

BRITISH COLUMBIA'S

Ministry *of* Education

Transition Binder

NOVEMBER 2020

2020



Ministry of
Education

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MINISTRY PROFILE

Ministry:

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

The Ministry of Education places student success at the center of its mandate, by continually focusing on improving results and ensuring equity of access and outcomes for all learners. As specified in the *Statement of Education Policy Order*, the ministry's mandate is to develop the "Educated Citizen," which is defined as the intellectual, human, social, and career development of students. The ultimate purpose being that our children achieve their individual potential and become independent adults who enjoy happy, successful, and prosperous lives.

Ministry Mandate:

The Ministry of Education has a duty to set policies for the British Columbia public school system in accordance with specified duties and powers. The Ministry has a corresponding responsibility to ensure that the education system provides students with opportunities for a quality education in a cost-effective manner; to set standards and overall directions for the education system; to provide leadership and encouragement to all educational agencies in the province; to cooperate with provincial agencies in the delivery of non-educational support services to students; and to focus at a high level of provincial concern on the following areas:

- (1) finance and facilities;
- (2) program direction, development and implementation;
- (3) student access and achievement;
- (4) teaching performance; and
- (5) system evaluation and public accountability.

Budget:

Resource Summary

Core Business Area	2019/20 Restated Estimates ¹	2020/21 Estimates	2021/22 Plan	2022/23 Plan
Operating Expenses (\$000)				
Public Schools	5,970,100	6,124,152	6,153,324	6,160,733
Independent Schools	436,469	448,839	448,839	448,839
Transfers to Other Partners	76,477	42,636	76,052	76,052

Executive and Support Services	46,899	42,300	42,660	42,660
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
Teachers Act Special Account	8,952	8,975	6,791	6,791
Total	6,568,898	6,696,903	6,757,667	6,765,076
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	179	601	2	2
Capital Plan (\$000)				
Public Schools	788,189	880,192	884,547	705,015

¹ For comparative purposes, amounts shown for 2019/20 have been restated to be consistent with the presentation of the 2020/21 Estimates.

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

Full Time Equivalents (FTEs): 386 FTEs (328 Ministry FTEs and 58 Teachers Act Special Account FTEs)

Executive Organizational Chart:



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EXECUTIVE BIOGRAPHIES

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EXECUTIVE MEMBER BIOGRAPHY

SCOTT MACDONALD

Scott MacDonald was appointed Deputy Minister of the Ministry of Education in July 2017.

Scott has built extensive leadership experience in British Columbia's education system and BC public service. He began his career as a teacher with the Vancouver and Victoria School Boards prior to joining the Ministry of Education in 1992. While at the Ministry of Education he managed a wide range of policies and programs including the development of the provincial curriculum and assessments, evaluating learning resources, and building information management systems. Before moving to other roles in the provincial government, Scott was Assistant Deputy Minister of Governance and Accountability at the Ministry of Education.



Scott held other senior roles with the BC Public Service including Assistant Deputy Minister at the Ministry of Jobs, Tourism, Skills and Training, where he led the skills training and labour market programs across the Province, and Chief Executive Officer of Pacific Carbon Trust, a Crown corporation of the B.C. provincial government.

Personal Information Alberta, Scott achieved his Bachelor of Education from the University of Alberta, followed by a Masters of Business Administration from Royal Roads University.

Personal Information

EXECUTIVE MEMBER BIOGRAPHY

REG BAWA

Reg is the Assistant Deputy Minister of the Resource Management Division and the Executive Financial Officer of the Ministry of Education, a position he has held since 2017. He received his chartered professional accountant (CPA) designation in 1998.

Reg has been part of the public service since 1992, starting with the Ministry of Finance, Superannuation Commission, and progressing through many levels in a number of ministries. Reg has held executive positions with the Banking & Cash Management Branch of the Provincial Treasury and as Assistant Deputy Minister and Executive Financial Officer of the Ministry of Children and Family Development. Reg's other career stops have included the Office of the Comptroller General, Service BC, Provincial Revenue and previously with the Ministry of Education as Director of Funding and Compliance.



In addition, Reg has been a trustee on the Teachers' Pension Board since 2010 and is currently on the board of Focused Education Resources. Reg has experience on the boards of the Healthcare Benefits Trust, Community Social Services Employers' Association and Canadian Payments Association's Stakeholder Advisory Council.

Personal Information

EXECUTIVE MEMBER BIOGRAPHY

KEITH GODIN

Keith is the Assistant Deputy Minister of the Governance and Analytics Division. Keith is an entrepreneurial and trusted leader with over 15 years' experience in public policy and strategy for organizations internal and external to government. He has a passion for creating organizational cultures that value collaboration and innovation, motivating teams toward a common vision and cause of action, and is an experienced change leader in dramatically improving the use of evidence-based decision making in public sector organizations.

In his current role, Keith leads teams in Victoria and Vancouver across the following business lines: strategic policy, governance and legislation, labour relations and workforce (including teacher certification and professional conduct), accountability and system performance, stakeholder relations, analytics, international education, as well as oversight of the independent school system. Keith also sits on the boards of the BC Public School Employers Association and the BC Council for International Education.

Prior to his appointment at the Ministry of Education, Keith was Executive Director at Treasury Board Staff, responsible for the social services sector and oversight of \$6 billion in government spending.

Keith has a Bachelor's degree in Economics and a Master's degree in Public Policy, completed the Program on Negotiation from Harvard Law School, and continues to invest in executive education at UBC's Sauder School of Business.



EXECUTIVE MEMBER BIOGRAPHY

ELEANOR LIDDY

Eleanor is currently Acting Assistant Deputy Minister of the Services and Technology Division with a range of responsibility, including information technology (eg. student information services, ministry services and network connectivity to schools), services to students and schools such as Student Certification and Open School BC, and the Learning Modernization Project, which is the broad transformation across the education sector of K-12 curriculum, assessment and graduation requirements.

In her career with the provincial government, Eleanor has managed the implementation of MyEducation BC, the student information service, across the province and was also Director of Open School BC, an award-winning e-learning and resource development unit. Staff engagement and developing high performing teams is a key focus for Eleanor, and her teams have been recognized as Top Ten Work units within the Public Service Agency since 2008.

Prior to joining the Public Service, Eleanor was an educator for over 20 years, beginning as a high school science and math teacher.

Eleanor has a Bachelor of Science from the University of Guelph, a Post Degree Professional Teacher Certification from the University of Victoria, and a Masters in Adult and Workplace Learning from the University of Calgary.



EXECUTIVE MEMBER BIOGRAPHY

JENNIFER MCCREA

Before taking on her current role as Assistant Deputy Minister of the Learning Division with the Ministry of Education, Jennifer served in two other roles within the Ministry: Director for Strategic Human Resources, and Director of Communications for seven years as part Government Communications and Public Engagement. Prior to joining the Ministry of Education Jennifer worked with the Ministries of Aboriginal Affairs, Small Business, Tourism and Culture and Government's central policy office.

Jennifer holds a Bachelor of Science in Business Management, a diploma in Public Administration, courses in Human Resource Management and certification as a Compassionate Systems Master Practitioner from Massachusetts Institute of Technology (MIT).



EXECUTIVE MEMBER BIOGRAPHY

MELANIE STEWART

Melanie has 13 years' experience in the BC Public Service, first joining as a senior policy analyst in 2007. During her diverse public service career, Melanie has held progressively senior positions in a wide variety of ministries and has held five ADM appointments.

Prior to joining the public service, Melanie had a successful academic career teaching political science and communications at York University in Toronto as well as the University of Victoria and Royal Roads University.

Melanie holds a PhD. in Political Science and master's degree in Women's Studies from York University.

Personal Information



KEY STAKEHOLDERS

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MINISTRY OF EDUCATION KEY STAKEHOLDERS

Branch	Organization	Contact	Description	Key Issues
BCSTA	BC School Trustees Association	Stephanie Higginson, President Ph: 604-734-2721 Cell: 250-741-6939 Email: shigginson@bcsta.org	All 60 Boards of Education are members of BCSTA. The association acts as a coordinated voice to advocate for the needs and priorities of Boards of Education. It also provides professional development, legal counsel and communications for Boards of Education.	<ul style="list-style-type: none"> • Workforce deployment and labour relations (e.g., bargaining) • Strategic planning and district core operations (e.g., Framework for Enhancing Student Learning, SD reserves, capital infrastructure) • Reconciliation (e.g., BC Tripartite Education Agreement) • Leadership development
BCSSA	BC School Superintendents Association	Chris van der Mark, President Ph: 250-877-6831 Cell: 250 398-3809 Email: chris.vandermark@sd27.bc.ca	Comprised of 320 members that include superintendents, assistant superintendents, directors of instruction and other senior executives in BC's 60 school districts. BCSSA supports professional development for district leaders while representing their collective interests at the provincial level.	<ul style="list-style-type: none"> • Strategic planning and district core operations (e.g., Framework for Enhancing Student Learning) • Labour relations (e.g., bargaining) • Equity and reconciliation (e.g., BC Tripartite Education Agreement) • Leadership development
BCASBO	BC Association of School Business Officials	Flavia Coughlan, President Ph: 604-466-6225 Email: president@bcasbo.ca School district email: flavia_coughlan@sd42.ca	BCASBO is a professional association of business officials working in school districts, such as leaders working in financial (e.g., secretary-treasurers), HR, and IT departments. They provide professional development opportunities and networking activities for their 206 members.	<ul style="list-style-type: none"> • Financial and capital management (e.g., operational grants, capital projects, infrastructure, federal government's Safe Return to Class Funding) • Leadership development • Involvement in Ministry decision-making committees and consultation activities

Branch	Organization	Contact	Description	Key Issues
BCPVPA	BC Principals and Vice-Principals' Association	Darren Danyluk, President Ph: 604-689-3393 Email: ddanyluk@bcpvpa.bc.ca	BCPVPA is a voluntary professional association representing about 2,500 school leaders employed as principals and vice-principals (P/VPs) in BC's public education system.	<ul style="list-style-type: none"> Professional equity and consistency of terms & conditions of employment (e.g., negotiation agency, unionization) Leadership development Initiatives to support P/VPs' health and well-being
FISA BC	Federation of Independent School Associations BC	Ed Noot, President Ph: 604.684.6023 ed.noot@scsbc.ca	FISA BC is a non-profit society representing approximately 300 of the 350 independent schools in BC. FISA acts as a liaison between schools and the government, as well as other educational institutions.	<ul style="list-style-type: none"> Stability in funding for independent schools (e.g., operating grant formula, federal government's Safe Return to Class Funding) International students (e.g., current border closure and impact on student enrolment) Online/distributed learning
BCPSEA	BC Public School Employers Association	Allan Chell, Board Chair (School District No. 19 Revelstoke) Personal Information Renzo Del Negro, Chief Executive Officer Ph: 604-730-4511 Personal Information Email: renzod@bcpsea.bc.ca	Member of the Public Sector Employers' Council (PSEC), and provides a link between government and public sector bodies on compensation and other human resource management issues. BCPSEA is the accredited bargaining agent for the province's 60 Boards of Education, for unionized teaching and support staff in the public education system. BCPSEA has a Board of Directors consisting of seven elected school trustees and four government representatives (including two from EDUC).	<ul style="list-style-type: none"> Workforce deployment (e.g., staff accommodation process/request during the pandemic) Labour relations (e.g., bargaining, collective agreement provisions, BCPVPA's negotiation agency request) Human resources (e.g., staff recruitment in the K-12 education sector)

Branch	Organization	Contact	Description	Key Issues
BCTF	BC Teachers Federation	Teri Mooring, President Ph: 604-871-2153 Email: presidentsoffice@bctf.ca tmoothing@bctf.ca	The BCTF is the union of public school teachers, representing about 45,000 members in BC. All public school teachers belong to the BCTF and their local teachers' association.	<ul style="list-style-type: none"> • Working conditions for teachers (e.g., bargaining) • Education Restart Plans and lack of adequate working conditions and resources • Equity and inclusion • Foundation Skills Assessment • Teacher recruitment and retention
CUPE	Canadian Union of Public Employees	Paul Faoro, President CUPE BC Ph: 604-291-9119 Email: pfaoro@cupe.bc.ca	CUPE BC represents about 30,000 education workers in K-12 schools across the province. Their membership includes educational workers, such as education assistants, library technicians, bus drivers, custodians and school office staff.	<ul style="list-style-type: none"> • Working conditions for support staff (e.g. Education Assistants, custodians, etc.) <p>Advice/Recommendations</p> <ul style="list-style-type: none"> • Health and safety issues re COVID
BCCPAC	BC Confederation of Parent Advisory Councils	Andrea Sinclair, President Ph: 604-554-0796 Email: andreasinclair@bccpac.bc.ca	Charitable organization registered under the BC Society Act that represents Parent Advisory Councils (PACs) and District Parent Advisory Councils (DPACs) across the province. Approximately 743 members including 693 PACs and 50 DPACs.	<ul style="list-style-type: none"> • Parent advocacy & capacity building (e.g., resources for parents to understand processes/options to raise concerns with their school district) • Inclusion & equity (e.g., availability of online learning options during the pandemic, consistency of programs and services across the Province) • Student mental health and well-being (e.g., ERASE, SOGI)
BCTC	BC Teachers Council	Jim Iker, Chair Ph: 604-340-1990 Email: BCTC@gov.bc.ca	Composed of 16 members: 8 teacher representatives, 7 representatives of partner associations other than teachers and one Ministry appointee. Under the Teachers Act, the BCTC is responsible for: setting standards for teachers and educators in BC (e.g., education, competence and	<ul style="list-style-type: none"> • Certification standards for teachers (e.g., reconciliation, standards to support anti-racism in education) • Standards for teacher education programs

Branch	Organization	Contact	Description	Key Issues
			professional conduct requirements), setting standards for post-secondary teacher education programs, and reviewing and approving post-secondary teacher education program.	
ABCDE	Association of BC Deans of Education	Dr. Allyson Jule, Chair Ph: 604-513-2105 Email: Allyson.Jule@twu.ca	ABCDE represents the nine provincial teacher education programs. ABCDE aims at enhancing cooperation among teacher education programs and other educational stakeholders in providing quality undergraduate and graduate teacher education programs as well as research.	<ul style="list-style-type: none"> • Teacher education programs • Student-teacher practicums • Implementation of online/blended approach for teacher education programs
FNESC	First Nations Education Steering Committee	Tyrone McNeil, President Ph: 604-925-6087 Email: tyrone@fnesc.ca Deborah Jeffrey, Executive Director Ph: 604-925-6087 Email: djeffrey@fnesc.ca	<p>Rights Holders Representatives</p> <p>FNESC is a policy and advocacy organization that represents and works on behalf of First Nations in BC. FNESC has a mandate to support First Nations students and advance First Nations education in BC.</p> <p>Membership is open to BC First Nations communities (bands).</p>	<ul style="list-style-type: none"> • First Nations control of First Nations education • Shared decision-making between First Nations and boards of education • Accountability for the educational outcomes of First Nation students attending BC public schools • Racism and inequity experienced by First Nation students
FNSA	First Nations Schools Association of BC	Clayton Grice, President School number: 250-394-4293 Email: Clayton.Grice@protonmail.com	<p>Rights Holders Representatives</p> <p>FNSA represents and works on behalf of First Nations operated schools on-reserve. Almost all 131 First Nations schools in BC are members of the Association.</p> <p>FNSA has a mandate to support schools in creating effective,</p>	<ul style="list-style-type: none"> • First Nations control of First Nations education • Shared decision-making between First Nations and boards of education • Accountability for the educational outcomes of First Nation students attending public schools • Racism and inequity experienced by First Nation students

Branch	Organization	Contact	Description	Key Issues
			nurturing, and linguistically and culturally appropriate education environment.	
MNBC	Métis Nation BC	Clara Morin dal Col, President Ph: 604-557-5851 cmorin-dalcol@mNBC.ca	Rights Holders Representatives MNBC represents 38 Métis Chartered Communities in British Columbia. MNBC's mandate is to develop and enhance opportunities for Métis communities by implementing culturally relevant, social, and economic programs, and services.	<ul style="list-style-type: none"> • Shared decision-making between Métis Nations and boards of education • Accountability for the educational outcomes of Métis students attending public schools • Racism and inequity experienced by Métis students

CORPORATE ISSUES/OPPORTUNITIES NOTES

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CORPORATE ISSUES/OPPORTUNITIES NOTES

- 1. Children and Youth with Special Needs (Diverse Needs and Disabilities)**
- 2. Early Learning Development and Childcare**
- 3. Improvements to the K-12 Education Funding Formula**
- 4. K-12 Teacher Bargaining Structure: Labour Relations Code s.53 Mediation Process and Opportunities to Improve Teacher Collective Bargaining Process**
- 5. Principals and Vice-Principals – Unionization in School District 5 (Southeast Kootenay)**

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Withheld pursuant to/removed as

Cabinet Confidences; Advice/Recommendations

CORPORATE ISSUE/OPPORTUNITY NOTE

Issue: Early Learning Development and Child Care**Background:**

- BC has a fragmented system of child care and an overall provincial shortage of child care spaces. Early Learning and Child Care (ELCC) policies and programs are divided across four ministries: Children and Family Development (MCFD), Education (EDUC), Health (HLTH) and Advanced Education, Skills and Training (AEST). While child care is primarily within the mandate of MCFD, consideration for how EDUC and the K-12 school system can increase the quality, number of child care spaces and access to spaces is required.
- Currently there are government funded licensed child care spaces for only about 20 percent of children, aged 0-12. This lack of spaces is exacerbated by high costs for the spaces that exist (the median fee for a licensed group care for infants and toddlers in 2019/20 was around \$1,250/month¹), and a shortage of Early Childhood Educators (ECEs) to work in existing and future child care facilities. Key issues result in:
 - Many families are unable to access quality child care. High fees are often a barrier for families, making child care unaffordable.
 - Insufficient supply of certified ECEs makes it difficult to ensure the provision of quality early learning and care across the province.
 - Families with children with diverse abilities and disabilities face even more challenges to find spaces. Indigenous families also face challenges to find spaces inclusive of their cultural needs.
- The goal of ensuring all families have access to high-quality care available to them, no matter where they are in the province, is clear, but has yet to be achieved.
- The importance of ELCC programs for children's **early childhood development** has been well supported by research. Eighty-five percent of brain development occurs before the age of 5 – the quality of a child's experiences in the first few years of life is critical to their lifelong success.
- Research shows that children attending quality ELCC programs develop stronger essential skills like literacy and numeracy and develop better self-regulation and personal interaction skills – leading to improved long-term success including future education and income potential.²
- ELCC programs can help reduce income and social inequalities and help **improve family wellness** and prevention through early identification of risk factors, including for Indigenous communities.
- The *Declaration on the Rights of Indigenous Peoples Act* and action plan **prioritizes a path forward with Indigenous Peoples** and the co-creation of education policies inclusive of Indigenous languages, community and culture.
- Research also suggests that high-quality ELCC programs not only benefit children and their parents, they also **benefit society and the economy**. Availability of quality, affordable child care has positive impacts on workforce participation, job creation, household budgets, and provincial GDP. As more families gain access to affordable, high-quality, inclusive child care, more parents can return to work or begin to work more hours, increasing economic participation and labour force attachment in the province.

