place for 2012/13 and is again in 2013/14 to assist districts with implementing initiatives as part of the Education Plan. Further details will be provided to districts in the near future.

Primary Contact	Secondary Contact
Doug Stewart, A/ADM Resource Management Division Cell s.17	Dave Duerksen, Director Funding and Compliance Branch

ESTIMATES NOTE
ASSET SALES 2013

GENERAL ISSUE:

The disposal of board-owned properties supports Government's Release of Assets for Economic Generation program, which promotes the sale of public sector real estate assets to generate revenues that can be booked to balance the 2013/14 and 2014/15 budgets.

FACTS AND FIGURES:

- Treasury Board has directed the generation of \$500 million by government ministries for 2013/14 and 2014/15:
 - 2013/14 target = \$350 million
 - 2014/15 target = \$150 million
- The Ministry of Education was targeted with providing \$128.9 million from surplus school district property sales, to be completed in Government's 2013/14 fiscal year.

BACKGROUND:

- The Disposal of Land and Improvements Order was amended in September 2008 to require that the Minister of Education first approve the disposal of a board of education-owned property.
- This includes the disposal of any property (e.g., complete or partial school sites, administrative offices, maintenance yards, residential lots) through a sale, an exchange, or a lease of greater than 10 years.
- Land Title Office requires an approval form signed by the Minister to allow transfer of title from a board of education to the property purchaser.
- Properties that are the subject of a Crown land grant are exempt from the Order.
- The Release of Assets for Economic Generation (RAEG) program was introduced under Government's Budget 2012 announced in February 2012.
- The intention of the RAEG program is to facilitate the sale of provincial assets that are currently surplus to public sector capital needs.
- School districts are part of the Government Reporting Entity, such that the net proceed amount from the sale of an asset may be booked by the Province as revenue.
- Government targeted the 2013/14 Fiscal Year as the timeframe for the completion of asset sales by boards of education.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ASSET SALES 2013

- All sales proceeds will continue to be retained by boards of education for capital reinvestment in their school districts.
- In the five years since the Disposal of Land or Improvements Order was amended, a total of 102 properties have been approved for disposal to date, including:
 - 45 school sites
(i.e., a property with an existing school; a vacant property no longer having a school building on-site; or an undeveloped property acquired for a proposed new school).
- In the last 16 months, under the RAEG program, a subtotal of 35 property disposals were approved on the condition that the sale and transfer must be completed by March 2014, including:
 - 26 school sites
(i.e., a property with an existing school; a vacant property no longer having a school building on-site; or an undeveloped property acquired for a proposed new school).

Primary Contact:	Prepared by:
Doug Stewart, A/ADM Resource Management Division Cell: s.17	John Woycheshin, Regional Manager Capital Management Branch

ESTIMATES NOTE
CAPITAL PROGRAM 2013

GENERAL ISSUE:

Overview of the Ministry Capital Program.

FACTS AND FIGURES:

- There are 1,604 public schools in B.C., down from 1,779 in 2001.
- Since 2001, government has spent more than \$2.5 billion to complete 99 new and replacement schools, 151 additions, 27 renovations and 25 site acquisitions.
- Since 2001, government has committed nearly \$4.6 billion to school capital and maintenance projects throughout BC. This includes more than \$2.2 billion for 213 seismic mitigation projects.
- Every year, boards of education submit 5-year capital plans to the Ministry.
- The principal drivers for school district capital planning are student enrolment and facility condition.
- The Ministry typically provides a \$110 million Annual Facility Grant to Boards for routine maintenance requirements. This is normally split between about 1/3 operating and 2/3 capital funding.

BACKGROUND:

- The move to student-based funding in 2002 incited school districts to utilize their facilities more efficiently. Since 2001, student enrolment has declined by over 72,000 students, leaving many school districts with excess capacity and leading to the closure of 222 schools from June 2001 to June 2013.
- Despite enrolment decline in most school districts across the province, enrolment has been increasing in some communities (e.g. Surrey, Langley, Kelowna, Langford), leading to requirements for new school space in those school districts.
- In October 2011, the Province announced \$353 million of new space projects to meet enrolment demand in growth districts.
- In 2012, the Ministry of Education announced a \$16.9 million pilot program to explore the use of Full-Day Kindergarten modular classrooms in the renewal of aging infrastructure in rural B.C. In 2013, three classroom replacement projects using modular classrooms were approved for Prince George, Nicola-Similkameen, and Nechako Lakes school districts. A higher priority mechanical/electrical system

MINISTRY OF EDUCATION
ESTIMATES NOTE
CAPITAL PROGRAM 2013

upgrade project was also approved for Nisga'a School District under the pilot program.

- Annual Facility Grant (AFG) funding is split between operating and capital funding: generally about \$70 million capital and \$40 million operating. Based on recent assessments of the existing stock of schools in the province, at current funding levels deferred maintenance requirements will continue to grow each year.
- BC Housing manages the Building Envelope Program (BEP) on behalf of the Ministry. The BEP assists school districts with remediation of schools built between 1985 and 2000 that are encountering water ingress resulting from premature failure of the building envelope. This program is not currently funded but at least \$160 million of work remains to be done, resulting in further deterioration and additional costs.

Primary Contact:	Prepared by:
Doug Stewart, A/ADM Resource Management Division Cell: s.17	Heather Hill, A/Director Capital Management Branch

ESTIMATES NOTE
DECLINING ENROLMENT

GENERAL ISSUE:

Since 2000/01, September full-time equivalent student enrolment is estimated to have declined by more than 72,000 students.

FACTS AND FIGURES:

- Since 2000/01, September enrolment is estimated to have declined by more than 72,000 students.
- 51 of B.C.'s 60 school districts expect to serve about the same number, or fewer, students next year.
- Ministry enrolment projections indicate that the enrolment decline will slow in 2013/14, and enrolment will again begin increasing slowly in 2014/15.