¹ This figure considers regional variation from a low of \$903 in the Northern region and a high of \$1,450 in parts of Metropolitan Vancouver

² OECD (2016), "What are the benefits from early childhood education?", *Education Indicators in Focus*, No. 42, OECD Publishing, Paris, <https://doi.org/10.1787/5jlwqvr76dbq-en>. And 2017 "Ready for Life" Conference Board of Canada

- Since introducing subsidized child care, Quebec has experienced increased labour force participation rates for 20-44 year-old women that exceed the national average (76 to 85 percent versus 78-80 percent). Economists have attributed this increase to higher spending, GDP and tax revenues.³
- **The COVID-19 pandemic has highlighted the importance of child care.** Child care is essential - for children, for parents and for the economy. As the pandemic caused a shutdown of activity, people employed in critical service areas were left to rely on emergency child care arrangements or to keep children at home.
- Schools and districts offered some support by providing in-school instruction to children (ages 5-12) of essential service workers during regular school hours and coordinated with community child care providers to source available options for before and after school care (ages 5-12) and early childhood care (ages 0-5).

Issue/Opportunity:

- The **September 2020 Federal Government Throne Speech** committed to “make a significant, long-term, sustained investment to create a Canada-wide early-learning and child-care system” and “build on previous investments, learn from the model that already exists in Quebec, and work with all provinces and territories to ensure that high-quality care is accessible to all”.
- Provincial investment in child care space creation would directly impact the construction sector, as new projects will create and support jobs (e.g. construction workers, architects, contractors).
- Working with Indigenous communities to increase the number of Indigenous led child care programs, including Aboriginal Head Start, would increase the number of Indigenous ECEs. Supporting the short- and long-term success of children with support needs through inclusive child care would help respond to the significant demand for Supported Child Development and Aboriginal Supported Child Development programs and help address **accessibility** issues.
- There is an opportunity to bring **alignment** of ELCC across government systems. Exploring child care spaces in schools could also make a significant impact on the provincial space shortages.
- Investing in the child care workforce to ensure qualified ECEs are shaping children’s early care and learning experiences is key to creating a **quality** child care system.
- A significant reduction in child care fees would positively impact household budgets allowing more parents to contribute to the provincial workforce and address issues of **affordability**.
- Centralizing ELCC **governance** through combining workstreams related to child care would enhance service integration, administrative and reporting efficiencies, and program coordination and aligns with practices in other jurisdictions, including most provinces and territories.
- A coordinated and phased approach is required, with significant sector consultation, advice and planning. Consideration should be given to legislation, policy, system structures (e.g., unions) and communications across sectors as well as on impacts on current government operations and the transition of operations (e.g., personnel, budget, office space/equipment, Information Technology, programs in operation, services being provided, fiscal timing, phased approach).

Advice/Recommendations

³ 2017 Fortin, Pierre. *Twelve Flawed Statements of the Fraser Institute on Quebec’s Childcare Program*. Montréal: University of Quebec at Montreal

CORPORATE ISSUE/OPPORTUNITY NOTE

Issue:

- Improvements to the K-12 Education Funding Formula

Background:

- Between February and August 2018 an Independent Panel reviewed B.C.'s K-12 Education Funding Formula and produced a report with 22 recommendations.
- In 2019, four working groups studied the implementation of these recommendations leading to a two-phased approach announced on February 7, 2020. Phase 1: Financial Management, Accountability and funding for Indigenous students; Phase 2: funding equity.
- Due to the COVID-19 pandemic issues have emerged, leading to possible unstable and unpredictable funding for Boards of Education for the 2020/21 school year. Advice/Recommendations

Advice/Recommendations

- **Shift to Online Learning**
 - Reports from school districts and independent schools indicate a growth in enrolment in online learning programs – numbers will be confirmed with December updated grants.
 - When this enrolment shift within a student's 'home' school district it results in \$1,460 per student FTE less funding for the district.
 - When the student enrolls in an online learning program with another school district the 'home' school district is reduced all funding for the student – including funding generated as a student with special needs. On average this is estimated to be \$9,748 per student FTE but could be as much as \$50,000 if the student is a Level 1 student with special needs.
 - As students shift to online learning there may be a negative impact on some school district funding. The degree of this impact will be confirmed in December.
- **Delay in assessments for students with special needs**
 - As schools were closed to in-person instruction in spring 2020, and only partially open in July 2020, school districts were unable to complete assessments of students to be claimed in funded special needs categories and these assessments continue to be delayed in fall 2020 due to the need to adhere to the health and safety guidelines.
 - This will add to the existing backlog of assessments and reduce the number of students that can be claimed for funding per ministry funding formula and policy.
 - Although the funding is not targeted to a student, students are often only provided with the supports and services they need if they are claimed for funding.
- **Introduction of transition programs and blended delivery**
 - To assist in the return to in-person instruction many districts have introduced remote delivery transition programs, while a space held for them at their local school for when they feel able to return to in-person instruction.
 - The current funding model dictates delivery, reducing the ability for school districts to be flexible and meeting the current needs of parents and students. Many districts are providing blended or transition delivery models that the current funding model does not support resulting in funding concern and confusion.
 - The Ministry has been required to implement temporary policy adjustments to ensure funding

stability and predictability as K-12 restart plans were being implemented.

- **Decrease in course enrolments in grades 10 – 12**
 - Some districts have reported a decrease in course enrolments in grades 10 to 12 and therefore funding (8 courses = 1 student FTE of funding) for the following reasons:
 - a) With many school districts moving to a quarterly system of courses (only 2 courses taken at a time for 4 quarters) some students are choosing not to enroll in courses in quarter 4 as they meet graduation requirements, so only enrolling in 6 courses rather than 8 resulting in reduced school district funding.
 - b) Students are not able to enroll in as many Fine Arts or Sports courses (many of which take place outside of the regular timetable) as in previous years, reducing the overall number of courses that they are taking and reducing school district funding.

Issue/Opportunity:

- Government has the opportunity to implement the key equity recommendations in the Independent Panel's report to provide stability and predictability of funding for K-12 education.
Cabinet Confidences; Advice/Recommendations; Government Financial Information

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CORPORATE ISSUE/OPPORTUNITY NOTE

Issue:

- **K-12 Teacher Bargaining Structure – Labour Relations Code s.53 Mediation Process and opportunities to improve the teacher collective bargaining process**

Background:

- The current two-tier (provincial and local) collective bargaining structure for teachers has remained unchanged since its establishment following the *Commission of Inquiry into the Public Service and Public Sector (Korbin Commission)* in 1993. The Commission referred to the structure of teacher bargaining as “the most contentious subject reviewed in the sector.”

Advice/Recommendations; Government Financial Information

- The current bargaining structure is established by the *Public Education Labour Relations Act* (PELRA), which designates matters for both provincial and local bargaining. PELRA did not require the creation of a master collective agreement similar to those in the health sector and core public service.
 - Major cost items (salaries and benefits, workload, and paid leaves) are bargained provincially.
 - The K-12 system has 60 different versions of the collective agreement instead of a single provincial collective agreement for all school districts.
 - PELRA does not define a transition process to move the provincial items from each local agreement to a master agreement.
 - In some cases, PELRA does not provide clarity on where collective agreement provisions are to be bargained, which leads to disputes and delays during bargaining.
- Over the past 20 years, there have been multiple external reviews and reports underscoring the challenges of the current structure.
- Most recently, Mediator David Schaub assisted the parties in reaching an agreement in March 2020 after more than a year of negotiations. In his report, Mr. Schaub noted “...that as important as it is to conclude a collective agreement, it is equally important to create an environment where an agreement can be reached.”
- During negotiations, the parties agreed to a process under s.53 of the *Labour Relations Code* to review the bargaining structure and develop a more productive process for future negotiations. This process is expected to begin by January 2021.
- The s.53 mediation process is not binding but may see the Mediator issue recommendations in the absence of consensus between the parties.

Issues and Current Context:

Advice/Recommendations; Government Financial Information

Advice/Recommendations; Government Financial Information

Issue/Opportunity:

Advice/Recommendations; Government Financial Information

CORPORATE ISSUE/OPPORTUNITY NOTE

Issue:

- **30-day issue: Principals and Vice Principals – Unionization in SD05 (Southeast Kootenay)**

Background:

- There are over 2,500 Principals and Vice Principals (PVPs) in B.C.'s public K-12 education system – there are approximately 30 PVPs in School District 5 (SD05).
- PVPs are not subject to the provisions of the Labour Relations Code (the Code) as the *School Act* excludes principals, vice-principals and directors of instruction from the definition of employee. PVPs are considered by employer boards of education as management employees and are entirely excluded from the structure of labour relations in British Columbia.
- On March 10, 2020 the Southeast Kootenay Principals and Vice Principals Association (SKPVPA) applied to the Labour Relations Board (LRB) for the district's PVPs to be certified under s.18(1) of the Labour Relations Code. The employer board of education is represented by the BC Public School Employers' Association (BCPSEA).

Business Information

Government Financial Information

- The BC Principals and Vice-Principals' Association (BCPVPA) has been advocating for "negotiation agency" for all PVPs across the province in an effort to have greater consistency in contract terms and conditions of employment for its members. This would allow the BCPVPA to negotiate on behalf of its members agreed upon terms and conditions of employment.

Government Financial Information

Mediation and LRB Hearing:

Advice/Recommendations; Government Financial Information

Issue/Opportunity:

- Advice/Recommendations
Advice/Recommendations

may be necessary following the decision(s) from

the LRB.

- On October 14, the BCPVPA issued a news release about the matter outlining their commitment to the application with the LRB, and to the cause of unionization of their members.

30-60-90 DAY DECISION NOTES

CORPORATE 30-60-90 DAY DECISION NOTES

1. Federal COVID-19 Funding: Safe Return to Class, Phase 2

Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications

30/60/90 DAY DECISION NOTE

Issue:

- Federal COVID-19 Funding: Safe Return to Class, Phase 2
- **This is a 30-day decision.**

Background:

- On September 3, 2020, following approval by Treasury Board, the Ministry announced one-time federal funding of \$242.4 million for the 2020/21 school year to support B.C.'s COVID-19 response for K-12 education. The funding is provided in two phases with 50% available in September 2020 and up to 50% in January 2021 (dependent on a report back on the use of the funding to the Federal government).
- Phase 1 funding was allocated primarily on a per student basis to school districts, with a minimum allocation of \$300,000 to assist small districts and a 15% supplement to the Conseil scolaire francophone to recognize the provincial nature of their operations. Independent school authorities (ISAs) received a lower per-student allocation, aligned with the legislated link between public and independent school funding.

	Phase 1 September 2020	January 2021 (tentative Phase 2)	Total
Holdback Amount	\$ 12.1 M	\$ 12.1 M	\$ 24.2 M
Public Schools	\$ 101.1 M	\$ 101.1 M	\$ 202.2 M
Independent Schools	\$ 8.0 M	\$ 8.0 M	\$ 15.9 M
	\$ 121.2 M	\$ 121.2 M	\$ 242.4 M

- The funds are to go towards:
 - Learning resources and supports (additional teachers, training, online learning and mental health supports)
 - Health and safety (PPE, Barriers, and cleaning staff)
 - Transportation (extra routes, alternate methods)
 - Before- and after-school childcare (staff and spaces)
- School districts and ISAs have flexibility to spend their allocations to address local priorities within these categories, and are to prioritize the needs of Indigenous students, students with disabilities and diverse abilities, as well as vulnerable students. They are required to report on their spending so far to the Ministry in Mid-November, and to also estimate their total spending for the school year assuming a similar allocation in Phase 2. The reporting for the public schools specifically requests information on how districts are addressing the needs of Indigenous students.
- The Province is required to report back to the federal government in how the first \$121.2M of funding has been spent on the K-12 restart. This report will be based on the information provided by school districts and independent schools by mid-November.

Decision required:

- Cabinet Confidences

- Determine the allocation of the Phase 2 funding of \$121.2M. Advice/Recommendations;
Advice/Recommendations; Government Financial Information

- Most of the Phase 1 spending has been earmarked for additional staffing and annual costs that will require the second payment to maintain until the end of the school year. Advice/Recommendations
Advice/Recommendations

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Withheld pursuant to/removed as

Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications

MINISTER BRIEFINGS

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MINISTER BRIEFINGS REQUIRED

**Includes key decisions required as well as priority items that Minister needs to be made aware of prior to December 31, 2020*

TOPIC	DESCRIPTION
Mandate Letter Items	Overview and discussion of mandate items
Stakeholder Engagement	<p>To provide an overview of all key stakeholders and their priority issues.</p> <p>To provide recommendations to Minister regarding early engagement (i.e. who to call and in what sequence, etc.)</p>
COVID Overview & App	<p>Update on Stage 2 plans and school exposures. Steering Committee has been meeting weekly during interregnum, but decision is required on governance and structure moving forward; BCCDC has updated their K-12 guidelines and decisions required on updates to Ministry health and safety guidelines.</p> <p>In collaboration with Ministry of Health and BCCDC, the Ministry is developing an online daily health check for school aged students and families to help them determine whether they should be attending school that day.</p>
Funding Part 1: 1. Federal COVID-19 Funding Report 2. Provincial COVID-19 Funding Report	<ol style="list-style-type: none"> 1. Chair to Treasury Board approval is required to disburse the 10% holdback of funds. The report will provide information on how School Districts have spent the first \$101.1M payment of federal funding provided to help K-12 restart. This information is also required by the Federal government as part of the application for phase 2 of the Federal Funding (\$121.2M). 2. Report back to Treasury Board is required prior to Dec 30, 2020 on school district cost related to K-12 start-up, which will provide a perspective on how SDs have spent the \$42.5M of provincial funding provided to help K-12 restart and could indicate areas of priority for other spending.
Early Learning, Development and Childcare	<p>An opportunity exists to fundamentally shift early learning and childcare in the province by changing the governance and operations structure under the Ministry of Education.</p> <p>Improvements to early child development will require cross government collaboration with Ministries of Children and Family Development, Health, Advanced Education and Education and focus on areas such as: governance, service delivery model, licensing, operations, school district responsibility, certification and training, technology, data and analytics.</p>

TOPIC	DESCRIPTION
Children and Youth with Special Needs	<p>The system of accessing supports for children in BC is fragmented, difficult to navigate and inequitable. Taking a one government approach to support children and families from birth through school age ensure all children receive the supports they need during early childhood and through their school career.</p> <p>Cabinet Confidences; Advice/Recommendations</p>
Fall Student Outcome Data Releases	<p>Several key student outcomes are ready for public release in the fall, including completion rates.</p> <p>Statistics highlight trends over time as well as differences across sub-populations, such as indigenous students or children in care, which tend to attract media attention.</p> <ul style="list-style-type: none"> • First Time Grade 12 Graduation (2019/20) • 2020/21 Student Enrolment Statistics • Cohort Completion Rates; April Graduation Assessment Reports • Aboriginal How Are We Doing? Report <p>Decision on timing of public data releases (standard releases each year)</p>
<p>Capital Part 1:</p> <ol style="list-style-type: none"> 1. Cabinet Confidences; Advice/Recommendations; Government Financial Information 2. 3. 4. 5. Capital Plan Priorities for Budget 2021 	<ol style="list-style-type: none"> 1. Report back to Treasury Board is required to meet direction for the EDUC Budget 2020 Letter. Treasury Board requires this information for consideration of EDUC's Budget 2021 Capital Plan Submission. Report back expected to be for full Treasury Board and attached to the EDUC Capital Plan Submission. 2. Follow-up Report Back required from Decision Letter following an initial report back in 2019. Treasury Board requires this information for consideration of EDUC's Budget 2021 Capital Plan Submission. Cabinet Confidences; Advice/Recommendations 3. Cabinet Confidences; Advice/Recommendations; Government Financial Information <p>Report back expected to be for full Treasury Board and attached to the EDUC Capital Plan Submission.</p>

TOPIC	DESCRIPTION
	<p>Cabinet Confidences; Advice/Recommendations; Government Financial Information</p> <p>5. Minister to approve recommended Ministry capital priorities for Budget 2021.</p>
<p>Ombudsperson Investigation into Transcript Delay Issue</p>	<p>As a consequence of a 2-day delay in releasing transcripts of provincial exam marks in July 2019, the Ombudsperson initiated an investigation into how the Ministry responded to the problem and how we ensured that no students were negatively impacted by the error. The Ombudsperson's Office released their report on August 20, 2020. The Ministry submitted a final response that addresses the recommendations in the report.</p> <p>Further action will be required to meet the recommendations of issuing an apology to all impacted students and establishing a fund to recompense those who were financially impacted before the end of December 2020. Minister's decision required on how to meet recommendations.</p>
<p>Advice/Recommendations; Government Financial Information</p>	
<p>Labour Relations:</p> <ol style="list-style-type: none"> 1. Labour relations overview 2. Principals and Vice-Principals Application to Unionize (School District 5 - Southeast Kootenay) 3. Section 88 (of BC Labour Code) Application by the BC Teachers Federation 4. Sector Workforce Report 5. Section 53 – Mediation with the BC Teachers Federation 6. Labour Relations – Teacher Bargaining 	<p>Advice/Recommendations; Government Financial Information</p>

TOPIC	DESCRIPTION
	<p>Advice/Recommendations; Government Financial Information</p> <p>6. The provincial collective agreement with over 45,000 teachers expires June 30, 2022 and renewal preparation will start in 2021.</p>
<p>Improvements to K-12 Funding Formula</p>	<p>Between February and August 2018 an Independent Panel reviewed B.C.'s K-12 Education Funding Formula and produced a report with 22 recommendations.</p> <p>Government has the opportunity to implement the key equity recommendations in the Independent Panel's report to provide stability and predictability of funding for K-12 education.</p> <ul style="list-style-type: none"> - Implement headcount-based funding for grades 10 – 12 to provide stability of funding and remove the dependence on course enrolments. - Implement a single funding rate for students being educated solely by one school district. This would remove the funding swings caused by enrolment in online courses rather than in a standard school and remove the challenges with claiming students in a transition program for funding. - Implement funding for unique student needs based upon population-based data rather than student claims for funding. This would ensure that funding is not impacted by delays in completing the paperwork to claim a student, students are not impacted by the backlog in assessments and would that the requirements for claiming funding do not get in the way of a student receiving supports and services.

Cabinet Confidences; Advice/Recommendations; Government Financial Information

TOPIC	DESCRIPTION
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Cabinet Confidences; Advice/Recommendations; Government Financial Information

Annual BC Teachers Council (BCTC) Report and	Both reports will be provided to the Minister in December 2020 for decision on when to release. Minister has 45 days to make public.
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TOPIC	DESCRIPTION
Commissioner for Teacher Regulation Report	

Cabinet Confidences; Advice/Recommendations; Government Financial Information

TOPIC	DESCRIPTION
	Cabinet Confidences; Advice/Recommendations; Government Financial Information
Public Library Funding Framework	The Provincial Strategic Plan for Public Library Services commits the Ministry to working with stakeholders in revising the grant program, ensuring it becomes more transparent, flexible, sustainable and fair.
	Advice/Recommendations; Government Financial Information

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Withheld pursuant to/removed as

Intergovernmental Communications; Government Financial Information; Advice/Recommendations

MINISTERIAL APPOINTMENTS IN 90 DAYS

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MINISTERIAL APPOINTMENTS REQUIRED WITHIN 90 DAYS

Position	Institution	Authority for Appointment	Expiry Date
One appointment	Independent School Teaching Certificate Standards Committee	Minister	December 31, 2020
Four appointments (one from each BC Teacher's Federation, BC School Trustees Association, Association of BC Deans of Education and BC School Superintendents Association)	BC Teachers' Council	Minister	April 23, 2021
Six appointments (four from the partner groups and two certificate holders (nominated or elected))	Disciplinary and Professional Conduct Board	Minister	April 23, 2021

MINISTER KEY DATES/EVENTS

MINISTER'S KEY DATES AND EVENTS

Key Event	Minister's Role	Date	Location
BC School Trustees Association (BCSTA) - Trustee Academy	Provide remarks	Nov. 26-28	Virtual Event
Bilateral Meeting – First Nations Education Steering Committee (FNESC)	Bilateral Meeting with FNESC Board Chair	Mid-December	TBD
Partner Liaison Meeting	Provide opening remarks or keynote address	Jan. or Feb. TBD	Virtual Event
Capital Day – Budget 2021	Present EDUC capital plan to full Treasury Board	Feb. TBD	TBD

PLATFORM TRACKING ANALYSIS

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2020 BC NDP Platform: Working for You

The following is a high level summary of each platform commitment noting the Ministry currently responsible, the level of policy development required and fiscal and legislative implications. Significant and material issues have also been noted. Ministry executives are available for briefings on any of the commitments. Financial implications for commitments are available from the Ministry of Finance. Financial implications noted below have been provided by the ministry currently responsible for the commitment's implementation. In the majority of instances, these numbers will need to be validated through the Treasury Board process. Commentary in this table is based on the current structure of government. Cost estimates are rounded to the nearest million.

Cabinet Confidences; Advice/Recommendations; Government Financial Information

	Commitment	Min
	Better access to affordable child care	
1.	More convenient and secure child care at local schools Page: 23 <i>Work to provide universal access to before- and after-school care on school grounds.</i> Estimated Operating: Govern Estimated Capital: Govern	EDUC
2.	Train and keep more early learning educators - Recruitment and Retention Strategy Page: 23 <i>Continue to implement and enhance the Early Care and Learning Recruitment and Retention Strategy which includes expanding our successful ECE wage enhancement program.</i> ‡ Estimated Operating: TBC Estimated Capital: TBC	EDUC
3.	Move responsibility for child care to the Ministry of Education Page: 23 <i>EDUC will oversee delivery of all child care initiatives and funding, manage a capital investment program to build more new spaces, and ensure quality care through ongoing curriculum enhancements</i> Adv Estimated Operating: TBC Estimated Capital: TBC	EDUC

Better learning for BC students			
4.	Keep kids safe during the pandemic Page: 24 <i>Continue to make classrooms safer through the installation of new ventilation systems, plexiglass barriers in key areas of the school, comprehensive cleaning stations, and by ensuring more hours of cleaning in all schools. Ad</i> Estimated Operating: Govern Estimated Capital: !Govern	EDUC	Advice/Recommendations; Government Financial Information
5.	Focus on mental health in schools - build on investments Page: 24 <i>Build on investment into mental health supports for students and staff</i> Estimated Operating: Govern Estimated Capital: TBC	EDUC	

2020 BC NDP Platform: Working for You

6.	Focus on mental health in schools - children and youth with special needs Page: 24 <i>Better support children and youth with special needs and their families, so everyone involved in our kids' learning gets the help they need.</i> Estimated Operating: TBC Estimated Capital: TBC	EDUC	Advice/Recommendations; Government Financial Information
7.	Fast-track improvements to online and remote learning - investments Page: 24 <i>Invest in more computers and tablets, more training for teachers and support staff</i> Estimated Operating: TBC Estimated Capital: TBC	EDUC	

2020 BC NDP Platform: Working for You

8.	Fast-track improvements to online and remote learning - improve social e-learning Page: 24 <i>Invest in new ways to improve social e-learning that promotes group interactions between students and teachers.</i> ^A Estimated Operating: Governme Estimated Capital: TBC ⁺	EDUC	Cabinet Confidences; Advice/Recommendations; Government Financial Information
9.	Modernization of schools - seismic requirements Page: 24 <i>Focus on meeting seismic requirements</i> Estimated Operating: TBC Estimated Capital: Governme ^{nt}	EDUC	
10.	Modernization of schools - energy efficiency standards Page: 24 <i>Meet climate change and energy efficiency standards as set out in our CleanBC plan.</i> Estimated Operating: TBC Estimated Capital: Govern ^{nt}	EDUC	
11.	Bring in local food programs in partnership with school districts: Page: 25 <i>Work with school districts to help create local school meal programs based on district data and priorities and integrate FeedBC into this plan so that districts can include locally grown food.</i> ^{Adv} Estimated Operating: Government Estimated Capital: TBC	EDUC	

2020 BC NDP Platform: Working for You

<p>12. Make sure classrooms have the resources they need Page: 25 <i>Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.</i>Advic Estimated Operating: Governmen Estimated Capital: TBC</p>	EDUC	Cabinet Confidences; Advice/Recommendations; Government Financial Information
<p>13. Take the fundraising burden off parents Page: 25 <i>Continue to take the pressure off parents to fundraise while giving students safe, accessible playgrounds by expanding our Playground Fund to more schools.</i>Ad Estimated Operating: TBC Estimated Capital: TBC</p>	EDUC	

Category	Platform Page #	General Information			Implementation Assessment				Operating Commitments (\$ Millions)					Capital Commitments (\$ Millions)								
		Commitment	Lead Ministry	Other Ministries	EDUC Lead	Status of Policy Development	Key Implementation Issues	Legislative Implications	Other Comments	Operating 2020/21	Operating 2021/22	Operating 2022/23	Operating 2023/24	Operating Total	Capital 2020/21	Capital 2021/22	Capital 2022/23	Capital 2023/24	Capital Total	Amount Outside Fiscal Plan	Total Provincial Contribution	Funded in Fiscal Plan?
Health	13	New mental health initiatives for kids and young adults	MHA		EDUC	Jennifer McCrea	Ready	Part of the Pathway to Hope Action plan; implementation of the Integrated Child and Youth Service Delivery Teams (ICY) in five School Districts.														
Home and Community	22	Protect child care in law	CFD		EDUC	Jennifer McCrea	Cabinet Confidences; Advice/Recommendations															
Home and Community	22	Bring \$10-a-day child care to more families	Cabinet Confidences; Advice/Recommendations; Government Financial Information																			
Home and Community	23	More convenient and secure child care at local schools	Government Financial Information																			
Home and Community	23	Make sure Early Childhood Educators (ECE) are a well-supported profession	Cabinet Confidences; Advice/Recommendations; Government Financial Information																			
Home and Community	23	Train and keep more early learning educators - Recruitment and Retention Strategy																				
Home and Community	23	Move responsibility for child care to the Ministry of Education																				
Home and Community	24	Keep kids safe during the pandemic																				

Category	Platform Page #	General Information		Implementation Assessment				Operating Commitments (\$ Millions)					Capital Commitments (\$ Millions)						Funded in Fiscal Plan?	
		Lead Ministry	Other Ministries	EDUC Lead	Status of Policy Development	Key Implementation Issues	Legislative Implications	Other Comments	Operating 2020/21	Operating 2021/22	Operating 2022/23	Operating 2023/24	Operating Total	Capital 2020/21	Capital 2021/22	Capital 2022/23	Capital 2023/24	Capital Total		Amount Outside Fiscal Plan
Home and Community	24	Cabinet Confidences; Advice/Recommendations; Government Financial Information																		
Home and Community	24	Focus on mental health in schools - build on investments																		
Home and Community	24	Focus on mental health in schools - children and youth with special needs																		
Home and Community	24	Fast-track improvements to online and remote learning - investments																		
Home and Community	24	Fast-track improvements to online and remote learning - improve social e-learning																		
Home and Community	24	Modernization of schools - seismic requirements																		
Home and Community	24	Modernization of schools - energy efficiency standards																		
Home and Community	25	Bring in local food programs in partnership with school districts:																		
Home and Community	25	Take the fundraising burden off parents																		

Category	Platform Page #	Commitment	General Information		Implementation Assessment					Operating Commitments (\$ Millions)					Capital Commitments (\$ Millions)							Funded in Fiscal Plan?
			Lead Ministry	Other Ministries	EDUC Lead	Status of Policy Development	Key Implementation Issues	Legislative Implications	Other Comments	Operating 2020/21	Operating 2021/22	Operating 2022/23	Operating 2023/24	Operating Total	Capital 2020/21	Capital 2021/22	Capital 2022/23	Capital 2023/24	Capital Total	Amount Outside Fiscal Plan	Total Provincial Contribution	
Home and Community	25	Make sure classrooms have the resources they need	Government Financial Information																		No	
Home and Community	30	Extend BC's support for cultural preservation and revitalization	Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications; Government Financial Information																		No	
Good Jobs and Livelihoods	44	Help create more jobs and train more people - 2,000 new tech-relevant spaces	AEST	EDUC	Melanie Stewart	None Required	Preparation, distribution, and marketing of materials in conjunction with AEST for the K-12 sector.	Should not require a legislative change.	Provide support to AEST through awareness/promoti on along side K-12 scholarship opportunites for students.												No	
Good Jobs and Livelihoods	44	Help create more jobs and train more people - expand scholarships	AEST	EDUC	Melanie Stewart	None Required	Preparation, distribution, and marketing of materials in conjunction with AEST for the K-12 sector.	Should not require a legislative change.	Provide support to AEST through awareness/promoti on along side K-12 scholarship opportunites for students.												No	
Good Jobs and Livelihoods	47	Make education and training more affordable for more students	AEST	EDUC	Melanie Stewart	None Required	Preparation, distribution, and marketing of materials in conjunction with AEST for the K-12 sector.	Should not require a legislative change.	Post-secondary fees are outside of K-12 jurisdiction. Support could be provided in conjunction with awareness/promoti on activites related to AEST's expansion of the BC Access Grant.												No	
Good Jobs and Livelihoods	47	Make post-secondary education and training more available	AEST	EDUC	Melanie Stewart	Not Yet Started	There will be a financial implication of adding additional/net new dual credit courses.	May require legislative change - TBD.	Provide support to AEST through awareness/promoti on as part of the Ministry's Career Strategy. Work with AEST to consider/explore expansion of EDUC's Dual Credit Program to include expanding post-secondary spaces in early childhood education.												No	

CORE BUSINESS AREAS

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DEPUTY MINISTER'S OFFICE

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CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: **N/A**

Core Business/ Program Area Description/Critical Business Processes:

The Deputy Minister's Office (DMO) is the primary liaison between the Ministry and the Minister's Office, partner groups and central government. The DMO is responsible for overseeing the strategic and operational business of the Ministry, as well as Corporate Planning, Intergovernmental Relations and Correspondence Writing Services.

During the current COVID-19 pandemic, the DMO has led the Ministry response with respect to the education sector by creating and working closely with a provincial steering committee made up of parents, teachers, support workers, Indigenous rightsholders, school leaders and trustees to ensure the health and safety of all students and staff in their school communities.

Budget: Government
Financial

Full Time Equivalents (FTEs): **17**

Related Legislation: **n/a**

Organizational Chart:



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FACT SHEETS

DEPUTY MINISTER'S OFFICE
List of Fact Sheets
Corporate Planning and Intergovernmental Relations
B.C. Memorandum of Understanding (MoU) with Yukon
Council of Ministers of Education, Canada (CMEC)
Organization for Economic Co-operation and Development (OECD)/B.C. Engagement
Premier's Awards for Excellence in Education
COVID-19 Response Team
Covid-19 Pandemic Response
WorkSafe BC Inspections

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Corporate Planning and Intergovernmental Relations

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Description:

- The B.C.-Yukon Education MoU permits the Yukon's use of B.C.'s curriculum and the graduation program.
- The MoU ensures the jurisdictions work to continue cooperation and information-sharing in areas such as:
 - Delivery of specialized education services;
 - Curriculum and learning resources;
 - Assessment tools and services;
 - Shared information technologies; and
 - Other educational opportunities.

Key Facts:

- B.C. and the Yukon have historically shared educational resources and services.
- The Yukon's use of B.C.'s curriculum, graduation program assessments and systems provide significant savings to the Yukon while improving the quality and diversity of both education programs.
- In 2009, B.C. and the Yukon agreed to continue its long-term relationship through the B.C.-Yukon Education MoU.
- In early 2016, staff from the Ministry of Education and the Yukon Department of Education created a working group to review the 2009 MoU in order to renew it, and met six times between April 2016 and December 2016.
- B.C.'s Ministry of Attorney General reviewed the MoU.
- In April 2017, B.C. and the Yukon renewed the MoU, which was signed by Deputy Ministers of both jurisdictions.
- The 2017 MoU benefits both jurisdictions because it extends the formal relationship and greatly enhances operational efficiencies.
- The MoU is not legally-binding and does not create contractual or other legal obligation or any legal liability whatsoever for either British Columbia or the Yukon with respect to any of the provisions.
- With no specified length of time agreed upon, the MoU is considered effective until terminated or a new agreement is signed between the two jurisdictions. However, the MoU will be reviewed every five years from the date that it was last signed.

Key Outcomes:

- B.C. had an overarching goal to revise and renew the MoU so that it strengthened the shared commitment to the protection of privacy and security of student information and access to resources.
- The MoU and its appendices provide guidelines for the use of the MyEdBC service for Yukon students and enhance the potential for distance learning with B.C. school districts.
- The revisions to the MoU in 2017 aimed to address:
 - B.C.'s redesigned curriculum and the shift to personalized learning;
 - New approaches (in both jurisdictions) to Indigenous education and cultural knowledge;
 - New assessment systems and the advent of the new student information service - Aspen/MyEdBC; and
 - The increased focus on clear procedures for information security.
- Of note: in January 2017, Yukon officially announced its intention to use B.C.'s redesigned curriculum.

Description:

- Established in 1967 by provincial ministers of education as a forum to discuss K-12 and post-secondary education issues on a pan-Canadian level.
- CMEC allows provinces and territories to work together and be represented internationally.
- All provincial and territorial ministers of education and advanced education are members of the Council of Ministers.
- CMEC consults and acts on a variety of issues in early childhood learning and development, elementary-secondary education, post-secondary education and adult learning and skills development.
- CMEC has relationships with Statistics Canada and the Organization for Economic Co-operation and Development (OECD) which supports work on education policy and research in Canada and internationally.

Agreements:

- CMEC represents provinces and territories in negotiations with the federal government for the Official Languages in Education Protocol (OLEP).
- The new Protocol agreement between P/Ts and the federal government was signed in late 2019.
- For more information about the latest agreement, please see the OLEP fact sheet.

Key Facts:

- CMEC is governed by an Agreed Memorandum approved by all members.
- CMEC is led by an executive director, Chantal C. Beaulieu.
- CMEC Secretariat is comprised of approximately 50 staff in Toronto that supports CMEC committees, organizes meetings and teleconferences, and supports the ongoing work of the education priorities with provinces and territories.
- B.C. education ministries work together to respond to ongoing CMEC requests, invitations and events.
- Provinces and territories rotate chair and vice-chair of CMEC on a two-year term.
- B.C.'s Minister of Advanced Education, Skills and Training was chair of CMEC from September 2017 to August 2019 (with significant support from EDUC). The chair of CMEC and respective Ministry acted as the lead for day-to-day chair duties with the CMEC Secretariat.
- As chair, B.C. supported CMEC's ongoing pan-Canadian education priorities including global competencies, indigenous education and post-secondary education sustainability. B.C. also approved agendas for meetings and teleconferences with provinces and territories.

Key Outcomes:

- As chair, B.C.'s legacy from 2017-2019 was to promote Indigenous education and to advance discussions on student well-being and mental health.
- B.C. hosted the 113th meeting of the Advisory Committee of Deputy Ministers of Education (ACDME) and the 107th CMEC Ministers' meeting in Vancouver July 4-6, 2018. In 2019, B.C. hosted the 114th ACDME meeting and 108th CMEC Ministers' meeting, on July 23-25 in Victoria.
- The Ministers' two-day meetings supported B.C.'s chair priorities – Indigenous education and student well-being – and included an Indigenous student panel at both Ministers' meetings in 2018 and 2019.
- During the 2018 Ministers' meeting, B.C. and CMEC hosted an Indigenous Education Symposium at UBC's Jack Poole Hall under the theme of indigenizing teacher education programs. More than 120 people from across Canada participated in the Symposium.
- At the 2019 Ministers' meeting, Minister Fleming and Jo Chrona from FNESC presented about BCTEA.

Statistics:

- As of Nov. 2020, 18 B.C. Ministry of Education staff participate in 19 CMEC committees.

Funding:

- Provinces and territories pay ongoing annual membership to CMEC through a funding formula based on the latest Statistics Canada census data (2016).
- B.C.'s general membership contribution for 2020/21 is approximately \$691,000 - the total is divided between the Ministry of Advanced Education, Skills and Training and the Ministry of Education. The Ministry of Education's share is approximately \$390,000, while Advanced Education's is \$301,000.
- General membership contribution does not include consortia membership costs (French, Copyright).

Description:

- The mission of the Organization for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world.
- OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems and understand what drives economic, social and environmental change.
- OECD conducts jurisdictional peer reviews and prepares a wide variety of publications annually.
- OECD is seen as a leader in K-12 educational assessment and is pushing innovations in this area as well.

Key Outcomes:

- B.C. has opportunities to share key expertise and shape and inform learning frameworks, policies and assessments of the future
- B.C. retains world leading outcomes
- Host discussions/conferences with OECD

Agreements:

- Through the Council of Ministers of Education, Canada (CMEC), B.C. contributed its share (\$55K) of phase 1 under Canadian participation in OECD's Education 2030 Project, 2017-2019.
- PISA – *see Assessments fact sheet*

Delivery partners for work with OECD:

- CMEC and Statistics Canada
- United Nations Educational, Scientific and Cultural Organization (UNESCO)

Key Facts:

- B.C. has been involved with OECD activities for more than 15 years, typically coordinated through CMEC. These include international assessments (e.g., PISA) and educational indicators (data and research committees).
- The topic of early learning is an area of growing interest among OECD and jurisdictions.
- B.C. is seen as a leader by a number of countries and jurisdictions around the world for its expertise in curriculum and competency development, high performance and equity in educational assessment, innovation in reporting methods, and its overall education transformation and innovation in education.
- B.C. is keen to enhance its relationship with OECD and show leadership in K-12 education.

Priorities:

B.C.'s relationship with OECD includes:

- Data and Research
 - B.C. and Statistics Canada represent Canada in OECD's international committee, Network for the Collection and the Adjudication of System-Level Descriptive Information on Educational Structures, Policies and Practices (NESLI). The committee reviews data and research to inform policies.
- Future of Education and Skills 2030
 - OECD is leading an international policy initiative, Education 2030, which creates a common vision and goals to achieve across all education systems in the world leading up to 2030.
 - Under Education 2030, OECD hosts Informal Working Group (IWG) meetings with participation from up to 40 countries. B.C. joined the Canadian delegation for the meetings, which were held in Paris, France in May and October 2018.
 - B.C. and OECD worked together to plan the 9th IWG meeting in Vancouver in May 2019, which included the launch of the Education 2030 framework. At the same time, B.C. hosted an education conference to profile its education system, student success and work of some provincial education partner organizations.
 - B.C. is one of 12 Canadian jurisdictions to participate in Education 2030 (Yukon not participating). Phase 2 was launched in 2019 and work was expected to start in 2020.
- International Assessment Development and Administration (PISA)
 - Through CMEC, B.C. participates in PISA, which is an assessment by OECD that tests 15-year-old students from all over the world in reading, math and science (occurs every three years).
 - B.C. and OECD hosted a PISA stakeholder event in Vancouver in Oct. 2019 with educators and parents from the Lower Mainland.
- High-Performing Education Systems for Tomorrow
 - B.C. was selected by OECD and CMEC as Canada's representative to participate in the project to discuss how to prioritize and connect key education policies and strategies. Other high performing participating countries include Japan, Singapore, Finland, Korea, Hong Kong and Estonia.
 - Meetings have been hosted in Toronto (Oct. 2018); Helsinki (April 2019) and Hong Kong (Nov. 2019).