BACKGROUND:

- School districts forecast there will be 541,618 full-time equivalent (FTE) students at B.C.'s public schools in 2013/14 – a decrease of 5,643 FTE students over 2012/13 interim totals.
- The Supplement for Enrolment Decline provides additional funding support to school districts where enrolment is declining. In 2013/14:
 - an estimated \$10.2 million is being provided to 41 districts that project a decrease in enrolment that is greater than 1 percent but less than 4 percent,
 - an estimated \$606,000 will be provided to four districts that project an enrolment decline of more than 4 percent, and
 - an estimated \$2.7 million will be provided to 15 districts that have an enrolment decline of 7 percent or more over the previous three years.
- Generally, rural districts have been more heavily affected by enrolment decline than urban areas.
- Local boards of education are in the best position to make decisions around how to manage a decline in their student population.
- Between June 2001 and June 2012, school districts have closed 211 schools due to declining enrolment across the province.
- An estimated \$39.0 million is being provided to school districts projecting declining enrolment to ensure funding levels at September 2013 are at least 98.5 percent of September 2012 amounts.

MINISTRY OF EDUCATION
ESTIMATES NOTE
DECLINING ENROLMENT

Additional Information:

Available in ADM binder

Primary Contact	Secondary Contact
Doug Stewart, A/ADM Resource Management Division Cell s.17 Prepared by	Dave Duerksen, Director Funding and Compliance Branch Prepared by
Michael Lebrun, Funding Analyst Funding and Compliance Branch	Name:
Phone: 250-356-0176	Phone:

ESTIMATES NOTE
OPERATING FUNDING 2013

GENERAL ISSUE:

School districts' operating funding will remain unchanged in 2013/14 at a total of \$4.725 billion.

FACTS AND FIGURES:

- In 2013/14, \$4.725 billion will go directly to B.C. school districts in operating grants.
- In 2013/14, the average per-pupil operating grant is now \$8,603, an increase of \$16 over 2012/13.
- Annual operating grants are now over \$981 million more than they were in 2000/01.

BACKGROUND:

- Operating funding is based on the number of full-time equivalent (FTE) students enrolled as projected by boards of education for the 2013/14 school year.
- Approximately 80% of a district's funding is based on enrolment. The other 20% is provided as a supplement to meet district specific needs, including:
 - Unique Student Needs: for students with special needs, English Language Learning, Aboriginal students, and vulnerable students;
 - Enrolment Decline;
 - Salary Differential, for districts that have higher average educator salaries; and,
 - Unique Geographic Factors, to assist districts that operate schools in rural and remote areas.
- Funding Protection ensures that no school district will experience a decline of greater than 1.5% when comparing estimated September 2013 operating grants to September 2012 grants.
- According to boards' enrolment projections, eight school districts will receive increases in operating grants in 2013/14 compared to 2012/13.

Primary Contact	Secondary Contact
Doug Stewart, A/ADM Resource Management Division Cell: s.17	Dave Duerksen, Director Funding and Compliance Branch

ESTIMATES NOTE
SEISMIC MITIGATION PROGRAM 2013

GENERAL ISSUE:

The primary objective of the Seismic Mitigation Program is to achieve a life-safety standard for schools by minimizing the probability of local structural collapse as a result of a seismic event.

FACTS AND FIGURES:

- Since the inception of the Seismic Mitigation Program:
 - 131 projects completed;
 - 5 under construction;
 - 16 proceeding to construction; and
 - 61 supported.
- With the above 213 projects underway, there are another 102 schools remaining to be addressed.
- Since 2001, government has spent or committed \$2.2 billion to seismically upgrade or replace 213 high-risk schools. It is anticipated it will cost a further \$600 million to address the remaining 102 high-risk schools in the province.

BACKGROUND:

- March 2004 — the Ministry initiated seismic assessments of 877 schools within 37 school districts located in high-risk seismic zones.
- November 2004 — Government committed to a \$1.5 billion plan for the seismic upgrading of 749 schools over 15 years to make BC schools earthquake safe.
- 2005 — Seismic Mitigation Program (SMP) approval of 95 projects announced as part of a 3-year SMP capital plan.
- Since 2005, a technical team with members from the Association of Professional Engineers and Geoscientists (APEGBC) and the University of BC's (UBC) Earthquake Engineering Research Facility has continued to refine the risk assessment and mitigation strategies through experience in actual seismic upgrade projects, extensive laboratory testing at UBC's world-class shake table lab, and peer review by leading international structural experts.

ESTIMATES NOTE
SEISMIC MITIGATION PROGRAM 2013

- APEGBC's work was the basis of a new assessment methodology that led to a reassessment of the remaining high-risk schools in 2010.
- Schools were categorized as:
 - **High 1** - Most vulnerable structures; at risk of widespread damage or structural failure; not repairable after event. Structural and non-structural upgrades required.
 - **High 2** - Vulnerable structures; at risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural upgrades required.
 - **High 3** - Isolated failure of building elements such as walls are expected; building likely not repairable after event. Structural and non-structural upgrades required.
 - **Medium** - Isolated failure to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Buildings to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
 - **Low** - Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.
- The SMP now focuses on addressing schools with high risk blocks (H1/H2/H3).
- May 2012 — APEGBC's new reassessment results were made public, along with the role APEGBC had been fulfilling under contract with the Ministry. The results reduced the number of projects that had not been addressed from 522 to 152 at that time.
 - The 152 remaining projects were identified as Phase 2 of the SMP with an estimated total cost of \$1.3 billion. (Note: Government had already identified \$1.05 billion in the 10-year capital plan for Phase 2 seismic projects).
 - 14 projects were supported to proceed at an estimated cost of \$122 million.
- March 2013 — Feedback from school districts increased the number of remaining Phase 2 projects from 152 to 161.
- Government approved a three-year spending plan that supported an additional 45 projects to proceed at an estimated cost of \$584 million.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SEISMIC MITIGATION PROGRAM 2013