Description:

- Annual award program that recognizes and honours the achievements and contributions of BC's education professionals in the public, independent, and First Nations school systems.

Nomination Process:

- Nominations (packages with letters of support) are reviewed by adjudication and judging panels comprised of individuals such as retired superintendents/heads of independent school authorities, post-secondary education leaders, business leaders and media from throughout BC.
- Top nominees shortlisted by an adjudication panel; finalists and winners selected by a separate panel of judges.
- 2019 Adjudication Panel members included Jim Cambridge, Judy Halbert and Linda Kaser.
- 2019 Judges Panel members included Kit Krieger and Chris van der Mark.

Funding:

- Award recipients receive a \$3,000 bursary for professional learning and a \$2,000 contribution to their school community for professional learning.
- Introduced in 2020 - runners up will receive a \$1,000 bursary for professional learning and a \$1,000 contribution to their school community for professional learning.
- Annual total budget of \$400k.

Statistics:

- In 2019, a total of 140 nominations were received
- In 2018, a total of 188 nominations were received
- Prior to the postponement of the 2020 program, a total of 56 nominations were received.
- For the 2020 inaugural year of the student photo contest, a total of 11 submissions were received.

Key Facts:

- In April 2018, the inaugural event was announced as part of BC Education Week by Premier John Horgan.
- The 3rd annual program was announced on January 13, 2020, with nominations open until April 30, 2020.
- Winners are announced every October during an awards ceremony hosted by the Premier and Minister; the event date coincides yearly with World Teachers' Day
- A Photo Contest for middle and high school students was held from February 12 to May 20, 2020, with the theme "*What Reconciliation Means to Me*". The intent was for the winner to receive \$500 with the winning photograph printed, framed and presented to the winners of each category at the ceremony in October.
- In June 2020, the entire program was cancelled due to restrictions and guidelines resulting from the COVID-19 pandemic. Nominations that were received will be kept on file and, at the discretion of each nominator, applied to the next year the program is launched.
- The ministry plans to relaunch the program in 2021, subject to status of the pandemic.

Categories of Awards & Eligibility:

- There are 10 categories for the program:
 - Community Engagement
 - District Leadership
 - Extracurricular Leadership
 - Indigenous Education
 - Outstanding New Teacher
 - Outstanding Support - School Community (including bus drivers, crossing guards, student supervisors, Indigenous cultural facilitators, custodians, maintenance/trade workers and those working in a clerical function)
 - Outstanding Support – Teaching Assistant (including educational assistants and Indigenous education support workers)
 - Outstanding Team Collaboration
 - School Leadership
 - Social Equity and Diversity
- Changes from the 2019 program include:
 - The Technology and Innovation category has been replaced by Outstanding Team Collaboration.
- Nominees in all categories (except for *Outstanding Support*) must hold a BC teaching certificate and be working within BC's K-12 public, independent or First Nations school systems.

COVID-19 Response Team

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Overview:

- The World Health Organization declared COVID-19 a worldwide pandemic on March 11, 2020.
- On March 17, 2020 under the direction of the Provincial Health Officer (PHO), all K-12 schools suspended in-class instruction.
- School districts and independent school authorities provided instruction for most students at home. In-school supports remained available for children whose parents are Essential Service Workers (ESWs), students with disabilities/diverse abilities, and students requiring additional support.
- The Ministry developed a Five Stage Framework, aligned with B.C.'s Restart Plan, to ensure the delivery of education during the pandemic.
- On June 1, 2020 students returned to in-class instruction under Stage 3; in-class instruction was optional for parents/caregivers.
- In September 2020, all schools opened in Stage 2 and in-class instruction was not optional.
- The Ministry reviewed school district restart plans for June and September to ensure alignment with health and safety measures by the BCCDC and the Ministry's COVID-19 health and safety guidelines for K-12.

Statistics:

- Number of students returning to classroom:
 - Mid-March to May 2020: approx. 5,000
 - June 2020 restart: approx. 200,000
 - September 2020 restart: approx. 430,000
- As of Nov. 20, there are 745* active school exposures with confirmed cases. *Note: numbers based on internal Ministry tracking

Delivery Partners:

- BCSTA, BCSSA, BCTF, CUPE BC, BCPVPA, BCASBO, BCCPAC, FISA, FNESC, MNBC, Ministry of Health, Health Authorities, WorkSafeBC, BCCDC and Office of the Provincial Health Officer

Key Facts:

- B.C. did not close K-12 public and independent schools in March 2020. The Ministry suspended in-class instruction for students while continuing in-school supports for children of ESWs, students with disabilities/diverse abilities and those requiring additional support.
- B.C. was the only jurisdiction in Canada to have resumed in-person instruction (other than rural areas of QC) and only one of 4 in North America.
- As part of Education's Restart Plan, the Steering Committee developed a Five Stage operational guidelines and sector specific health and safety guidelines
- The Education Restart Plan was reviewed by the PHO and includes the five-stage approach to guide schools on the delivery of education whether the delivery is remote, hybrid or in-class learning.
- School districts and independent schools have developed returned to school plans based on the BC Centre for Disease Control (BCCDC) health and safety protocols for K-12 settings, Ministry's health and safety guidelines for K-12 settings and WorkSafeBC.
- The Ministry provided one-time funding of \$45.6M to school districts and independent schools for enhanced cleaning and supplies: \$3M to support remote learning for students, \$23M to support increased cleaning and \$9.2M for enhanced hand washing and hand sanitization stations.
- The Federal Government announced \$2B in additional COVID-19 funding; B.C. will receive \$242.4M of this funding. The funding may help support adapted learning spaces, improved air ventilation, increased hand sanitation and hygiene, and purchases of personal protective equipment and cleaning supplies.
- The Ministry is supporting the collaboration of Ministry of Health and schools on COVID contact tracing.

Ministry's Guiding Principles:

- 1) Maintain a healthy and safe environment for all students, families and employees
- 2) Provide the services needed to support the children of our essential workers (ESWs)
- 3) Support vulnerable students who may need special assistance
- 4) Provide continuity of educational opportunities for all students
- 5) Maximize in-class instruction for all students within revised public health guidelines

Key Outcomes:

- All schools implemented health and safety plans to ensure staff, students and communities are protected.
- Schools spent over \$3.7M to purchase or upgrade over 26,000 hand sanitizing and handwashing stations. An additional \$1.8M was spent to purchase 2,500,000 facemasks, face shields and other PPE. 680 custodians have been hired and almost 64,000 additional tablets and laptops purchased.
- In the week of November 16th – 20th, a daily average of 456,329 students (81%) in the public school system were receiving in-class instruction. Another 9% (49,892) were receiving online or offsite instruction.

Description:

- WorkSafeBC conducts onsite inspections to ensure the health and safety of workers in B.C. workplaces.
- As a new measure, WorkSafeBC is conducting random workplace inspections to evaluate how employers are protecting workers from COVID-19.

Key Facts:

- WorkSafeBC inspections are generally triggered in response to inquiries or complaints about a specific worksite's practices.
- During Phase 2 of B.C.'s Restart Plan, WorkSafeBC is also conducting random worksite inspections related to COVID-19 across all sectors.
- During an inspection, the WorkSafeBC officer will ask the employer for a copy of their COVID-19 safety plan and will work with the employer to assess how effectively the plan controls COVID-19 risk. The officer will also want to speak to the site's joint health and safety committee member or worker representative.
- Inspections will focus on the process used to develop the employer's safety plan, measures to assess and address risks, policies to address illness in the workplace, communication and training strategies, and what the employer is doing to monitor and update their plan.
- Following an inspection, the WorkSafeBC officer will send the employer an inspection report. The officer will also issue orders if they identify health and safety violations that require correction, including the steps required to correct them, and will follow up to ensure that the violations have been addressed.
- WorkSafeBC orders are intended to be instructive and corrective in nature and will not impact an employer's insurance premiums.

Vancouver School Board (VSB)

- In April 2020, some VSB employees contacted the Ministry of Education and local MLAs to express concerns regarding VSB's health and safety protocols.
- WorkSafeBC received one phone call linked to VSB at that time, but no inspections were initiated based on the call.
- VSB district staff have implemented a number of measures to ensure safe learning environments in VSB schools including:
 - Created and disseminated a comprehensive *Safe Work Instruction and Protocols COVID-19* guide and associated training video to all staff, that align with guidance from the PHO, BCCDC, Vancouver Coastal Health, WorkSafeBC and the Ministry of Education.
 - Conducted onsite school visits to assess site-specific health and safety protocols.

Statistics:

- In a typical year, WorkSafeBC conducts over 44,000 workplace inspections including initial and follow-up inspections. Approximately 55% of inspections are planned/routine, and 45% are in response to a complaint or request for inspection.
 - Between January 2018 to December 2019, schools made up 0.6% of total WorkSafeBC inspections. 25% of school inspections were planned/routine, and 75% were in response to a complaint or request.
- Since April 2020, WorkSafeBC has conducted 139 inspections of B.C. schools.
 - 72 of the inspections were COVID-19 related and, of these, 21 were triggered in response to an inquiry or complaint.
 - None of the inspections resulted in WorkSafeBC issuing an order for violations related to COVID-19 safety plans.
- Since April 2020, WorkSafeBC has received 47 inspection requests from school districts (or school district staff) related to COVID-19.
 - WorkSafeBC initiated inspections in response to 12 of these requests. None of these inspections resulted in a violation order being cited.
 - Three of these inspections were in the Langley School District. The remaining inspections took place in the following school districts: Coquitlam, Cowichan Valley, Gold Trail, Haida Gwaii, Kootenay-Columbia, Nechako Lakes, New Westminster, Richmond, and Rocky Mountain.

EDUCATION PROGRAMS DIVISION

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CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: **Melanie Stewart**

Core Business/ Program Area Description/Critical Business Processes:

The Education Programs Division (EPD) plays a central role in supporting the Ministry vision of a world-leading education system that is high quality, student centered, and future focused. All lines of business have the primary objective of enhancing student success. The division is responsible for: defining what children learn and when (curriculum); whether they have learned it (assessment, reporting and graduation requirements); and the extent to which what they learn equips them for the job market and/or post-secondary education (student transitions). EPD is comprised of two branches: Curriculum and Assessment and Strategic Policy and Integration.

The Curriculum and Assessment Branch manages all activities related to curriculum design and development, large-scale assessment design, delivery, marking and results-reporting, and student reporting policies to support student success. Annual assessments include the Foundation Skills Assessment for grades 4 and 7, the Literacy and Numeracy Graduation Assessments for grade 10, and the Literacy Graduation Assessments for grade 12 beginning in the 2021/22 school year.

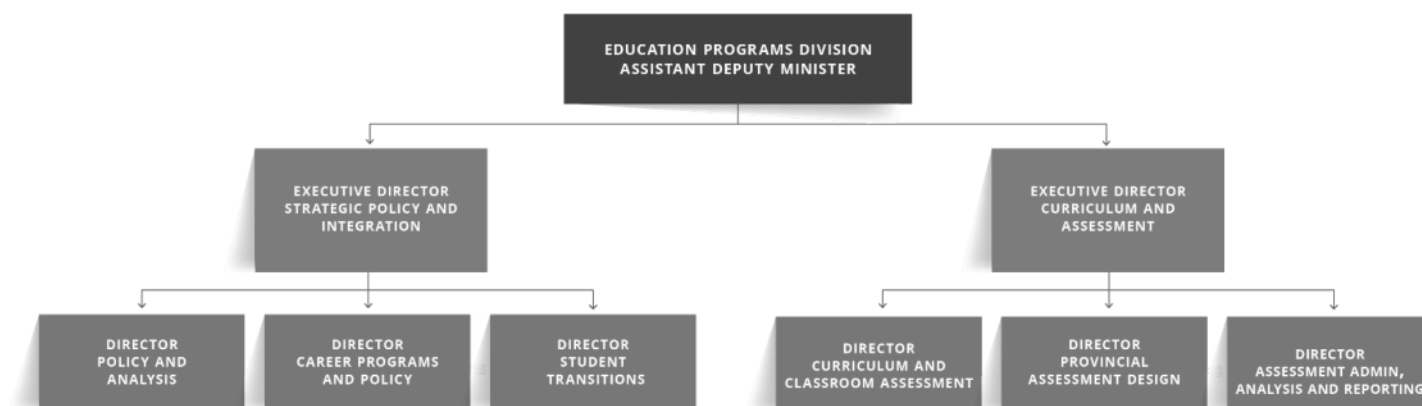
The Strategic Policy and Integration Branch is responsible for policy, programs, and standards related to graduation, career development, and student transitions to the post-secondary system and employment. The branch is also responsible for the ministry's scholarships program and provides support to the division for stakeholder engagement, communications, and change management.

Government
Budget/Financial

Full Time Equivalents (FTEs): 45

Related Legislation: ***School Act, First Nations Education Act, Independent School Act, Teacher's Act***

Organizational Chart:



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FACT SHEETS

EDUCATION PROGRAMS DIVISION	
List of Fact Sheets	
Assessment	
	Foundation Skills Assessment (FSA)
	National/International Assessments
	Provincial Grade 10 and 12 Literacy Assessments
	Provincial Grade 10 Numeracy Assessment
Curriculum and Classroom Assessment	
	Classroom Assessment
	Curriculum and Assessment Implementation Support
	Curriculum Overview
Career Programs	
	Career Programming
	Technology/Coding
	Trades and Skills Training
	Tuition-Free Courses for Adults
Graduation	
	Adult Graduation Program
	B.C. Graduation Program
	Graduation Credit Policies
Student Transitions	
	Post-Secondary Connections
	Provincial Scholarship Program

Assessment

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Description

- The Foundation Skills Assessment (FSA) is an assessment of Grade 4 and 7 foundation skills in reading, writing and numeracy.
- The purposes of the FSA are to:
 - provide system level information on student performance;
 - provide districts and schools with information on student performance;
 - support decision making (e.g., interventions).
- All students, with limited exceptions, are required to participate in the FSA.

Statistics

- Approximately 90,000 Grade 4 and 7 students are expected to write the assessment each year.
- Participation in the assessment has declined over time to 74% in 2019.

Use of Data:

- As required under FOIPPA, the Ministry provides several data files to the Fraser Institute in response to an annual data request.
- The Fraser Institute uses the FSA data to produce an annual public report card on secondary and elementary school performance.

Delivery Partners:

1. A. Willock Information Systems (AWIS)
2. Teachers
3. School administrators
4. School district staff
5. Independent Schools
6. Yukon

Key Facts:

- The FSA was redesigned based on recommendations from the Advisory Group on Provincial Assessment (AGPA) and a design working group of key stakeholders to align with the redesigned curriculum.
- The administration timeframe was moved to earlier in the year (October/November) and now reflects performance of student ability early in Grades 4 and 7.
- Due to COVID-19, the administration timeframe of the 2020/21 FSA has been postponed to January 18 – February 26, 2021.
- The new assessment includes engaging and interactive question formats, as well as collaboration and self-reflection components.
- The new FSA assessments were first administered in October/November 2017 and has performed well as measured by psychometric analyses. Standard setting with expert panels was completed and new cut scores, standards, and descriptors have been established.
- Proficiency levels in the FSA are: Emerging, On Track and Extending.

Provincial Participation Rates:

2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
85%	84%	81%	79%	76%	75%	74%	74%

***see FSA Participation fact sheet (GAD) for more detailed information*

Percentage of Students On Track and Extending:

Grade	Component	2017/18	2018/19	2019/20
4	Reading	79%	78%	77%
	Writing	80%	91%	86%
	Numeracy	69%	70%	72%
7	Reading	81%	79%	79%
	Writing	92%	91%	89%
	Numeracy	69%	69%	68%

Key Outcomes:

- Sample assessments, student exemplars, scoring guide and other resources posted online
- Other adapted formats provided (e.g., braille, large print)

Funding:

- Cost to develop and administer the FSA is \$1.1M for fiscal 2019/20.
- In addition, \$775K is provided to school districts and the Federation of Independent School Associations (FISA) to mark the FSA locally.

FOUNDATION SKILLS ASSESSMENT (FSA)

updated October 7, 2020

Detailed Participation Rates 2019/20 (%)

SD	School District	Grade 4			Grade 7		
		Read	Write	Num	Read	Write	Num
005	Southeast Kootenay	85%	82%	84%	90%	85%	90%
006	Rocky Mountain	99%	96%	98%	99%	98%	99%
008	Kootenay Lake	84%	77%	84%	83%	77%	81%
010	Arrow Lakes	86%	80%	86%	84%	84%	84%
019	Revelstoke	94%	88%	93%	93%	92%	93%
020	Kootenay-Columbia	44%	42%	44%	46%	40%	45%
022	Vernon	87%	83%	87%	92%	90%	91%
023	Central Okanagan	78%	74%	77%	65%	61%	65%
027	Cariboo-Chilcotin	95%	92%	95%	93%	88%	93%
028	Quesnel	73%	59%	71%	41%	32%	36%
033	Chilliwack	91%	89%	91%	88%	84%	87%
034	Abbotsford	94%	91%	94%	94%	92%	94%
035	Langley	89%	85%	89%	87%	83%	87%
036	Surrey	59%	56%	58%	60%	57%	59%
037	Delta	63%	59%	62%	61%	59%	61%
038	Richmond	59%	58%	59%	60%	58%	60%
039	Vancouver	58%	55%	58%	57%	54%	58%
040	New Westminster	82%	80%	82%	87%	85%	86%
041	Burnaby	63%	60%	63%	63%	61%	63%
042	Maple Ridge-Pitt Meadows	26%	25%	26%	25%	23%	25%
043	Coquitlam	77%	75%	76%	79%	73%	79%
044	North Vancouver	94%	88%	84%	95%	92%	95%
045	West Vancouver	89%	89%	89%	93%	93%	94%
046	Sunshine Coast	75%	73%	76%	77%	74%	78%
047	Powell River	64%	57%	65%	72%	67%	72%
048	Sea to Sky	92%	89%	92%	90%	84%	87%
049	Central Coast	85%	81%	85%	92%	92%	92%
050	Haida Gwaii	94%	90%	94%	86%	81%	89%
051	Boundary	78%	76%	80%	95%	90%	93%
052	Prince Rupert	96%	91%	96%	92%	80%	92%
053	Okanagan Similkameen	95%	94%	96%	98%	96%	97%
054	Bulkley Valley	94%	90%	94%	96%	95%	96%
057	Prince George	94%	91%	93%	94%	90%	94%

Percentage of Students On Track or Extending 2019/20 (%)