- As of March 2013, the following numbers represent progress of schools that have been or are being seismically upgraded, either through the SMP, or through the capital plan:

SMP Status	
Completed schools	131
Under construction	5
Proceeding to construction	16
Supported	61
Total of Above	213
Remaining to be addressed	102

Primary Contact:	Prepared by:
Doug Stewart, A/ADM Resource Management Division Cell s.17	Phillip Chambers, Regional Manager Capital Management Branch

ESTIMATES NOTE
BULLYING AND VIOLENCE PREVENTION 2013

GENERAL ISSUE:

There are still high rates of bullying and harmful behaviours, as well as serious risks and threats to schools around the world. Our teachers need to be supported to know how to prevent and intervene in a consistent manner across the Province.

FACTS AND FIGURES:

- In B.C. there have been a number of serious incidents that involved school-aged children, where warning signs were not recognized, missing an opportunity to provide intervention and supports to students, parents, teachers and administrators.
- Last year the Ministry launched the Expect, Respect and A Safe Education strategy (ERASE). It is a multi-pronged prevention and intervention strategy designed to address bullying and harmful behaviours in schools.
- The strategy includes a comprehensive five-year, training program for educators and community partners that began in October 2012.
- Over 4,000 people have been trained – public, independent, First Nations educators and community partners.
- As part of the ERASE strategy, we have also put in the place the following supports:
 - Safe school coordinators in every district responsible for ensuring safe schools;
 - Online parent resources –
 - Over 98,000 visits to the ERASE Bullying Website since November 12, 2013,
 - The @ERASEbullyingBC twitter feed has over 1,600 followers;
 - A confidential and anonymous, online reporting tool for students.
- Later this year the Ministry will establish a multi-agency Provincial Advisory Committee to develop information sharing and threat assessment guidelines.
- It is known that in order to reduce the number of bullying incidents in B.C. there needs to be a culture shift in the Province and the best place to model positive behaviours and culture is within schools.

MINISTRY OF EDUCATION
ESTIMATES NOTE
BULLYING AND VIOLENCE PREVENTION 2013

BACKGROUND:

- Every child in B.C. deserves to feel respected and accepted, regardless of their gender, race, culture, religion or sexual orientation and to enjoy a safe learning environment.
- Bullying and harmful behaviours in our schools, on our playgrounds, and online, or anywhere else is not acceptable.
- Last year the Ministry launched the ERASE strategy. ERASE is a comprehensive, multi-pronged prevention and intervention strategy to address bullying and other harmful behaviours.
- The ERASE strategy is about providing a safe school environment for students and ensuring school districts have consistent approaches to addressing bullying and harmful behaviours.
- The ERASE strategy includes 10 key elements:
 1. A five-year, multi-level training regime for educators and staff, focused on bullying prevention and threat assessment;
 2. A confidential and anonymous, online reporting tool for students;
 3. Online resources for parents (www.erasebullying.ca);
 4. Provincial Advisory Committee with representatives from police, school and social agency partners;
 5. Enhanced codes of conduct for schools;
 6. Provincial guidelines for threat assessments;
 7. Formal protocols to guide and co-ordinate the work of school and community partners;
 8. Safe schools coordinator in every school district;
 9. Bullying prevention and threat assessment pre-service training for new teachers;
 10. Designated professional development day focussed on bullying prevention.

Primary Contact:	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Sherri Mohoruk	Name: Lisa Dominato
Phone: 604 660-2442	Phone:
Cell	

s.17

ESTIMATES NOTE
CHILDREN IN CARE 2013

GENERAL ISSUE:

The Representative for Children and Youth has documented that the achievement of children in government care should be comparable to other children in the community.

FACTS AND FIGURES:

- Children in government care are the responsibility of the Ministry of Children and Family Development (MCFD). The Ministry of Education supports the work of MCFD.
- The MCFD or a Delegated Aboriginal Authority (DAA) is responsible for assigning a social worker to each child in government care, who is to act as a prudent parent (or legal guardian).
- There are about 8,200 children and youth in government care, with about 4,400 (54 percent) authorized through a Continuing Custody Order (CCO) and about 1,300 through a Temporary Custody Order (TCO).
- There are approximately 4,000 school-aged CCO children enrolled in B.C. schools, about 0.6 percent of all students. Of these, about:
 - 40 percent (1,600) are between the ages of 15 and 18;
 - 70 percent (2,800) are 10 years of age or older;
 - 50 percent (2,000) are identified with special needs; and
 - over 60 percent (2,400) are Aboriginal.
- Day-to-day arrangements for CCO children are most often through a foster parent arrangement, facilitated by MCFD or a DAA.

BACKGROUND:

- In 2007 the Representative for Children and Youth (RCY) recommended that MCFD report on the educational achievement of children in continuing government care.
- In 2008, Ministry and MCFD jointly developed guidelines for educational planning to establish consistent expectations for supporting children in government care.