SD	School District	Grade 4			Grade 7		
		Read	Write	Num	Read	Write	Num
005	Southeast Kootenay	71%	56%	64%	69%	76%	51%
006	Rocky Mountain	74%	82%	65%	87%	94%	69%
008	Kootenay Lake	75%	85%	70%	72%	84%	57%
010	Arrow Lakes	90%	96%	77%	82%	87%	74%
019	Revelstoke	80%	95%	63%	88%	95%	73%
020	Kootenay-Columbia	74%	80%	72%	64%	77%	62%
022	Vernon	72%	82%	68%	86%	85%	63%
023	Central Okanagan	76%	88%	68%	75%	91%	57%
027	Cariboo-Chilcotin	67%	53%	59%	63%	70%	39%
028	Quesnel	47%	67%	36%	53%	60%	30%
033	Chilliwack	76%	83%	68%	76%	90%	57%
034	Abbotsford	74%	91%	67%	80%	92%	65%
035	Langley	78%	91%	73%	78%	90%	62%
036	Surrey	70%	88%	63%	79%	83%	68%
037	Delta	74%	88%	68%	75%	89%	68%
038	Richmond	85%	92%	82%	90%	95%	84%
039	Vancouver	78%	92%	79%	80%	95%	79%
040	New Westminster	81%	95%	79%	83%	84%	69%
041	Burnaby	80%	95%	80%	86%	91%	78%
042	Maple Ridge-Pitt Meadows	68%	73%	62%	70%	85%	56%
043	Coquitlam	77%	95%	74%	73%	89%	68%
044	North Vancouver	84%	91%	79%	83%	92%	79%
045	West Vancouver	95%	100%	96%	99%	100%	94%
046	Sunshine Coast	79%	89%	72%	77%	81%	69%
047	Powell River	55%	63%	53%	66%	86%	69%
048	Sea to Sky	73%	77%	65%	77%	85%	60%
049	Central Coast	77%	90%	77%	75%	92%	42%
050	Haida Gwaii	52%	75%	45%	58%	83%	25%
051	Boundary	70%	85%	70%	77%	82%	65%
052	Prince Rupert	62%	90%	54%	70%	94%	37%
053	Okanagan Similkameen	76%	91%	72%	75%	89%	58%
054	Bulkley Valley	69%	79%	63%	75%	91%	55%
057	Prince George	64%	82%	54%	69%	94%	49%

FOUNDATION SKILLS ASSESSMENT (FSA)

058	Nicola-Similkameen	95%	92%	96%	95%	94%	96%
059	Peace River South	98%	94%	98%	96%	93%	96%
060	Peace River North	92%	90%	92%	92%	88%	91%
061	Greater Victoria	59%	57%	58%	56%	47%	55%
062	Sooke	36%	33%	36%	33%	26%	31%
063	Saanich	78%	73%	78%	60%	49%	57%
064	Gulf Islands	94%	92%	92%	95%	93%	95%
067	Okanagan Skaha	94%	90%	94%	97%	94%	97%
068	Nanaimo-Ladysmith	75%	69%	75%	74%	66%	74%
069	Qualicum	90%	84%	89%	90%	87%	90%
070	Alberni	96%	91%	95%	94%	88%	96%
071	Comox Valley	79%	74%	79%	81%	75%	82%
072	Campbell River	92%	84%	92%	89%	79%	87%
073	Kamloops/Thompson	95%	93%	95%	94%	91%	94%
074	Gold Trail	99%	95%	99%	99%	94%	98%
075	Mission	75%	72%	75%	70%	67%	74%
078	Fraser-Cascade	66%	64%	56%	59%	51%	56%
079	Cowichan Valley	53%	46%	53%	60%	54%	60%
081	Fort Nelson	92%	92%	92%	100%	100%	100%
082	Coast Mountains	82%	75%	82%	73%	62%	74%
083	North Okanagan-Shuswap	89%	87%	89%	87%	83%	87%
084	Vancouver Island West	91%	86%	89%	89%	61%	83%
085	Vancouver Island North	94%	83%	91%	97%	93%	96%
087	Stikine	87%	73%	73%	83%	83%	83%
091	Nechako Lakes	76%	73%	76%	78%	74%	78%
092	Nisga'a	97%	94%	97%	84%	65%	77%
093	Conseil scolaire francophone	53%	50%	53%	46%	45%	46%
	BC PUBLIC SCHOOL	73%	69%	73%	72%	68%	72%
	BC INDEPENDENT SCHOOL	93%	91%	93%	93%	91%	93%
	Province (Pub and Independent)	76%	73%	75%	75%	71%	75%

updated October 7, 2020

058	Nicola-Similkameen	67%	71%	69%	66%	77%	54%
059	Peace River South	67%	66%	59%	67%	83%	48%
060	Peace River North	70%	84%	61%	77%	89%	54%
061	Greater Victoria	79%	84%	74%	70%	89%	59%
062	Sooke	69%	63%	62%	60%	72%	43%
063	Saanich	74%	86%	71%	77%	93%	69%
064	Gulf Islands	90%	85%	82%	89%	83%	68%
067	Okanagan Skaha	81%	93%	72%	78%	86%	57%
068	Nanaimo-Ladysmith	65%	70%	60%	70%	83%	59%
069	Qualicum	70%	78%	67%	74%	93%	60%
070	Alberni	68%	69%	59%	65%	83%	49%
071	Comox Valley	75%	75%	65%	71%	89%	58%
072	Campbell River	72%	83%	59%	67%	88%	50%
073	Kamloops/Thompson	72%	87%	67%	78%	92%	59%
074	Gold Trail	52%	48%	38%	69%	90%	34%
075	Mission	65%	80%	63%	61%	83%	48%
078	Fraser-Cascade	79%	96%	78%	60%	60%	40%
079	Cowichan Valley	64%	73%	48%	63%	84%	39%
081	Fort Nelson	98%	98%	100%	98%	100%	94%
082	Coast Mountains	61%	68%	56%	49%	62%	26%
083	North Okanagan-Shuswap	71%	65%	61%	67%	93%	56%
084	Vancouver Island West	59%	43%	48%	19%	55%	20%
085	Vancouver Island North	68%	74%	69%	74%	81%	72%
087	Stikine	46%	27%	45%	60%	60%	20%
091	Nechako Lakes	61%	63%	55%	75%	85%	48%
092	Nisga'a	34%	52%	9%	38%	40%	0%
093	Conseil scolaire francophone	86%	92%	75%	87%	86%	75%
	BC PUBLIC SCHOOL	74%	85%	68%	76%	88%	64%
	BC INDEPENDENT SCHOOL	89%	93%	87%	93%	95%	86%
	Province (Pub and Independent)	77%	86%	72%	79%	89%	68%

Description:

- B.C. students participate in national and international assessments to help determine how B.C.'s education system performs compared to other education systems.
- Results provide insights into the factors that contribute to the success of students, schools, and education systems such as teaching practices or activities at home.
- Each jurisdiction is responsible for managing assessment administration. In B.C., the Curriculum and Assessment branch works with schools/districts to support this.
- Schools/Districts in B.C. are required to administer national and international assessments according to the Student Learning Assessment Ministerial Order.

Funding:

- PISA – Federally funded with Provincial in-kind contributions
- PIRLS – via Participating Provinces (\$500,000 over 5 fiscal years, \$100,000 budget 19/20)
- PCAP – via contribution to CMEC

Delivery Partners:

1. CMEC; Federal government (ESDC) for PISA
2. CMEC hired test administrators (for PISA)
3. Teachers and school administrators
4. School district staff
5. Independent Schools

Agreements:

- Ministry of Education and CMEC

Key Facts:

- B.C. participates in one national assessment:
 1. Pan-Canadian Assessment Program (PCAP): Grade 8 assessment of Reading, Mathematics, and Science administered every 3 years. The next administration will be in 2022.
- B.C. participates in two international assessments:
 1. Progress in International Reading Literacy Study (PIRLS): Grade 4 Reading assessment administered every 5 years. The administration of the pilot is taking place in October/November of 2020 in preparation for the main administration in the Spring of 2021.
 2. Programme for International Student Assessment (PISA): Reading, Mathematics, and Science assessment of 15-year old students administered every 3 years. The administration of the field test will be in Spring of 2021 in preparation for the main administration in 2022.
- The results from the 2018 PISA were released on December 3, 2019.

Key Outcomes:

- PISA 2018: out of 88 jurisdictions, 15-year old B.C. students performed above the international average in reading, science, and math. Specifically:
 - Two jurisdictions performed above B.C.'s range in reading, 3 jurisdictions performed above B.C.'s range in science and 9 jurisdictions performed above B.C.'s range in math
- PISA 2018 Financial Literacy component results will be released by CMEC at a later date.
- PIRLS and ePIRLS 2016 assessments: In B.C., approximately 3,000 grade 4 students in 146 schools were randomly selected to participate.
 - B.C. students performed above the Canadian and international average.
 - Of 57 jurisdictions, five performed statistically above B.C., 19 performed within B.C.'s range and 29 were statistically below B.C.'s range.
 - Out of 16 jurisdictions, B.C.'s performance on ePIRLS was on par with six other jurisdictions, with only two jurisdictions performing above B.C.
- PCAP 2016: out of 10 provinces, B.C. students performed:
 - at the Canadian average in reading and science and below the Canadian average in mathematics

Services to Ministry:

- CMEC provides materials and administration specifications to the Ministry.

Description:

- These are cross-curricular standardized assessments of student ability in literacy.
- Students write Graduation Literacy Assessments in Grades 10 and 12 (those seeking dual Dogwood diplomas for Francophone and Immersion write additional assessments for these programs).
- Assessments are aligned with curriculum including Core Competencies.
- Provide both student-level information and system-level information on performance in literacy; inform decision-making at all levels of the system.
- Serve as a graduation requirement for all students and can be used as evidence of achievement after graduation.
- Student results are reported using a 4-category proficiency scale with a “requirement met” reported on transcripts at Grade 10.
- Assessments are developed for Immersion, Francophone, and English programs.

Key Facts:

- Assessments are developed by B.C. educators with input from post-secondary experts, including recommendations from the Advisory Group on Provincial Assessment (AGPA) and the Assessment Working Group (AWG).
- Assessments are administered electronically and marked by BC and Yukon certified teachers.
- Assessments measure literacy across multiple subjects.
- Student performance on the assessments are independent of course marks.
- Students began writing the Grade 10 Literacy Assessments in the 2019/20 school year.
- In the 2020/21 school year, there will be four administration sessions for Literacy 10: November 2-6, January 25-29, April 12-16, and June 14-23.
- The Grade 12 Literacy Assessment is being introduced in the 2021/22 school year.
- Students have two opportunities to re-write to demonstrate their best proficiency level.
- Assessments are available for diverse learning needs (Braille, large print, text readers, etc.).

Key Deliverables:

- Sample assessments with student exemplars and scoring guides are provided for the Grade 10 Literacy Assessments and will be provided for Grade 12 Literacy Assessments.
- Field tests for Literacy 12 are being planned for the 2020/21 school year.
- Collaborative learning video packages are completed for the Grade 10 Literacy Assessments and will be developed for Grade 12 Literacy Assessments.
- A parent brochure and information package support local communications with parents/students
- Adaptations are provided for students with diverse learning needs (Braille, large print, text readers etc.)
- Student and school-level reports help inform student learning.

Statistics:

- First administrations of Grade 10 Literacy Assessments took place in November 2019 and January 2020, with over 26,000 assessments written.

Services to Ministry:

- Literacy Assessments are developed and marked by educators contracted to the ministry.

Delivery Partners:

1. A. Willock Information Systems (AWIS) (electronic assessment service provider)
2. Carpe Diem New Media Publishing (Desktop Publishing & Technical Support)
3. Provincial Resource Centre for the Visually Impaired (PRCVI) for adaptations
4. Teachers/school administrators/school district staff
5. Independent schools
6. Offshore schools
7. First Nations schools
8. Yukon Department of Education
9. Post-secondary Institutions

Funding:

- 2019/20: \$684K for development funding
- 2019/20: \$379K for administration and marking Grade 10 Literacy Assessments
- 2019/20 Total contract dollars spent for The Graduation Assessments Program with AWIS electronic system provider is \$750K & with Carpe Diem desktop publishing is \$400K. These contracts include services for graduation assessments and exams

Description:

- The Grade 10 Numeracy Assessment is a cross-curricular standardized assessment of student ability in numeracy
- Measures deeper learning and application of key mathematical concepts and skills in contextualized, real-world situations
- Aligns with curriculum including Core Competencies
- Provides both student-level and system-level information on performance in numeracy; informs decision-making at all levels of the system
- Serves as a graduation requirement for all students and can be used as evidence of achievement after graduation
- Reports student results using a 4-category proficiency scale
- Taken in grade 10, results are reported on the student transcript

Key Facts:

- Developed by B.C. educators with input from post-secondary experts, including recommendations from the Advisory Group on Provincial Assessment (AGPA)
- Contains computer-based and written problem-solving components
- Not tied to specific curricula (measures numeracy abilities across multiple subjects)
- B.C. and Yukon certified teachers mark the assessment
- Student performance on the assessment is independent of course mark calculations
- In the 2020/21 school year, there will be four administration sessions for Numeracy 10: November 2-6, January 25-29, April 12-16, and June 14-23
- Students have two opportunities to re-write to demonstrate their best proficiency level
- Adaptations are provided for students with diverse learning needs (Braille, large print, text readers etc.)

Key Deliverables:

- Ongoing development and administration of multiple assessment forms for all sessions
- Release of additional sample assessments to Ministry website
- Detailed student and school level reports help inform student learning.
- Continued production of translated versions for francophone and French immersion students
- Continued production of adapted formats (Braille, large print)

Funding:

- 2019/20 development funding \$58K
- 2019/20 dollars spent for administration and marking of Grade 10 Numeracy Assessment is \$637K
- 2019/20 Total contract dollars spent for Numeracy 10 & Literacy 10/12 with AWIS electronic system provider is \$750K & with Carpe Diem desktop publishing is \$400K. These contracts include services for graduation assessments and exams

Services to Ministry:

- Numeracy Assessments are developed and marked by educators contracted to the ministry

Statistics:

- Nearly 140,000 assessments have been written since January 2018
- Data from the Grade 10 Graduation Numeracy Assessment indicate:
 - The assessment has high reliability statistics (.80)
 - In terms of performance results, approximately 80% of students achieved a proficiency level of “developing” or higher (level 2 or higher)
 - Sub-groups (Indigenous, ELL, Inclusive Ed) had performance results comparable to past provincial exams

Delivery Partners:

1. A. Willock Information Systems (AWIS) (electronic assessment service provider)
2. Carpe Diem New Media Publishing (Desktop Publishing & Technical Support)
3. Provincial Resource Centre for the Visually Impaired (PRCVI) for adaptations
4. Teachers/school administrators/school district staff
5. Independent schools
6. Offshore schools
7. First Nations schools
8. Yukon Department of Education
9. Post-secondary Institutions
10. BC Mail Plus

Curriculum and Classroom Assessment

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Description:

- With the implementation of the K-12 curriculum and focus on the development of competencies, what we teach has changed; likewise, what and how we assess student progress is evolving.
- As a result, classroom assessment is being given a higher profile in B.C.; the field is looking for guidelines and support.
- The province is continuing to work with teachers to develop classroom assessment resources, including the Proficiency Benchmarks.

Delivery Partners:

1. Students
2. Teachers
3. School administrators and district staff
4. Boards of Education
5. Independent School Authorities

Funding:

- \$185K budget for Classroom Assessment activities for 2020/21 fiscal
- \$45 budget for Student Reporting activities for the 2020/21 fiscal

Services to Ministry

- Classroom Assessment and Reporting Advisory Group (CAR) provides field perspective and advice to the ministry on the classroom assessment and reporting program.
- Teachers working with the ministry to create classroom assessment resources.

Key Facts:

- Review of literature and academic research reveals formative forms of classroom assessment (including peer and self) lead to greater student confidence, ownership, engagement, responsibility and improved achievement (UVic, 2015).
- In 2016, the Ministry established the Classroom Assessment and Reporting Advisory Group (CAR), a group of 43 provincial education leaders representing BCSSA, BCPVPA, BCTF, FISA, FNEESC, to provide advice on directions for classroom assessment and reporting
- K-9 Classroom Assessment Resources for English Language Arts, Mathematics, Science and Social Studies were released in 2018/19. Grade 10-12 English Language Arts and Science resources were released in September 2019, while K-12 ADST resources will be released in March 2020.
- To support the implementation of the new curriculum and provincial consistency in classroom assessment and reporting, the Curriculum and Assessment team is developing Proficiency Benchmarks. The Proficiency Benchmarks will provide clear criteria and examples of proficiency in key Literacy and Numeracy skills. The Proficiency Benchmarks will include proficiency charts that highlight student progression in Literacy and Numeracy across grade levels. Each chart will be enhanced with samples of student work that further illustrate what proficient looks like.
- Province-wide Proficiency Benchmarks will introduce a dependable standard for educators and learners together with accountability. Proficiencies will also provide consistent, detailed wording to enhance written feedback when reporting student progress.
- The Ministry of Education is also working on proposed updates to the Student Reporting Policy.
 - Currently there are 3 different reporting policies and 17 different proficiency scales in use around the province. A new reporting policy will provide consistent language and policies throughout the province from K-12.
 - Feedback from consultations suggests that any changes will provide increased opportunities for student self-assessment and goal-setting, as well as ensuring that students and parents receive more timely, formative assessment information throughout the school year.

Key Outcomes:

- CLE has replaced Planning 10. CLC has replaced Graduation Transitions 12.
- A *Career Education 10-12 Guide* was developed to support curriculum implementation, providing delivery examples and further Capstone information.
- Proficiency benchmarks documents are in development, with K-12 Literacy and Numeracy benchmarks completed by the end of the 2020/21 school year.
- Proposed Student Reporting Policy updates to be presented to Ministry Executive in December

Description:

- With the transition to the redesigned curriculum, the Ministry has provided resources, training and supports to teachers to ensure benefits will be achieved across the system.
- The Ministry continues to work with education partners to assess needs for additional resources or support.
- Key areas of support identified in the 2018/19 school year by teachers and partner groups were mental and sexual health and Indigenous learning. The Ministry worked collaboratively with partners to develop Physical and Health Education guides, and is developing Indigenous education resources.
- The Ministry is continuing to engage sectoral partner groups to assess resource/support priorities in 2020/21.

Statistics:

- Curriculum and graduation assessments: In 2018/19, the Ministry's outreach team met with or presented to over half of school districts to support implementation.
- Classroom assessments: 3,800 educators from 59 districts participated in three ministry-hosted webinars (2019) that have since been posted online and drawn over 5,000 viewings.
- Websites: over 4 million views of the curriculum.gov.bc.ca website have occurred since April 2018, and there have been 250,000 views of the curriculum and assessment resources on gov.bc.ca.
- Instructional samples – 55 samples posted to support the redesigned curriculum and 12 new samples were added in fall 2019.

Key Facts:

- The Ministry continues to work with educators to develop a range of resources to help teachers implement the new curriculum and graduation assessments.
- Completed supports include: PHE K-10 teacher guides to support mental and health education; an updated Career Education 10-12 guide that includes capstone examples; and Indigenous learning resources. These materials were posted in the 2019/20 school year. Work is underway for further Indigenous Education resources.
- The Ministry is developing the ShareEd website to provide teachers across the province access to curated content aligned with BC's new curriculum

Key Outcomes:

- Development of Assessment webinars to support the new curriculum.
- Development of Indigenous resources to support educators in their professional learning. Includes a video series, a facilitator's guide, and an online resource inventory.
- PHE resources to support teachers in areas of sexual and mental health.
- Career Education program guide with capstone examples.
- Initial consultations underway with community representatives to enhance the teaching of Black History and anti-racism topics in the curriculum.

Funding:

- Costs associated with supporting the implementation of the graduation program and engagement processes are part of the Education Programs Division's operational budget.
- 2020/21 curriculum budget approximately \$340,000 and includes the Proficiency Benchmarks development for \$185,000 and Indigenous/anti-racism resources development activities for \$110,000.