MINISTRY OF EDUCATION
ESTIMATES NOTE
CHILDREN IN CARE 2013

- In 2009, the RCY and the Provincial Health Officer recommended “every school in B.C. assign a single staff person to oversee education planning, monitoring and attainment of the children in continuing government care that attend their school.”
- In March 2013 the RCY reiterated the need for MCFD to continue to work in collaboration with the Ministry to promote and support educational achievement of children in continuing government care ensuring they achieve educational outcomes comparable to other children in the community. For each school-age child in continuing government care, their social worker is expected to:
 - Understand the educational progress of the child;
 - Review report cards, attend parent-teacher meetings, and have ongoing discussions with the child about school;
 - Document for each school year, the child’s school, grade, principal and teacher and their contact information, along with all report cards; and
 - For each child with special needs to be involved in developing the Individual Education Plan and retain a copy in the child’s file.
- The superintendents of achievement (SOAs) monitor the implementation of the RCY recommendations by requiring that districts report annually on their processes and efforts to support children in continuing government care. Current status:
 - The Ministry and MCFD annually provide school districts with a list of all children in continuing government care;
 - All school districts supplement the list by identifying changes and students in other levels of government care;
 - Every school district has a school-based educator with responsibility to monitor and mentor children in government care;
 - Student achievement data is tracked to each student in continuing government care at the school level;
 - SOAs are monitoring school district implementation and compliance on an annual basis through visits and annual updates included in the Superintendent Reports on Student Achievement; and
 - An information sharing agreement between the Ministry and MCFD to facilitate school district support of children in continuing government care is currently being updated.

Primary Contact:	
ADM:	Rick Davis
Cell:	s.17

ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

GENERAL ISSUE

Class size and composition have been regulated by legislation since 2002. The Ministry has reported trends in class size since 2005/06. This issue is of interest to parents and teachers.

Class size refers to the number of students assigned to a class. Class composition is dependent on the nature and number of students (e.g. students with special needs) assigned to the class. Teacher workload and student learning conditions are dependent on class size and class composition. Principals are responsible for organizing classes within a school in consultation with teachers.

FACTS AND FIGURES:

- Research shows that smaller class sizes have only a small effect on student learning. Other factors including teachers and schools are far more important.
- The number of teachers in public schools has declined since 2000-01 by approximately 3,150 but the number of enrolment FTE has declined by 56,000. The number of students per teacher has varied slightly but is basically unchanged. Class size is unchanged.

School Year	Educator FTE	Enrolment FTE	Ratio
2000-01	36,113.3	598,631.1	16.6
2001-02	35,929.6	596,308.1	16.6
2002-03	33,900.8	588,633.1	17.4
2003-04	33,344.9	582,763.5	17.5
2004-05	33,145.8	576,965.2	17.4
2005-06	33,700.8	571,031.7	16.9
2006-07	33,965.7	559,530.2	16.5
2007-08	33,800.9	544,748.4	16.1
2008-09	33,585.4	549,587.3	16.4
2009-10	33,053.7	546,509.1	16.5
2010-11	32,694.4	549,124.7	16.8
2011-12*	33,008.1	549,838.4	16.7
2012-13*	32,966.3	542,641.2	16.5

ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

- **An annual detailed class size data collection and report has been completed since 2005/06. It details the size of each class at the school level, the average size of classes and the numbers of students with special needs at the district level and summary information at the provincial level.**
 - They show that the number of classes over 30 in the province has declined.
 - In 2005-06 there were 9,253 and in 2011-12, there were 3,188.
 - In 2012-13, the number has dropped to 1,363 classes.
 - In many cases, like music band and choirs, classes over 30 are appropriate for instruction.
 - Most classes over 30 are actually at 31 and accommodate student course choices in grades 11 and 12.
- **There were approximately 564,530 students within the public school system in 2012-13. Among these there were approximately 57,000 students with special needs.**
 - 92% of classes have five or less students with special needs.
 - In organizing classes, students with special needs are often grouped in particular classes so their needs can be supported.
- **Non-enrolling teachers are teachers who are not directly responsible for a class such as teacher librarians, counselors, learning assistance teachers and special education resource teachers. The total number of these types of non-enrolling teacher has declined since 2000-01 from 6,150 to 5,600 in part because of enrollment decline. However, the number of other non-enrolling teachers notably reading specialists and technology supporting teachers has increased.**

ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

BACKGROUND:

In January 2002 government introduced Bill 28 which removed class size and composition requirements from teacher collective agreements to provide greater flexibility to school district in the way in which schools and classes were organized. These requirements were replaced with more general guidelines in the *School Act*.

The BCTF challenged Bill 28 on Charter grounds. The court found (2011) that Bill 28 offended rights of teachers under the charter and ordered that portion of Bill 28 including the changes to class size and composition regulations in collective agreements be struck down providing government one year to remedy that legislation.

In 2006 government passed Bill 33 which extended legislated class size and composition regulation in the *School Act* and legislated requirements for consultation that gave teachers a voice in the manner in which classes were organized.

In 2012 and in response to the court's decision, the government amended Bill 28 provisions and Bill 33 provisions as a remedy to the court's decision. Central to that legislation were the provisions to restore class size and composition to the scope of collective bargaining and establishing the Learning Improvement Fund to address issues relating to complex classrooms (class composition)

- Appendixes**
- 1: Average Class Sizes, 2005/06–2012/13
 - 2: Key Indicators Comparison, 2005/06–2012/13
 - 3: Number of Classes with More Than 30 Students
 - 4: Number of Non-enrolling Teachers
 - 5: System Demographics—Teachers and Enrolments
 - 6: Number of Students with Special Needs
 - 7: Number of Classes by Subject Areas
 - 8: Number of Classes with More Than Three Students Entitled to IEPs
 - 9: Number of Classes with ELL
 - 10: FTE Enrolment/FTE Educator Ratio for Public Schools

Contact	Prepared by
ADM: Rick Davis	Name: Rick Davis
Division: Achievement	Branch: Achievement
Cell: s.17	

ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

1. Average Class Sizes, 2005/06 – 2012/13

	Grade K	Grade 1 – 3	Grade 4 – 7	Grade 8 – 12
2005/06	17.7	20.8	26.3	25.0
2006/07	17.5	20.3	25.8	24.4
2007/08	17.4	20.4	25.8	24.4
2008/09	17.7	20.6	25.8	24.4
2009/10	17.8	20.7	26.0	24.8
2010/11	18.3	20.7	25.9	25.1
2011/12	18.5	20.6	25.9	25.0
2012/13	19.0	21.1	25.4	23.3

2. Key Indicators Comparison, 2005/06 – 2012/13

Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Number of Classes	67,499	68,665 (+2%)	68,693 (+0%)	68,357 (-0%)	67,473 (-1%)	64,909 (-4%)	64,827 (-0%)	67,089 (+3%)
Headcount in all public schools	599,491	587,814	583,620	579,486	580,483	579,112	569,739	564,530
FTEs in all public schools	571,032	559,530	544,748	549,587	546,509	549,125	549,848	542,641
<i>FTEs in public standard schools</i>	<i>548,074</i>	<i>539,280</i>	<i>528,378</i>	<i>530,148</i>	<i>525,746</i>	<i>529,370</i>	<i>531,786</i>	<i>524,852</i>
Classes with 20 or fewer students	14,853 (22%)	16,005 (23%)	15,937 (23%)	15,771 (23%)	14,699 (22%)	13,331 (21%)	13,530 (21%)	17,156 (26%)
Classes with 30 or fewer students	58,246 (86%)	65,423 (95%)	65,514 (95%)	65,021 (95%)	64,244 (95%)	61,282 (94%)	61,639 (95%)	65,726 (98%)
Classes with 32 or fewer students	64,590 (96%)	67,794 (99%)	67,790 (99%)	67,519 (99%)	66,572 (99%)	63,904 (98%)	63,895 (99%)	66,566 (99%)
Classes with more than 30 students	9,253 (14%)	3,242 (5%)	3,179 (5%)	3,336 (5%)	3,229 (5%)	3,627 (6%)	3,188 (5%)	1,363 (2%)
Classes with more than 32 students	2,909 (4%)	871 (1%)	903 (1%)	838 (1%)	901 (1%)	1,005 (2%)	932 (1%)	523 (1%)
Classes with no students in IEP	22,534 (33%)	21,112 (31%)	21,287 (31%)	20,207 (30%)	18,548 (27%)	16,833 (26%)	16,488 (25%)	17,107 (25%)
Classes with five or fewer students in IEP	63,901 (95%)	65,870 (96%)	65,523 (95%)	65,082 (95%)	64,010 (95%)	61,084 (94%)	61,107 (94%)	61,621 (92%)

ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

3. Number of Classes with more than 30 Students

	Grade K	Grade 1-3	Grade 4-7	Grade 8-12	Total
2005/06	1	0	648	8,604	9,253
2006/07	0	0	85	3,157	3,242
2007/08	0	0	108	3,071	3,179
2008/09	0	0	104	3,232	3,336
2009/10	0	0	94	3,135	3,229
2010/11	0	0	73	3,554	3,627
2011/12	0	0	61	3,127	3,188
2012/13	0	0	52	1,311	1,363

4. Number of Non-enrolling Teachers

	Librarians	Counsellors	LAT/SPED	ELL	Total
1997/98	778.4	880.7	3,498.5	1,277.2	6,434.9
1998/99	836.0	905.4	3,550.7	1,083.2	6,375.4
1999/00	816.2	909.1	3,519.8	940.4	6,185.7
2000/01	801.6	926.8	3,545.8	873.6	6,147.6
2001/02	785.4	919.0	3,532.7	887.5	6,124.6
2002/03	759.4	920.2	3,179.4	810.2	5,669.3
2003/04	704.6	895.4	3,331.7	812.7	5,744.4
2004/05	692.6	906.4	3,311.6	827.8	5,738.3
2005/06	741.3	901.6	3,357.9	848.6	5,849.4
2006/07	746.6	908.6	3,442.9	829.0	5,927.0
2007/08	729.9	915.8	3,448.5	788.6	5,882.8
2008/09	717.4	910.9	3,449.1	795.9	5,873.4
2009/10	685.8	909.8	3,403.4	786.0	5,785.0
2010/11	644.7	885.0	3,313.9	687.5	5,531.0
2011/12	635.8	870.1	3,282.3	673.7	5,461.9
2012/13	646.6	871.1	3,381.3	686.2	5,585.2

Note : In 2003/04, professional staff including the Learning Assistance (1.04) , Severe Behaviour (1.16), High-Incidence-Low Cost (1.17), Low-Incidence-High Cost (1.18), Dependent Handicapped (1.19), and Gifted (1.32) were collapsed into the Special Education category (1.10).

ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

5. System Demographics —Teachers and Enrolments

*Teacher FTE and Enrolment FTE are refreshed and updated. They may not match previously published data.

	Teacher (fte)	% change	Enrolment (fte)	% change	PTR	Total Special Needs (Headcount)
1999/00	32,969		601,345		18.2	66,592
2000/01	33,388	1.27%	598,631	-0.45%	17.9	66,530
2001/02	33,183	-0.61%	596,308	-0.39%	18.0	65,925
2002/03	31,228	-5.89%	588,633	-1.29%	18.8	62,503
2003/04	30,720	-1.63%	582,763	-1.00%	19.0	61,254
2004/05	30,535	-0.60%	576,965	-0.99%	18.9	61,983
2005/06	31,007	1.54%	571,032	-1.03%	18.4	61,275
2006/07	31,222	0.69%	559,530	-2.01%	17.9	58,573
2007/08	31,049	-0.55%	544,748	-2.64%	17.5	57,324
2008/09	30,867	-0.59%	549,587	0.89%	17.8	57,870
2009/10	30,393	-1.54%	546,509	-0.56%	18.0	58,644
2010/11	30,110	-0.93%	549,125	0.48%	18.2	58,269
2011/12	30,407	0.99%	549,848	0.13%	18.1	57,250
2012/13	30,374	-0.11%	542,641	-1.31%	17.9	57,366