Delivery Partners:

1. BC School Superintendents Association (BCSSA)
2. BC Principals' and Vice Principals' Association (BCPVPA)
3. BC Teachers' Federation (BCTF)
4. First Nations Education Steering Committee (FNESC)
5. Metis Nation BC (MNBC)
6. Federation of Independent School Associations (FISA)
7. Open School BC

Description:

- The Ministry has responsibility for setting provincial standards through development of K-12 curriculum.
- Curriculum was developed in collaboration with B.C. and Yukon educators and academic specialists.
- Key shifts in redesigned curriculum:
 - Personalized and flexible.
 - Focus on core competencies (Thinking, Communication, and Social and Personal Responsibility).
 - Focus on essential learning and Big Ideas in each subject.
 - Focus on literacy and numeracy foundations.
 - Indigenous perspectives, worldviews and content woven into all subjects and grades.
- Curriculum was designed to:
 - support student success for learners in our rapidly changing world.
 - help teachers create learning environments that are both engaging and personalized for students.

Statistics:

- 445 pieces of curriculum across K-12
 - 136 in K-9
 - 105 in Grade 10
 - 202 in 11-12
- Over 300 B.C. and Yukon educators and subject experts were involved in working on the new curriculum.
- At least 10 jurisdictions have contacted B.C. for information on redesigned curriculum.

Key Facts:

- *The School Act* provides the ministry's authority to govern the provision of education programs (sec 168 (2)(a), (c), and (e)).
- The Education Program Guide Order outlines all mandated curriculum.
- K-9 curriculum was mandated for use in schools on July 1, 2016.
- Grade 10 curriculum was mandated for use in schools on July 1, 2018.
- Grade 11 and 12 curriculums were mandated for use in schools on July 1, 2019.
- All K-12 curriculum has been translated into French.
- Assessment and reporting practices and graduation requirements are being aligned to the redesigned curriculum.
- The Ministry continues to support the implementation of curriculum through the development of instructional samples, outreach work, webinars and other support materials.
- Many jurisdictions are looking at B.C. for its leadership in curriculum and assessment work, including, the Netherlands, Australia, New Zealand, Ontario, Wales and, Korea.

Curriculum Subject Areas – Grade K-12:

1. Math
2. Science
3. English Language Arts (English and English First Peoples)
4. Languages
5. Français Langue Première
6. Français Langue Seconde - immersion
7. Social Studies
8. Physical and Health Education
9. Arts Education
10. Applied Design, Skills and Technologies
11. Career Education

Delivery Partners:

1. BCSSA
2. BCPVPA
3. FISA
4. BCTF
5. Yukon
6. FNEsc and FNSA

Key Curriculum Changes Grades 10-12:

- English or English First Peoples 11 and 12 required for all students.
- Health Education has been combined with Physical Education.
- Transformation of Career Education into an 8-credit Career Life Program with flexible delivery options and a Capstone.
- Social Studies has a large increase in course offerings and now any Grade 11 or 12 Socials course can satisfy that grad requirement.

Agreements:

- BCTF and FISA recruited teachers to participate in curriculum development.
- MOU with Yukon to provide them ability to use BC curriculum.

Career Programs

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Description:

- Career programs are designed to support and prepare students to maximize their potential and attain their career objectives during their K-12 years. Also, to transition into life after high school, whether post-secondary education or directly into the job market.
- The Career Education curriculum supports students in becoming successful, educated citizens by helping them learn how to effectively manage their life's path toward a preferred future. This area of learning requires students to identify and develop their personal interests, passions, and competencies.
- The Ministry of Education has also developed the Applied Design, Skills, and Technologies (ADST) curriculum. This curriculum is an experiential, hands-on program of learning through design and creation and helps students develop interests and passions in a number of potential careers, such as Robotics, Computer Programming, Culinary Arts, and Accounting.

Key Facts:

- Industry Training Authority (ITA) provides five trades training programs within the K-12 system, some offering ready-to-work training to support students after high school.
- Work Experience (WEX) provides opportunity for students to gain hands-on learning in a work environment while earning credit and making connections with employers.
- The ADST curriculum provides many options for students in Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education.
- Nineteen different ADST courses in Grade 11 and 33 courses in Grade 12 help develop skills for potential careers in a wide range of in-demand STEM fields.
- The Ministry's Career-Life Education and Career-Life Connections courses are required for graduation and ensure that all students spend focused time thinking about and planning for potential education and careers after graduation.
- The pandemic has caused challenges for work experience placements due to increased unemployment and need for distancing; districts and employers have been working to find options for work experience in alternative ways.

Cabinet Confidences; Advice/Recommendations

Key Outcomes:

- Brought together education partners, industry experts and employers for a May 2019 Careers Summit.

Cabinet Confidences; Advice/Recommendations

- Published the Career Education 10-12 Guide in October 2019 to give teachers ideas and options to engage students in a variety of different work experience opportunities.
- Published the K-12 ADST Classroom Assessment Frameworks in March 2020 to better support teachers in assessing students in a variety of ADST skills.

Funding:

- Work in Trades Awards – funding annually of approximately \$600,000 shared 50/50 with the Industry Training Authority to award each eligible student \$1,000 for sustained and exceptional work within the Youth Work in Trades program.

Delivery Partners:

1. ITA – Trades training programs
2. Career Education Society – Secondary school career educators and coordinators
3. DigiBC – Play to Learn Program
4. WorkSafeBC – Work placement safety resources

Agreements:

- Information Sharing Agreement between the ITA and Ministry of Education

Description:

- Coding teaches students how to analyse a problem, determine the steps to fix it, and direct a machine to carry out those steps.
- B.C.'s new Applied Design, Skills, and Technologies (ADST) curriculum supports coding and computational thinking throughout Grades K-12.
- The ADST curriculum is an interdisciplinary K-12 program that involves an experiential, hands-on program of learning through design and creation.
- The major subsectors of the B.C. Tech sector are: Clean Technology, Information and Communication Technologies (ICT) and Wireless, Film, Television & Digital Media and Lifesciences.

Statistics:

- From 2007 to 2016, total venture capital (VC) investment in B.C. has increased by 215.2%.
- There was a 3.5% rise in British Columbia's high technology gross domestic product (GDP) in 2016, to almost \$14.6B.
- In 2016, GDP increased in both the high-tech manufacturing (+5.3%) and services (+3.3%) sectors.
- B.C.'s high technology sector generates around 7% of provincial GDP, placing it in the same range as industries such as manufacturing and health care.

Key Facts:

- B.C.'s new K-12 curriculum has a strong focus on Science, Technology, Engineering, Arts and Math (STEAM) and offers students the opportunity for technology skill development in a variety of areas (e.g., coding, electronics, mechatronics and robotics).
- Increased course options in Grades 10-12 (300+) provides greater choice for secondary school students. Course examples include Web Development 10, Digital Media Development 12, Engineering 11 and 12, and Robotics 11 and 12.
- Play to Learn, facilitated by DigiBC, provides Grade 8 and up students with the opportunity to learn the basics of math, technology, computer science and coding skills needed for video-game design and other technology-related and STEAM career fields. In the 2018/19 school year, 524 students in 21 schools participated.
- In January 2020, Play to Learn launched two new modules: Game Development Studio (computer science) and Data Champions (data literacy and analysis).
- On March 12th, 2019, 1,000 B.C. students participated in Youth Innovation Day at the BCTECH Summit.
- An ICT Career Zone resource guide is available for career educators/counsellors, providing information on potential careers for students.
- B.C.'s tech sector is one of the fastest growing sectors of the economy, supporting over 106,000 good-paying jobs.
- B.C. has one of the top video game clusters in the world, employing 5,500 professionals.
- Over the next ten years, an estimated 82,000 tech-related jobs are expected for computer programmers, software designers, engineers, and others.

Funding:

- In 2018, EDUC provided \$231,150 to expand the Play to Learn Program from the lower mainland to other B.C. communities over the next three years.

Delivery Partners:

1. DigiBC
2. Information and Communications Technology Council (ICTC)
3. BCTECH Summit
4. School Districts

Other General BC Tech Facts:

- The tech sector employs approx. 5% of B.C.'s workforce – more than the mining, oil and gas, and forestry sectors combined.
- B.C. has the third largest high-tech workforce in Canada.
- Average earnings of technology employees in B.C. are 83% higher than those of the average B.C. worker.

Partnerships:

- DigiBC - Play to Learn Program.
- Government is supporting Symbiosis — a STEAM learning initiative run by Science World — designed to provide equal access to quality education for B.C. youth.

TRADES AND SKILLS TRAINING

updated February 10, 2020

Description:

- Skills training encompasses career and trades courses and programs, and offers students the opportunity to get hands-on work experience in real-world settings.
- Skills training helps students transition to the workplace and further training/education.
- Most career development and trades training programs are designed for students in Grades 10, 11, and 12.
- The Ministry currently provides several avenues for students to pursue trades programming:
 - Youth Explore Trades Skills (STX)
 - Youth Explore Trades Sampler (TST)
 - Work Experience (WEX)
 - Youth Work in Trades (WRK)
 - Youth Train in Trades (TRN)
- B.C. Career Education curriculum encompasses Grades K-12, and focuses broadly on a variety of career options through a range of funded courses and programs.

Statistics:

- 2019/20 Enrollment Data:
 - STX: 4,683
 - TST: 1,068
 - WEX: 12,683
 - WRK: 2,954
 - TRN: 8,979
- 20 school districts received Skills Training Support Agreements in 2019/20 school year (8 from EDUC & 12 from Northern Development Initiatives Trust [NDIT])

Key Facts:

The Ministry supports career education and skills training through programs, policies, and supplementary funding:

- Programs: STX, TST, WEX, WRK, TRN; Ministry Career Education courses (Career Life Education, Career Life Connections required for graduation), Workplace Training Certificates (WTC), Independent Directed Studies; Board/Authority Authorized courses.
- Policies: Elective Work Experience Courses and Workplace Safety Policy; Work Experience or Community Service Requirement for Graduation Policy.
- Funding: Skills Training Support Agreements ("Shoulder Tapper" grants last funded year was 2019/20).
- Ongoing support to field in preparing, reporting, and delivering career development programs.

Key Outcomes:

- Completed refresh of WEX and WRK program guides.
- Contributed to ITA meeting goal of 5000 'Youth Participant' registrations in STX, TST, WRK, TRN.

Funding:

- Ministry's commitment for STX, TST, WEX, WRK and TRN is approximately \$21 million (based on September 2019 course enrolments).
- \$375,000 total in SY2019/20 in Skills Training Support Agreements supporting 20 school districts through both the NDI/Northern Opportunities Partnership and the South Island Partnership.
- Approximately \$300,000 (net) annually in WRK Awards funding (cost-shared with ITA).

Services to Ministry:

- Industry Training Authority (ITA) – Data and information-sharing; funding support.
- Career Education Society – career-related communications and support materials.
- Ministry of Advanced Education, Skills and Training – program and facilities funding support.
- School districts – supplementary funding year-end reports.

Delivery Partners:

1. School Districts
2. Industry Training Authority
3. Ministry of Advanced Education, Skills and Training
4. Post-secondary institutions
5. Career Education Society

Agreements:

- Funding partnership with the ITA to support the WRK Award.

TUITION-FREE COURSES FOR ADULTS

updated October 7, 2020

Description:

- Adult learners who have graduated are able to take some courses tuition-free.
- Tuition-free courses include academic upgrading courses in preparation for post-secondary studies as well as Literacy Foundation courses.
- Tuition-free courses are discretionary under the School Act and may be offered by both school districts and post-secondary institutions.
- Adult learners who have not yet graduated may still pursue a graduation credential.

Key Facts:

- Academic upgrading tuition-free courses were reinstated effective September 2017. These include courses offered in both English and in French, and include Mathematics, Language Arts, and Science courses (grade 11 and 12 levels). Literacy Foundation courses continued to be tuition-free.
- 24 academic upgrading courses and 26 Literacy Foundation courses are available tuition-free to adults who have graduated.
- Literacy Foundations courses enable adults to develop the knowledge and skills required to be successful in future courses. These courses support those adults not yet at the grade 11 or 12 level of a course or those new to Canada and learning English. In 2019/20, 2,628 adults who have graduated completed 3,895 academic upgrading courses.
- In 2019/20, 47 school districts offered tuition-free courses.
- When employment falls or grows slowly, enrolment in education and skills training goes up.

Statistics:

- 72.1% of adults taking tuition-free courses between 2008-2019 graduated in B.C. (depending on the year, between 51.3-71.3% have a B.C. Dogwood Diploma).
- Adults aged 18-25 account for 52.0% of course completions.
- More females than males take tuition-free courses (60-65%).
- 3.7% of the adults taking tuition-free courses are Indigenous.
- 74.7% average completion rate of tuition-free courses since 2009.
- Since 2009/10, adults took an average of 1.9 tuition-free academic upgrading courses per person.
- Since 2007/08, 22.3% of adults repeated a course that they completed prior to graduation and of them, 79.6% improved their final mark.
- The most popular courses between 2009 and 2019 include Biology 12, English 12, Chem 11, Pre-Calculus 12.

Delivery Partners:

Ministry of Advanced Education, Skills and Training (AEST)

Key Outcomes:

- Tuition-free course completion rates remain high and stable in recent years, ranging from 73.3-76.8% between the 2015/16 and 2018/19 school years.
- Two-thirds of adults that make a transition to a B.C. public post-secondary institution after completing a tuition-free course go to a college or institute.
- The 10-year average immediate transition rate is 45%.
- AEST created and maintains, in collaboration with EDUC, the UpgradeBC.ca website to help British Columbians find upgrading courses in their community.

Funding:

- Tuition-free courses are available to B.C. residents, regardless of where they graduated.
- Tuition-free courses are funded through a Special Grant at \$596/course. Actual costs for FY 2019/20 were \$11.8M (base budget was \$4.1M with remaining costs from Treasury Board directed ministry savings). 2017/18 costs were \$7.3M; 2018/19 costs were \$7.7M.
- 50% funding is provided to school districts on enrolment and 50% on completion – completions can occur in later years.
- Tuition-free courses are demand-driven; program expenditure depends on enrolment uptake.

Graduation

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Description:

- The Adult Graduation Program is a graduation option for adults 18 years and older.
- The Ministries of Education and Advanced Education, Skills and Training share the lead for the Adult Graduation Program, as they are responsible for the K-12 and post-secondary education systems.
- Students completing the requirements receive a B.C. Adult Graduation Diploma (Adult Dogwood) that is recognized by post-secondary institutions and employers as an acceptable graduate credential at the Grade 12 level. Both Ministers sign the credential.
- The British Columbia School District Continuing Education Directors' Association is the main stakeholder group.

Statistics:

- In the last five years, 15,979 Adult Dogwoods have been awarded.
- 18- and 19-year-old students are the highest proportion of Adult Graduation Program graduates, followed by 20-year-olds.
- The Adult Graduation Program is also used extensively in the independent school system, granting 1,583 Adult Dogwoods in the last five years.

Key Facts:

- Both Ministers (Education and Advanced Education, Skills and Training) sign the Adult Dogwood and both ministries issue the credential.
- The course requirements for the Adult Graduation Program include a required Language Arts 12, a Mathematics 11 or 12, and three ministry-authorized Grade 12 electives (one of these can instead be Social Studies 11) for a total of 20 credits.
- The Adult Graduation Program is offered in all ten provincial correctional centres.
- The current iteration of the program has been in place since 1999.
- Until 2014, the Ministry of Education offered the General Educational Development (GED), a U.S.-based program providing a grade 10-level certificate for completing a series of subject-based tests. The Ministry withdrew from GED in November 2014 due to its limited utility, changes in corporate direction for GED, and given B.C.'s existing, more robust Adult Dogwood credential.
- The Ministry of Education has funded non-graduated adult students to complete secondary school for over 20 years.
- A funding policy change effective September 1, 2017 reinstated funding for graduated adults to allow these students to take courses, from a select list, for upgrading purposes.
- As of June 2019, adult students in First Nations schools can access the Adult Dogwood. This change fulfils a commitment in the B.C. Tripartite Education Agreement (BCTEA).
- After review of the policy in alignment with the Funding Model Review, the policy was updated to clarify that school-aged students should not be moved prematurely to the adult program.

Key Outcomes:

- In the last 15 years, the number of Adult Dogwoods awarded has increased, from an average of 1,900 adult diplomas annually to ~3,000 annually (e.g., 2,046 in 2004/05, 2,849 in 2008/09 and 2,689 in 2019/20)

Funding:

- \$11.8 million in funding for non-graduated adults in school year 2019/20.
- Non-graduated adult students are funded to complete their graduation needs on a per-course basis.
- Graduated adults are funded to upgrade from a discreet list of specific courses. Funding is not part of the block funding but is paid via Special Purpose Grant (\$11.8M in school year 2019/20).

Delivery Partners:

- School district adult/continuing education centres, secondary schools, and distributed learning schools.
- Some B.C. post-secondary institutions that provide programs leading to the Adult Dogwood credential.

Description:

- The current B.C. Graduation Program started on July 1, 2018.
- The current program is similar to the former 2004 Graduation Program, which started on July 1, 2004. Changes to curriculum and assessments necessitated minor changes to graduation requirements which came into effect with the implementation of new Grade 10 curriculum on July 1, 2018. New curriculum for Grades 11 and 12 was implemented on July 1, 2019.
- The Ministry engaged with over 3,000 students, parents, First Nations representatives, post-secondaries, employers, and other K–12 partners to update and implement the B.C. Graduation Program.

Key Facts:

- The B.C. Graduation Program (2018) aligns with changes in curriculum and provincial graduation assessments, including new, required assessments in Numeracy and Literacy.
- The Grade 10 Numeracy assessment was introduced in January 2018; the Grade 10 Literacy assessment was introduced in November 2019.
- Both the former 2004 and the current B.C. Graduation Programs have parallel requirements:
 - at least 80 credits total, including 52 required credits and 28 elective credits:
 - 16 credits of these must be at the Grade 12 level, including 4 credits of Language Arts; and
 - the 52 required credits are: Language Arts 10, 11 and 12 (12 credits); Science 10 and 11 or 12 (8 credits); Social Studies 10 and 11 or 12 (8 credits); Mathematics 10 and 11 or 12 (8 credits); Physical and Health Education 10 (4 credits); Arts Education or Applied Design, Skills, and Technologies (4 credits); and Career Education (8 credits).
- More course choices are offered for students to meet graduation requirements with new curriculum.

Key Outcomes:

- Changes to graduation requirements were announced in May 2016. Since then, Ministry systems (e.g., MyEdBC, TRAX, Course Registry) have been reprogrammed to include the new graduation requirements, effective July 1, 2018.
- The new Grade 12 Literacy assessment, announced for implementation in the 2020/21 school year, will now be implemented in the 2021/22 school year.

Statistics:

- Approximately 50,000 Dogwood Diplomas (including French Dogwoods) and ~3,000 Adult Dogwoods are awarded each year.
- 2018/19: The provincial six-year completion rate was 85.4%.
- 2018/19: The eligible Grade 12 graduation rate (the proportion of students enrolled in sufficient courses to meet graduation requirements that school year) was 95.7%.

Funding:

- Funding in Grades 10-12 is currently course-based, in which each eligible full course (4 credits) taken by a student in Grades 10-12 is funded as 0.125 FTE.

Delivery Partners:

- Boards of Education
- Independent School Authorities
- Yukon Department of Education
- Offshore schools
- First Nations Schools

Agreements:

- Connection to the B.C. Tripartite Education Agreement signed in June 2018: commitment to graduate adult learners in First Nations schools was implemented as of June 2019; working with FNEC to develop a process to accept First Nations Authorized courses for elective credit toward graduation.
- Under the previous B.C. Tripartite Education Framework Agreement, the Ministry began to graduate school-aged students from First Nations schools.