6. Number of Students with Special Needs

Number of Students	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Total	61,275	58,573	57,324	57,870	58,644	58,269	57,250	57,366
A – Physically Dependent	686	665	658	626	611	610	567	570
B – DeafBlind	48	50	54	65	63	59	62	67
C – Moderate to Profound Intellectual Disability	2,457	2,379	2,340	2,278	2,184	2,048	1,978	1,866
D – Physical Disability/Chronic Health Impairment	5,827	5,387	5,630	6,131	6,734	7,073	7,035	7,241
E – Visual Impairment	391	382	374	350	347	337	335	336
F – Deaf or Hard of Hearing	1,406	1,328	1,281	1,238	1,238	1,195	1,148	1,146
G – Autism Spectrum Disorder	2,593	3,715	4,177	4,622	5,138	5,514	5,916	6,301
H – Intensive Behaviour Interventions/Serious Mental Illness	7,477	7,269	7,087	7,318	7,515	7,402	6,988	6,970
K – Mild Intellectual Disability	2,751	2,589	2,497	2,396	2,330	2,229	2,217	2,138
P – Gifted	11,582	9,879	8,966	8,389	7,994	7,331	6,753	6,550
Q – Learning Disability	16,702	16,636	17,129	17,590	17,861	18,201	18,174	18,392
R – Moderate Behaviour Support /Mental Illness	9,355	8,294	7,131	6,867	6,629	6,270	6,077	5,769

ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

7. Number of Classes by Subject Areas

2012/13	<=20	21-24	25-30	31-35	36-39	>=40
Applied Skills	2,209	1,735	3,023	268	5	15
English Language Arts	1,316	1,064	3,968	58		3
Fine Arts	959	809	2,230	160	47	197
Full Grade	3,688	5,546	4,720	38	3	
Health and Career Ed	395	304	1,033	48	4	6
Information and Communications Tech	229	189	444	5	1	3
Languages	882	814	1,883	58		2
Mathematics	1,117	1,001	3,669	70	3	2
Other	2,507	839	1,659	72	12	42
Physical Education	524	723	2,924	81	10	5
Sciences	949	1,171	4,313	71		5
Social Studies	706	928	3,462	59	1	
Special Education	1,675	42	77	7		2

8. Number of Classes with Students Entitled to IEPs

# of IEP Students	0	1	2	3	4	5	6	>=7
2005/06	22,534	15,658	11,044	7,321	4,566	2,778	1,577	2,021
2006/07	21,112	16,176	12,239	9,579	4,464	2,300	1,258	1,537
2007/08	21,287	15,962	11,826	9,305	4,608	2,535	1,364	1,806
2008/09	20,207	15,758	11,990	9,417	4,957	2,753	1,498	1,777
2009/10	18,548	14,961	12,053	9,952	5,402	3,094	1,631	1,832
2010/11	16,833	14,407	11,876	9,553	5,201	3,214	1,746	2,079
2011/12	16,488	14,065	11,828	9,795	5,555	3,376	1,708	2,012
2012/13	17,107	14,298	11,727	9,072	5,865	3,552	1,983	3,485

2012/13	0 IEP	1 IEP	2 IEP	3 IEP	4 IEP	5 IEP	6 IEP	>=7 IEP
Applied Skills		1,324	1,267	1,173	791	514	289	417
English Language Arts		1,350	1,131	883	542	350	186	336
Fine Arts		820	858	719	533	338	195	257
Full Grade		3,560	2,653	1,851	1,031	463	239	211
Health and Career Ed		318	365	307	223	149	63	67
Information and Communications Tech		164	166	144	123	67	32	49
Languages		957	490	203	93	46	22	23
Mathematics		1,330	941	657	408	289	173	347
Other		976	757	600	415	251	156	340
Physical Education		741	879	779	501	333	208	268
Sciences		1,491	1,056	757	530	300	155	217
Social Studies		1,057	1,013	842	530	300	147	201
Special Education		210	151	157	145	152	118	752

ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

9. Number of Classes with ELLs

# of ELL	1	2	3	4	5	6	>=7
2005/06	9,934	5,815	3,675	2,603	1,712	1,272	5,349
2006/07	10,311	5,311	3,485	2,353	1,575	1,237	5,131
2007/08	10,185	5,249	3,493	2,255	1,597	1,180	4,924
2008/09	9,784	5,379	3,496	2,432	1,779	1,360	5,161
2009/10	10,111	5,331	3,389	2,507	1,726	1,199	5,225
2010/11	9,488	5,074	3,353	2,338	1,511	1,124	5,084
2011/12	9,530	5,283	3,405	2,319	1,698	1,229	5,103
2012/13	9,448	5,358	3,403	2,259	1,564	1,114	4,698

2012/13	1 ELL	2 ELL	3 ELL	4 ELL	5 ELL	6 ELL	>=7 ELL
Applied Skills	1,154	648	419	259	181	102	221
English Language Arts	870	445	210	145	77	57	308
Fine Arts	692	393	287	178	103	65	181
Full Grade	1,810	1,260	959	710	587	504	2,870
Health and Career Ed	271	152	116	70	40	25	45
Information and Communications Tech	142	66	45	17	20	11	16
Languages	427	184	109	57	31	17	49
Mathematics	934	544	323	199	157	92	161
Other	514	242	136	80	56	43	432
Physical Education	705	435	250	180	123	69	135
Sciences	1,027	581	333	228	125	79	168
Social Studies	782	370	206	133	60	48	100
Special Education	120	38	10	3	4	2	12

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2012/13

FTE Enrolment/FTE Educator Ratio for Public Schools.

*with update of 2011/12 and 2012/13 school year only. Data for previous years are not updated.