Description:

- Students in Grades 10-12 can earn graduation credit through:
 1. Ministry Authorized courses;
 2. Board/Authority Authorized (BAA) courses;
 3. Independent Directed Studies (IDS) of Ministry or BAA courses;
 4. External Credentials (learning outside school);
 5. Dual Credit (post-secondary courses);
 6. Equivalency with Ministry or BAA courses; and
 7. Challenge of Ministry or BAA courses.
- These are collectively referred to as graduation credit options.

Statistics:

- Average annual delivery from 2016/17-2019/20 (includes public and independent schools):
 - 136,000 BAA courses (38% in Grade 11);
 - 8,000 Independent Directed Studies;
 - 7,400 External Credentials;
 - 8,400 Dual Credit courses;
 - 4,300 courses via Equivalency (mostly Science, Languages and Math); and,
 - 1,900 courses via Challenge (mostly French, Korean and Mandarin Chinese languages).

Key Facts:

- BAA courses are developed and approved locally based on standards set by the Ministry.
- Locally-created and authorized courses, similar to BAA courses, are being extended to FN schools as part of the BC Tripartite Education Agreement and BC-FNESC Education Jurisdiction Agreement.
- IDS allow schools to give credit for more in-depth work on a Ministry or BAA course.
- Credits can be awarded for courses that are part of the External Credentials Program (accredited learning outside the school system).
- Dual Credit allows students to earn secondary school credit for eligible post-secondary courses.
- Equivalency credits are awarded for documented learning from other jurisdictions.
- Challenge credits may be awarded for undocumented prior learning.
- The External Credentials program is under review to ensure alignment with the new curriculum and with the aim to add new credentials. While under review, existing credentials are still available.
- Local Boards and Authorities are required to have policies and procedures in place for awarding credit through various grad credit options.
- The current B.C. Graduation Program took effect July 1, 2018. Both the former 2004 and the current B.C. Graduation Program have parallel requirements:
 - at least 80 credits total, including 52 required credits and 28 elective credits:
 - 16 credits of these must be at the Grade 12 level, including 4 credits of Language Arts; and
 - the 52 required credits are: Language Arts 10, 11 and 12 (12 credits); Science 10 and 11 or 12 (8 credits); Social Studies 10 and 11 or 12 (8 credits); Mathematics 10 and 11 or 12 (8 credits); Physical and Health Education 10 (4 credits); Arts Education or Applied Design, Skills, and Technologies (4 credits); and Career Education (8 credits).

Key Outcomes:

- BCSSA, BCTF, FISA and FNESC assisted the Ministry in reviewing these graduation credit options to ensure relevance, currency, and alignment with the new, modernized curriculum.

Funding:

- Ministry and BAA courses are fully funded (full course = 4 credits).
- IDS is funded the same as a Ministry or BAA course only if it is included in the 1701 data collection.
- Dual Credit courses are funded only if they are part of a student's planned program of studies leading to graduation.
- External Credentials and Equivalency are not funded.
- One credit of funding is provided for each successful course Challenge.

Student Transitions

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Description:

- Realizing the vision of the educated citizen and Policy for Student Success requires connection with the post-secondary sector.
- The ministries of Education (EDUC) and Advanced Education, Skills & Training (AEST) regularly collaborate together and connect with post-secondary partners.
- This enables EDUC to engage the post-secondary sector on topics ranging from changes to curriculum, assessments, and graduation, to the K–12 system’s response to the coronavirus pandemic.
- The post-secondary sector is also a partner in student transition policies and programs, such as dual credit.
- B.C.’s Economic Plan 2019–2020 included a commitment to “improve and expand dual credit programs for secondary school students to gain post-secondary, apprenticeship or training credits and credentials while they’re still in secondary school”.

Delivery Partners:

1. K–12 education partners, such as BCPVPA, BCSSA, Career Education Society, BCCPAC, and FNEESC.
2. The Industry Training Authority (ITA).
2. The Ministry of Advanced Education, Skills & Training.
3. Post-secondary partners, such as: BC Association of Institutes and Universities; BC Colleges; BC Council on Admissions and Transfer; BC Registrars’ Association; BC PSIs; and, Research Universities’ Council of British Columbia.

Key Outcomes:

- Support student transitions to post-secondary institutions.
- Engage the post-secondary sector on various K–12 matters.
- Research dual credit policy options for future consideration.

Funding:

- Routine post-secondary engagements are within existing budgets.
- The Ministry invested approximately \$30,000 in the Careers Summit, at which the afternoon was focused on dual credit.
- Most dual credit courses are taken in lieu of other electives; \$3.4M of \$12M in annual course claims is the estimated extra cost.

Key Facts:

- In May 2019, EDUC hosted a Careers Summit that brought students, K–12 and post-secondary leaders together with employer groups to discuss career education and dual credit.
- In summer 2020, EDUC and AEST met with the B.C. Council on Admissions & Transfer, the B.C. Registrars Association, and various post-secondary institutions to discuss student transitions during the pandemic.
- In B.C., dual credit empowers Grade 11 or Grade 12 students to take post-secondary courses and receive credit towards both their high school and post-secondary graduation credentials.
- The Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies policy enables the recognition of eligible post-secondary courses with Grade 12 elective credit.
- The Recognition of Post-Secondary Transition Programs for Funding Purposes policy sets out the conditions under which school districts can claim dual credit courses for regular per-course funding.
- Reference to funding for graduated school-aged students was removed in 2014; an April 2020 policy clarification statement emphasized that with few exceptions graduated dual credit students cannot be claimed for funding.
- Informed by the Careers Summit and follow-up discussions, an EDUC-AEST working group is researching dual credit policy options for future consideration.

Statistics:

- 3,510 B.C. students took about 13,800 dual credit courses in 2018/19 – about 3% of the 115,000 students in grades 11 and 12.
- 93% of those students completed at least one dual credit course.
- B.C. students who completed at least one dual credit course were 7% more likely to graduate on time, and that effect was greater for Indigenous (8%) and special needs students (8–10%).
- Dual credit students are 16% more likely to enrol in post-secondary study (based on data from B.C.’s 25 public post-secondary institutions).
- 77% of job openings in the next decade will require post-secondary education.
- Students that do not graduate or transition to post-secondary study have an unemployment rate three times higher than degree holders, and they earn 47% less than those with a university degree.

Description:

- The Provincial Scholarships Program encourages students to pursue post-secondary education by recognizing achievement in various areas.
- The program includes four current scholarships:
 1. BC Achievement—\$1,250 x 8,000 graduates, vouchers awarded in fall (e.g., October)
 2. District/Authority—\$1,250 x 5,500 graduates, applications managed locally, vouchers awarded in fall (e.g., October)
 3. BC Excellence—\$5,000 x 55 graduates, applications due in spring (e.g., February) and vouchers awarded in fall (e.g., September)
 4. Pathway to Teacher Education—\$5,000 x 20 graduates, applications due in spring (e.g., February) and vouchers awarded in fall (e.g., September)
- Recipients receive paper vouchers that they redeem through the ministry after submitting proof of tuition paid at an authorized trades training provider in B.C or a designated post-secondary institution.
- Scholarship vouchers are valid for five years (except for the Pathway to Teacher Education vouchers, which are valid for seven years to accommodate post-degree entry requirements for Bachelor of Education programs).

Key Facts:

- The program was implemented in 1987 and last redesigned in 2015/16 after extensive consultation with K–12 and post-secondary partners, parents, students, and the public through an online survey, written submissions, focus groups, and an advisory committee.
- Students must meet basic eligibility requirements to be awarded a scholarship: graduation; Canadian citizenship or permanent resident/landed immigrant status; B.C. residency; and, enrollment in a public or group 1, 2, or 4 independent school, or continuing education centre, or home-school registration.
- Each scholarship has its own criteria:
 - BC Achievement awards are based on grades 10–12 course results and automatically awarded.
 - District/Authority awards are based on ministry categories and local criteria.
 - BC Excellence and Pathway to Teacher Education awards are application-based and adjudicated by ministry-led committees of teacher markers.

Statistics:

- Approximately 13,500 scholarships are awarded each year.
- These scholarships go to approximately one in every four graduates.
- Most students redeem their scholarship the following year, though redemption rates continue to rise until vouchers expire.
 - First-year redemption rates for 2018/19: BC Achievement 56.8%; BC Excellence 75.0%; and, District/Authority 55.2%.
 - The first graduating class (2015/16) to be awarded BC Achievement (currently 83.4% redemption) and BC Excellence (currently 96.4% redemption) scholarships have one more year to redeem.
 - Final redemption rates for graduating classes with recently expired vouchers: District/Authority 74.5% (2014/15); and, Pathway to Teacher Education 45.0% (2012/13).

The relatively small number of Pathway to Teacher Education scholarship recipients creates variance from cohort to cohort but redemption rates are consistently lower than those for the other more immediate scholarships (e.g., redemption rates as high as 70% still lag behind the range of 75% to 95% for the other scholarships).

Key Outcomes:

- As part of a continuous improvement model, ministry staff are evaluating scholarship policies and procedures to ensure the program runs smoothly, effectively supports student transitions to post-secondary study, and aligns with strategic priorities.

Funding:

- The budget for awards in 2019/20 (fiscal year 2021) is \$15.6M.
- The scholarships awarded in 2019/20 have a total value of \$17.3M.
- In the unlikely event of increased redemption rates, an overage can be managed within the ministry's scholarships liability account.
- The budget for administration of the program this year is \$43,000.

Delivery Partners:

School districts, independent schools, and post-secondary institutions.

GOVERNANCE AND ANALYTICS DIVISION

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CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: **Keith Godin**

Core Business/ Program Area Description/Critical Business Processes:

The division's strategic purpose is to lead and enable evidence-based decision making, policy, accountability, and good governance to improve student success in B.C. The Governance and Analytics Division embodies a steadfast commitment to support B.C. in having world-leading educational outcomes. We champion and enable the use of high-quality evidence across the education sector and create innovative solutions to complex policy problems that strives to help every student in the province be successful in life. Through the use of evidence, public policy strategy, legislation, and other government levers, our team helps guides the strategic direction and decisions that shape the delivery of educational services across the province. It is our commitment to establish system wide accountability with the fundamental purpose of improving educational outcomes of students in B.C.

Our core business areas include:

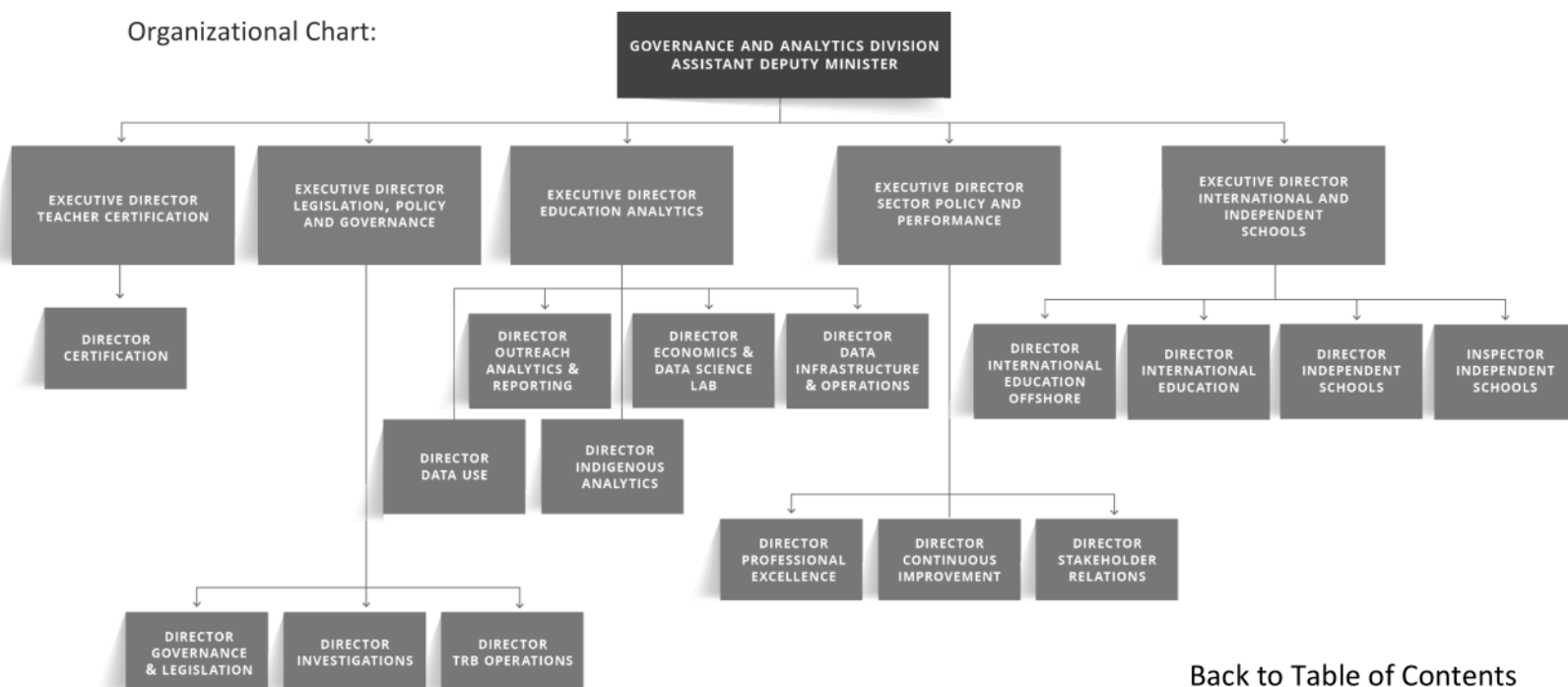
- Strategic Policy
- Governance and Legislation
- Sector Performance and Accountability
- Workforce and Labour Relations
- Teacher Certification & Regulation
- Education Analytics Office
- International Education
- Independent Schools
- Partner Relations

Budget: Government Financial Information

Full Time Equivalents (FTEs): **129**

Related Legislation: ***School Act; Independent School Act; Teachers Act; First Nations Education Act; Libraries Act***

Organizational Chart:



FACT SHEETS

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	Open Data (DataBC Catalogue)
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LEARN
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B.C. Teacher Regulatory Structure
Commissioner for Teacher Regulation
Disciplinary and Professional Conduct Board
Teacher Certification and Process Improvement

Analytics

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Description:

- In March 2020, B.C. declared a provincial state of emergency due to the COVID-19 pandemic. In accordance with Provincial Health Office guidelines, in-class instruction in schools in B.C. was suspended between April and May 2020.
- A Phase 1 Impact on Learning report reviewed the immediate impact of the suspension of in-class instruction in April/May 2020, and the reopening of classrooms in June 2020, on B.C.'s K-12 students.
- The Phase 1 report contains evidence from a thorough literature review, jurisdictional scan, and several data sources, including the Parent and Student COVID Impact on Learning Surveys, the Student Learning Survey, and attendance patterns in June 2020.

Key Outcomes:

- B.C. was one of two K-12 educational systems in Canada to successfully restart in-class instruction in June 2020.
- The Student COVID Impact on Learning Survey was administered to students in grades 10 through 12 in July 2020; more than 10,500 students from across the province responded.
- The Parent COVID Impact on Learning Survey was administered to K-12 parents in July 2020; more than 30,000 responses were received from across B.C., and over 26,000 were analysed.
- Phase 1 Impact on Learning Report is ready to publish; publication date TBD

Key Facts for Suggested Response:

- The jurisdictional scan and literature review suggest that the COVID-19 pandemic may widen the gap in educational outcomes, deteriorating literacy and numeracy skills and affecting social-emotional learning and mental well-being as a result of a student's access to technology, their family's socio-economic status (SES), and demographic differences.
- The focus on younger students returning to school first is based on critical child development stages and concerns over social and emotional well-being. Educators have pointed out significant challenges in transitioning early primary students (K-3) to an online environment.
- Virtual learning alone runs the risk of exacerbating disparities in access to high quality education across different demographic groups and communities.
- **Phase 1 research does not yet quantify any potential learning loss in B.C. due to the suspension of in-class instruction; the Phase 2 report in the Spring of 2021 will address measurable educational outcomes and learning loss.**

Statistics:

- Parents reported a sharp increase (from 13% to 70%) in the support they "almost all the time" or "frequently" provided their children between mid-March and May during the suspension of in-class instruction. Grade 10 to 12 students also reported an increase (17% to 38%) in schoolwork support needed from mid-March to May, and prioritized teachers (31%) and friends (28%) as primary academic supports more often than parents.
- Parents of younger students (K-6) struggled to balance work and childcare commitments, while parents of older students (10-12) felt unprepared to provide support for their child's advanced lessons.
- 99% of respondents to the Parent survey report having internet access at home; many students reported having regular access (79% said "all the time") to electronics to complete their schoolwork during the period of remote learning.
- 33% of the total student population (~197,000 students) attended B.C. public schools in June 2020; approximately 60% of these students attended K-6 classes. In-class instruction was provided to approximately 36% of K-5 students and 16% of 6-12 students on a part-time basis.

Funding:

- No funding or IT implications.

Services to Ministry:

- Currently an internal report; ready for public release

Delivery Partners:

- Ministry of Health released a School Closures report in September that looks at the unintended consequences of the Provincial Health Office guidelines in Spring 2020.

Next Steps:

- A subsequent Phase 2 report will be released in early 2021 detailing longer-term impacts to student learning, such as annual graduation rates, assessments, and post-secondary transition rates.

Description:

- The Early Development Instrument (EDI) is a questionnaire used by the University of British Columbia (UBC)-based Human Early Learning Partnership (HELP) to improve understanding of how different environments including families, neighbourhoods, schools, and other government programs interact to produce a diverse range of outcomes for children.
- The EDI is a population level research tool for developmental trends at the provincial, regional and community levels.
- Funded by the provincial government, the measure has been used across B.C. since 2001 to gather data about children's development after 5-6 months of kindergarten.
- The EDI data provides a common measure of children's developmental readiness for school.
- EDI questionnaires are completed by kindergarten teachers from across B.C. for all children in their classes.
- The EDI measures 5 scales: Physical health and well-being, Social competence, Emotional maturity, Language and cognitive development, and Social Competence, and Communication Skills and General knowledge.

Statistics:

- Since 2004 (the baseline year) the EDI data of over 293,039 kindergarten students have been collected and shared with schools and school districts
- All 60 public school districts are represented
- The EDI data sets contain 353 variables on each student

Delivery Partners:

1. Kindergarten Teachers

Key Facts:

- While data collection goes back to 2001, ministry access to the EDI began in 2015/16, when HELP agreed to provide individual level student data to the ministries of Education (EDUC), Children and Families (MCFD), and Health.
- Now that the ministry has multiple years of data, EDUC is working to link the data to other student-level performance and outcome measures and student characteristics, such as FSA scores, exam scores, Special Needs designations, Aboriginality, *etcetera*.
- Education may collaborate with MCFD on shared research projects that would link and report on EDI data, EDUC data and MCFD data.
- The data from the 2019/20 collection will be added to the EDW in the coming months.
- EDUC is working with HELP to reduce current limitations on the data's use.
- The EDI Wave 7 (2016-2019) Provincial Report was released in Fall 2019: http://earlylearning.ubc.ca/media/edibc_wave7_2019_provincialreport.pdf

Key Outcomes:

- The analysis of EDI data supports the development of education policy and programs at the local, school district and provincial level.
- The information gathered is also examined to reveal any population trends in the development of children that could lead to better early learning education policies, programs and practices.
- Individual level EDI data will be linked with other social, economic, demographic, and administrative ministry program data and other data when possible to help isolate and explain factors that contribute to student achievement.