School Year	Educator FTE	Enrolment FTE	Ratio
1975/76	27,454.6	525,344.0	19.1
1976/77	27,858.7	518,425.0	18.6
1977/78	28,181.4	510,642.5	18.1
1978/79	28,086.5	500,198.0	17.8
1979/80	27,861.0	494,522.0	17.7
1980/81	28,437.9	492,053.5	17.3
1981/82	29,156.9	485,560.5	16.7
1982/83	28,183.5	482,255.0	17.1
1983/84	28,023.6	478,543.5	17.1
1984/85	26,643.1	472,264.1	17.7
1985/86	25,915.4	467,767.0	18.0
1986/87	26,366.5	467,033.6	17.7
1987/88	27,143.8	471,134.1	17.4
1988/89	28,089.2	479,039.9	17.1
1989/90	29,797.8	492,035.0	16.5
1990/91	31,147.0	502,191.4	16.1
1991/92	32,373.1	531,891.0	16.4
1992/93	32,566.4	542,947.3	16.7
1993/94	32,630.2	557,362.4	17.1
1994/95	33,324.8	568,978.0	17.1
1995/96	34,127.4	577,920.7	16.9
1996/97	34,710.9	591,540.8	17.0
1997/98	34,965.6	603,733.4	17.3
1998/99	35,461.0	602,822.2	17.0
1999/00	35,687.4	601,661.7	16.9
2000/01	36,113.3	598,934.5	16.6
2001/02	35,929.6	596,575.4	16.6
2002/03	33,900.8	588,989.4	17.4
2003/04	33,344.9	582,658.7	17.5
2004/05	33,145.8	577,156.2	17.4
2005/06	33,700.8	570,912.2	16.9
2006/07	33,965.7	559,615.5	16.5
2007/08	33,800.9	547,368.9	16.2
2008/09	33,585.4	552,812.8	16.5
2009/10	33,053.7	551,109.1	16.7
2010/11	32,694.4	549,106.2	16.8
2011/12*	33,008.1	549,848.4	16.7
2012/13*	32,966.3	542,641.2	16.5

ESTIMATES NOTE
LEARNING IMPROVEMENT FUND 2013

GENERAL ISSUE:

The Learning Improvement Fund (LIF) was implemented for the first time in September of 2012 to improve learning and working conditions in classes that are complex and difficult to teach because of the numbers or types of students with special needs. The LIF was also intended to address concerns expressed by the BC Teachers' Federation with the composition of some classes.

FACTS AND FIGURES:

- Government committed to provide additional funding to districts to support LIF, \$30 million in 2012/13, \$60 million in 2013/14, \$75 million in 2014/15 and \$75 million in all subsequent years. In 2012/13 an additional amount of \$30 million from strike savings was allocated so the total allocation became \$60 million.
- Each year LIF plans are approved by the Ministry before school district allocations are provided. Funds may only be spent on additional teachers, professional development for teachers and special education assistants. School districts may hold back a small reserve to address needs as they arise during the school year.
- In 2012/13, all school districts complied with the LIF requirements and plans set out total spending as follows:

– Teacher staffing	\$36,804,446
– Professional Development	\$1,755,246
– Education Assistant staffing	\$17,257,901
– Planned reserves	\$3, 758,624
- LIF planning requires that extensive consultation occur at the school level between the principal and teachers and at the district level between the superintendent of schools and the local teacher union president.
- In 36 of 60 school districts the local union agreed with the plan proposed by the superintendent.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LEARNING IMPROVEMENT FUND 2013

BACKGROUND:

- LIF arose in part in response to the Court decision resulting from the charter challenge brought by the BC Teachers' Federation (BCTF) regarding Bill 28(2002). The court found (April 2011) that parts of Bill 28 violated the rights of teachers and ordered that these be remedied by April 2013. LIF was originally proposed to the BCTF in an effort to come to agreement on the form of remedy. When no agreement was reached the government passed legislation to bring LIF into force. That legislation (Bill 22) is now the topic of further litigation to go before the court in September 2013.
- LIF was also seen by government as a reasoned response to concerns regarding complex classes that posed challenging learning conditions for students and working conditions for teachers. LIF provides a resource that can be targeted in schools and classes at areas of high need. The BCTF seeks a structure in collective agreements that regulates the numbers of students with special needs assigned to classes. Past experience with these structures prior to Bill 28 show them to be inefficient, costly, discriminatory, and often fail to address the most challenging classes. LIF planning utilizes professional discretion and judgments of principals and teachers to provide learning conditions appropriate to students in classes in consideration of teacher workload.
- School district response to LIF has been exceptionally positive. As one principal commented it was so great to be able to address a classroom in need and say "yes" when a teacher informed him of a learning challenge. Teachers are reported to have confirmed that LIF makes a real difference to children in their classes.
- The BCTF instructed locals to only engage in consultation by demanding that the class size and class composition provision prior to Bill 28 be restored. In spite of that, healthy consultation is reported at almost all schools and 36 of 60 school districts came to agreement with local unions on the plan for expending the LIF allocation.

Primary Contact:	Prepared by: <i>the person who researched and wrote the information</i>
ADM: Rick Davis Cell	Name: Rick Davis

s.17

Ministry of Education Acronyms – Updated June 2013

Acronym	Description
AANDC	Aboriginal Affairs and Northern Development Canada
ABCDE	Association of British Columbia Deans of Education
ABE	Adult Basic Education
ABPBC	Association of Book Publishers of British Columbia
ACE	Association for Co-operative Education
ACE IT	Accelerated Credit Enrolment in Industry Training
ACEbc	Association of Community Educators of BC
ACELF	Association canadienne d'éducation de langue française
ACP	Association of Canadian Publishers
AECBC	Advanced Education Council of British Columbia
AFN	Assembly of First Nations
AMTEC	Association for Media and Technology Education in Canada
AP	Advanced Placement
ASTTBC	Applied Science Technologists and Technicians of British Columbia
ATLC	Association for Teacher-Librarianship in Canada
AVID	Advancement via Individual Determination
BCACL	British Columbia Association for Community Living
BCAFN	British Columbia Assembly of First Nations
BCALMER	British Columbia Association of Learning Materials and Educational Representatives
BCASBO	British Columbia Association of School Business Officials
BCBC	Business Council of British Columbia
BCCLEA	British Columbia Council for Leadership in Educational Administration
BCCPAC	British Columbia Confederation of Parent Advisory Councils
BCCT	British Columbia College of Teachers (replaced now with Teacher Regulation Branch – see TRB)
BCeSIS	British Columbia enterprise Student Information System
BCFed	British Columbia Federation of Labour
BCGEU	British Columbia Government and Service Employees' Union
BCGMA	British Columbia Government Managers' Association
BCIT	British Columbia Institute of Technology
BCPSEA	British Columbia Public School Employers' Association
BCPVPA	British Columbia Principals' and Vice-Principals' Association
BCSAP	British Columbia Student Assistance Program
BCSS	British Columbia School Sports
BCSSA	British Columbia School Superintendents Association
BCSTA	British Columbia School Trustees Association
BCTC	British Columbia Teachers' Council

Ministry of Education Acronyms – Updated June 2013

BCTESG	British Columbia Training and Education Savings Program
BCTF	British Columbia Teachers' Federation
BTO	Business, Technology and Online Services Division
CAEDHH	Canadian Association of Educators of the Deaf and Hard-of-Hearing (formerly known as the Association of Canadian Educators of the Hearing Impaired)
CAPP	Career and Personal Planning
CASE	Council of Administrators of Special Education
CBA	Canadian Braille Authority
CEA	Canadian Education Association
CEC	Council for Exceptional Children
CEISS	Centre for Education Information Standards and Services
CHST	Canada Health and Social Transfer
CIS	Catholic Independent Schools
CLN	Community Learning Network
CMEC	Council of Ministers of Education, Canada
CML	Computer-Mediated Learning
CMP	Case Management Plan
CNIB	Canadian National Institute for the Blind
CPA	Cerebral Palsy Association
CRC	Canadian Red Cross
CSF	Conseil scolaire francophone de la Colombie-Britannique (<i>see FEA</i>)
CTC	Career Technical Centres
CUPE BC	Canadian Union of Public Employees, British Columbia
DES	Distance Education Schools
DL	Distributed Learning
DMO	Deputy Minister's Office
DPAC	District Parent Advisory Council
DPCB	Disciplinary and Professional Conduct Board
EA	Enhancement Agreement
EAC	Education Advisory Council
EBS	Effective Behaviour Supports
EEC	External Evaluation Committee
ELL	English language learners
ERAC	Educational Resources Advisory Committee
ERIN	Educational Resources Information Network
ESL	English as a second language
FASD	fetal alcohol spectrum disorder
FEA	Francophone Education Authority (<i>see CSF</i>)
FISA	Federation of Independent School Associations

Ministry of Education Acronyms – Updated June 2013

FNEC	First Nations Education Council
FNESC	First Nations Education Steering Committee
FNSA	First Nations Schools Association
FPFCB	(La) Fédération des parents francophones de Colombie-Britannique
FTE	full time equivalent
GAAP	generally accepted accounting principles
GED	General Educational Development
GLR	Governance, Legislation and Regulation Division
HRDC	Human Resources Development Canada
IB	International Baccalaureate
IBB	International Book Bank
IEA	International Education Association
IEP	Individual Education Plan
IIG	Institute of Indigenous Government
INAC	Indian and Northern Affairs Canada
IRP	Integrated Resource Package
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
LD	Learning Division
LEA	Local Education Agreement
LOP	Letter of Permission
MCO	Ministry Correspondence Office
MEd	Ministry of Education (full name on first reference, subsequently abbreviated to “the Ministry”)
MO	Minister’s Office
OGCP	Open Government and Community Partnerships Division
OIC	order in council (but upper case for specific references, e.g., Order in Council 938)
OLA	Open Learning Agency
OLEP	Official Languages in Education Protocol
PAC	Parent Advisory Council
PEN	personal education number
PISA	Programme for International Student Assessment
PISP	Provincial Integration Support Program
PLAP	Provincial Learning Assessment Program
PLNet	Provincial Learning Network
POP	Provincial Outreach Program for Autism and Related Disorders
PPSEC	Private Post-Secondary Education Commission of British Columbia
PRCVI	Provincial Resource Centre for the Visually Impaired

Ministry of Education Acronyms – Updated June 2013

PRP	Provincial Resource Program
PSA	Provincial Specialist Association
PSEC	Public Sector Employers' Council
PSERC	Public Sector Employee Relations Commission
REPC	Rural Education Partners Council
RMD	Resource Management Division
RSBC	Revised Statutes of British Columbia (refers to legislation, such as the School Act [RSBC 1996])
SAIP	School Achievement Indicators Program
SCB	Student Certification Branch
SCSBS	Society of Christian Schools in British Columbia
SET-BC	Special Education Technology, British Columbia
SLDC	Student Level Data Collection
SLP	Student Learning Plan
SMP	Seismic Mitigation Program
SMS	Standard Ministry Score
SoA	Superintendent of Achievement
SOPSOC	Statement of Per-Student Operating Costs
SPC	School Planning Council
SSA	Secondary School Apprenticeship
TEFA	Tripartite Education Framework Agreement
TIMSS	Third International Mathematics and Science Study
TRAX	Transcripts and Examination
TRB	Teacher Regulation Branch
TVR	Transcript Verification Report
WCB	Workers' Compensation Board
WNCP	Western and Northern Canadian Protocol
YEP	Youth Employment Program
YITS	Youth in Transition Survey