Funding:

- EDI is funded through the Ministries of Children & Family Development, Education, and Health
- EDUC provides \$400,000, MCFD; \$1.7 million; Health, \$200,000
- Of the total \$2.3 million, about \$500,000 is spent with school districts to pay teacher-on-call costs

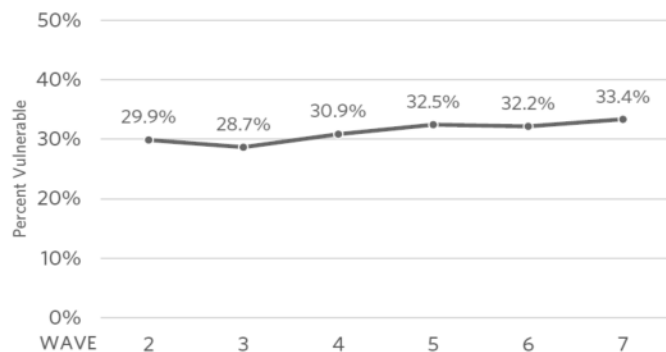
Agreements:

Information Sharing Agreement

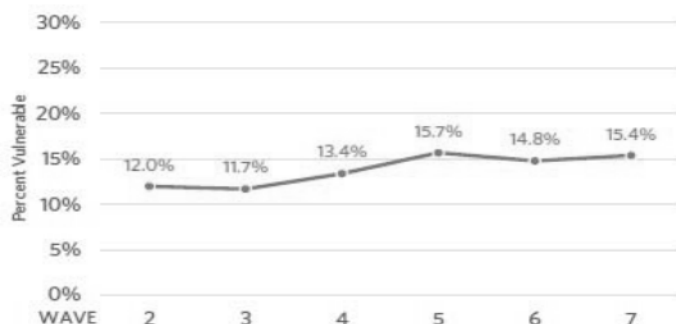
- The Ministry of Education led a process to create a data sharing agreement which allowed HELP to share individual identifiable results between HELP, EDUC, Health, and MCFD.
- The agreement was reviewed in February 2019.

- 1 in 3 children, or about 14,000 Kindergarten students in British Columbia are starting school with vulnerabilities in one or more areas that are critical to their healthy development. (Source: http://earlylearning.ubc.ca/media/edibc_wave7_2019_provincialreport.pdf)
- In addition to increasing rates of vulnerability in the province, the complexity of vulnerability patterns is also increasing.

FIGURE 5. WAVE 7 PROVINCIAL EDI V+1 DATA AND TREND LINE



- Physical Health and Well-Being



- Emotional Maturity

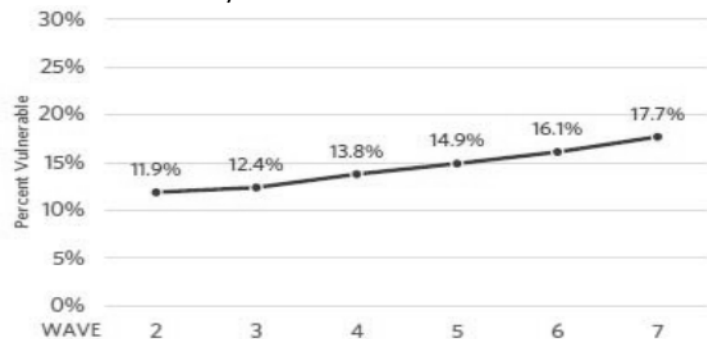
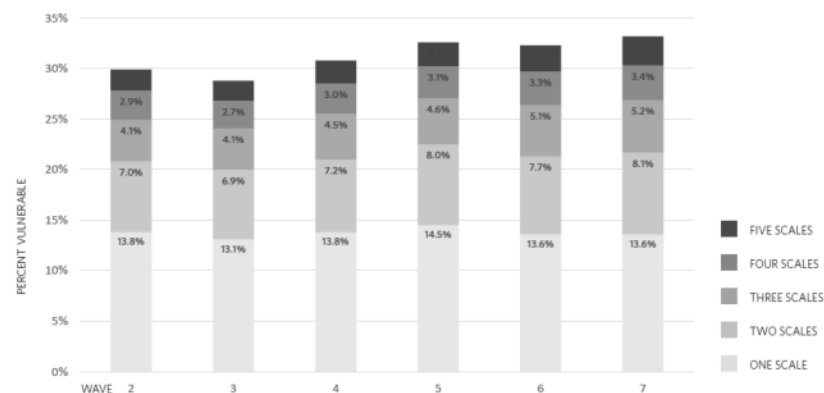
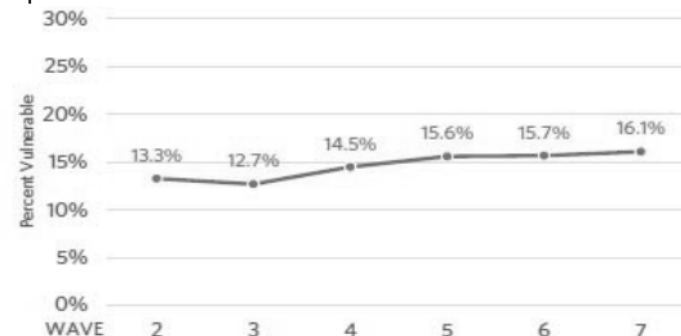


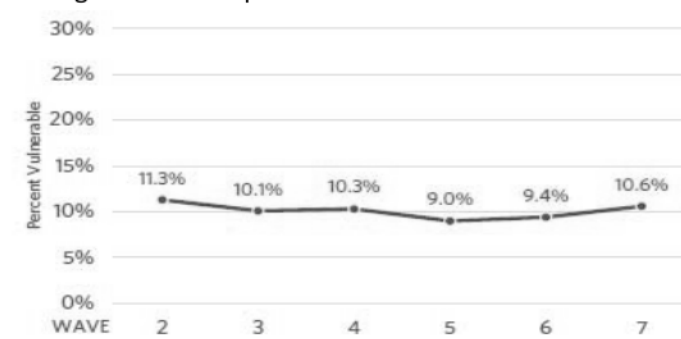
FIGURE 17. THE DISTRIBUTION OF VULNERABILITY ACROSS ONE OR MORE SCALES FOR CHILDREN VULNERABLE ON THE EDI



- Social Competence



- Language & Cognitive Development



FORECASTING STUDENT ENROLMENT

updated October 19, 2020

Description:

- The ministry measures student enrolment by both headcount and funded full time equivalent (FTE) for the public and independent school systems.
- It relies on funded FTE to calculate funding amounts to districts.
- Funded FTE is the number of students or courses funded based on the Ministry's Operating Grants Manual. Headcount is a count of unique individuals, and is not always the same as FTE.

Key Facts:

- As of September 2019/2020 there are 547,861 (rounded funded FTE) school aged students attending BC public schools, an increase of 5,211 from 542,650 in 2018/2019.
- As of September 2019/2020 there are 87,225 students (headcount) attending BC independent schools, an increase of 1,144 from 86,081 in 2018/2019.
- COVID-19's potential impact has resulted in adjustments made to the Migration and Independent-to-Public Transition drivers. Student enrolment is forecast to continue to increase as result of:
 - Migration: A continuing pattern of people moving to B.C., mainly through increased interprovincial migration, and lower international immigration;
 - Transition: An increase in students from independent to public schools due to possible independent school closures and parents' inability to afford tuition

Statistics:

Top Enrolment Growth 2019/2020 (funded FTE):

- Surrey grew by 1,039 (funded FTE) for a total of 72,522 students in 2019/2020. In 2020/2021, growth of 1,175 is forecast.
- Burnaby grew by 441 (funded FTE) for a total of 23,875 students in 2019/2020. In 2020/2021, growth of 340 is forecast.
- Power River grew by 432 (funded FTE) for a total of 2,488 students in 2019/2020. This was due to an increased enrolment of 329 funded FTE in Distance Ed.

Top Enrolment Decline 2019/2020:

- Vancouver declined by 276 (funded FTE) for a total of 48,680 students in 2019/2020. In 2020/2021, an increase of 329 funded FTE is forecast.
- Gulf Islands saw a decline of 259 (funded FTE) for a total of 1,477 students in 2019/2020. In 2020/2021, a decline of 161 is forecast.
- Okanagan Skaha declined by 114 (funded FTE) in 2019/2020 for a total of 5,711 students, and is forecast to decline another 45 funded FTE in 2020/2021.

Key Outcomes:

- Enrolment is expected to continue increasing over the next three years. It is forecast that by September of the 2020/2021 school year there will be 553,802 (funded FTE) school aged students enrolled in the public system, an increase of 5,941 students (1.1 % growth) over 2019/2020.
- 3,914 additional school-aged students enrolled in the 2021/2022 school year
- 4,962 additional school-aged students enrolled in the 2022/2023 school year

Background:

- Enrolment in BC public schools had been trending downward for the past 17 years prior to 2014/2015, from an annual enrolment high of 639,997 students in 1997/1998 (headcount, September enrolment) to a low of 552,786 students in September 2014/2015.
- Over the same time period independent school enrolment increased by 2% per year on average over the past 10 years.
- The 2015/2016 school year saw a large unanticipated increase in student enrolment (+4,847 student FTEs, 0.9%) driven by interprovincial migration.
- Enrolment has increased by an average of 1% each year since 2015/2016.

Enrolment Drivers:

- Birth rates: peaked at 47,000 births in 1995, declined to a low of 39,900 births in 2001, and rebounded in 2008. Births have since continued to rise, creating a cumulatively larger enrolment volume in the lower grades.
- Net interprovincial migration reached a high of 26,600 in 2015/2016. Since then, it has declined to 15,700 individuals in 2019/2020 (-41%). It is expected to increase over the forecast horizon due to B.C.'s strong economy relative to other provinces.
- Net international immigration reached a high of 62,200 in 2018/2019, but has since fallen to a five-year low of 37,000 in 2019/2020 (-41%) due to the impacts of COVID-19 border closures.

FORECASTING STUDENT ENROLMENT

updated October 19, 2020

Student Enrolment 2018/19, 2019/20 and 2020/21 forecast (funded FTE):

Restricted to public school-aged students on Sept 30.

District	2018/19	2019/20	Change	2020/21f	Change
Total Public	542,650	547,861	5,211	553,802	5,941
005 - Southeast Kootenay	5,544	5,671	127	5,752	81
006 - Rocky Mountain	3,268	3,310	42	3,310	0
008 - Kootenay Lake	4,682	4,792	110	4,866	74
010 - Arrow Lakes	456	461	5	472	11
019 - Revelstoke	1,033	1,008	-25	1,004	-4
020 - Kootenay-Columbia	3,935	3,980	45	4,052	72
022 - Vernon	8,418	8,526	108	8,605	79
023 - Central Okanagan	22,679	23,057	378	23,354	297
027 - Cariboo-Chilcotin	4,696	4,592	-104	4,597	5
028 - Quesnel	2,976	2,972	-4	3,020	48
033 - Chilliwack	13,668	13,851	183	14,189	338
034 - Abbotsford	19,628	19,610	-18	19,794	184
035 - Langley	20,554	20,890	336	21,211	321
036 - Surrey	71,483	72,522	1,039	73,698	1,176
037 - Delta	15,353	15,491	138	15,519	28
038 - Richmond	19,412	19,662	250	19,876	214
039 - Vancouver	48,955	48,680	-275	49,009	329
040 - New Westminster	6,578	6,484	-94	6,311	-173
041 - Burnaby	23,434	23,875	441	24,215	340
042 - Maple Ridge-Pitt Meadows	14,568	14,847	279	15,016	169
043 - Coquitlam	30,655	30,889	234	30,996	107
044 - North Vancouver	15,126	15,317	191	15,605	288
045 - West Vancouver	6,916	6,997	81	7,084	87
046 - Sunshine Coast	3,256	3,270	14	3,309	39
047 - Powell River	2,056	2,488	432	2,825	337
048 - Sea to Sky	5,044	5,158	114	5,266	108
049 - Central Coast	265	222	-43	202	-20
050 - Haida Gwaii	461	448	-13	439	-9
051 - Boundary	1,250	1,238	-12	1,222	-16
052 - Prince Rupert	1,994	1,967	-27	1,934	-33

District	2018/19	2019/20	Change	2020/21f	Change
053 - Okanagan Similkameen	2,337	2,290	-47	2,229	-61
054 - Bulkley Valley	1,948	1,944	-4	1,919	-25
057 - Prince George	13,021	13,092	71	13,119	27
058 - Nicola-Similkameen	2,061	2,046	-15	1,995	-51
059 - Peace River South	3,577	3,622	45	3,682	60
060 - Peace River North	6,053	6,121	68	6,216	95
061 - Greater Victoria	19,507	19,648	141	19,815	167
062 - Sooke	10,832	11,114	282	11,600	486
063 - Saanich	7,082	7,122	40	7,135	13
064 - Gulf Islands	1,736	1,477	-259	1,315	-162
067 - Okanagan Skaha	5,825	5,711	-114	5,666	-45
068 - Nanaimo-Ladysmith	14,022	14,285	263	14,570	285
069 - Qualicum	4,096	4,153	57	4,229	76
070 - Alberni	3,734	3,806	72	3,828	22
071 - Comox Valley	8,277	8,552	275	8,709	157
072 - Campbell River	5,463	5,464	1	5,440	-24
073 - Kamloops/Thompson	14,591	14,832	241	15,032	200
074 - Gold Trail	1,090	1,102	12	1,101	-1
075 - Mission	6,072	6,145	73	6,139	-6
078 - Fraser-Cascade	1,738	1,679	-59	1,611	-68
079 - Cowichan Valley	8,061	8,144	83	8,291	147
081 - Fort Nelson	684	670	-14	652	-18
082 - Coast Mountains	4,102	4,140	38	4,127	-13
083 - North Okanagan-Shuswap	6,364	6,431	67	6,603	172
084 - Vancouver Island West	464	474	10	472	-2
085 - Vancouver Island North	1,372	1,290	-82	1,231	-59
087 - Stikine	145	151	6	150	-1
091 - Nechako Lakes	3,556	3,479	-77	3,515	36
092 - Nisga'a	374	373	-1	376	3
093 - Conseil scolaire francophone	6,118	6,228	110	6,282	54

Description:

- In 2011, B.C. launched DataBC, the first provincial Open Data program in Canada. Citizens can access thousands of government datasets that are easily discoverable, machine-readable and under the Open Government License (OGL).
- DataBC catalogue datasets maintained by the Ministry of Education (EDUC) include school, district, and/or provincial-level information about students (e.g. enrolment, assessments and graduation); educators (FTE counts and certification types); schools and programs; class size, funding and B.C. public libraries.

Key Facts:

- Open Data policy is maintained by DataBC (Ministry of Citizen Services).
- OGL provides free and public use or re-purpose of the data, with only a few conditions or requirements.
- Ministries complete and submit an Open Data Assessment to DataBC before making any new data available under OGL, to ensure that data comply with privacy, security, copyright, legal and other Open Data policy requirements.
- Data are not licensed for use as Open Data if they include:
 - Personal Information;
 - Information or Records that are not accessible pursuant to FOIPPA;
 - Third-party rights the government is not authorized to license; and
 - Information subject to other intellectual property rights, including patents, trade-marks and official marks, and design rights.

Statistics:

- EDUC maintains a total of 39 resources in the DataBC catalogue.
- All of these resources are under the open government license (OGL).
- Thirty-five of the 39 resources are regular datasets, three are geographic datasets and one is an application.
- Since December 2014, the top five resources are:
 - Student Headcount (7,065 views)
 - FSA (5,850 views)
 - Student Enrolment/FTE (5,350 views)
 - Six Year Completion Rate (4,912 views)
 - Class Size (3,392 views)

Key Outcomes:

- Enhanced accessibility of data to users. In 2017, EDUC published twelve new datasets
 1. Student Learning Survey
 2. StrongStart BC Centres Map
 3. Metadata for K-12 Student Demographics and Achievements
 4. Projection of Public School-aged Headcount Enrolments
 5. Headcount of Homeschooled Children
 6. Enrolments in Student Programs
 7. Enrolments by School Calendar Type
 8. Student Headcount by Home Language
 9. Student Headcount by Special Needs Category
 10. Student Headcount by Grade Range
 11. Class size by Composition
 12. Class size by Grade
- Enhanced usability of data for users. In 2017, EDUC drafted definition documents to accompany eighteen of its datasets. These have been made available to update the existing data sets with the most recently available school year information.

Services to the Ministry:

- DataBC Catalogue application and services are managed by DataBC (Ministry of Citizens' Services)

Description:

- Data collected by the Ministry of Education (EDUC) are a valuable asset that enables important research and analysis. However, much of this data contains *personal information*, which means its collection, use and disclosure is governed by the B.C. government under Freedom of Information and Protection of Privacy Act (FOIPPA).
- The Ministry of Education makes data available for research purposes, in accordance with FOIPPA.

Key Facts:

- By default, only EDUC data that is already *partially de-identified* is provided to and used by researchers. Any requests for direct identifiers (e.g. names or unencrypted Personal Education Numbers) would require additional consultation with EDUC and the Office of the Information and Privacy Commissioner (OIPC).
- EDUC applies the same conditions of access defined by FOIPPA to partially de-identified data.
- *Anonymized Data*, or information otherwise classified as Public (according to government's Information Security Classification Framework), is not subject to these conditions, and is made available in accordance with Freedom of Information requests or Open Data policy.
- However, anonymized Open Data is typically not granular enough to support research purposes.
- In 2017 the Ministry updated its Research Agreement process to facilitate shorter turnaround times for research agreements, amendments, and publication reviews.

Services to Ministry:

- EDUC contracts out most of its research access management to the University of British Columbia (UBC) - Population DataBC (PopData).
- Research Agreements involving EDUC and post-secondary data linkages are primarily managed under the Student Transitions Project.

Funding:

- General Service Agreements (GSA) with PopData at \$32,000/year. PopData also charges SRE+ service fees directly to researchers.
- <0.5 FTE within EDUC is dedicated to managing this portfolio.
- If EDUC took this work back in-house there would be a need for additional staff to manage the workload.

Statistics:

- 13 active third-party research agreements + 6 MED linkage only projects currently at EDUC
- In 2020, EDUC processed:
 - Seven amendments to existing agreements
 - One upcoming project and received four new inquiries that are currently in the feasibility and proposed project stage

Agreements:

- GSAs with Edudata and PopData expired in April and May 2018 (respectively). A decision was made on May 30, 2018 to consolidate research access management services under one service provider, Population Data BC (PopData).
- After undergoing procurement and legal review, the GSA with PopData was extended on August 19, 2020, with services commencing on August 20, 2020 and ending August 20, 2021.
- A new round of procurement is required for services to manage research agreements beyond August 2021.
- Currently EDUC has a total of 19 active research agreements (including MED linkage only projects) with third-party researchers.

Description:

- *The Education Indicators in Canada: An International Perspective* report was drafted in conjunction with Statistics Canada and CMEC (Council of Ministers of Education, Canada). The report is designed to expand on the *Education at a Glance: OECD Indicators*.
- The current report attempts to harmonize data across Canada's provinces and territories and is based on data from the 2016/2017 school year but includes teacher salaries from 2017/2018 and education participation rates from 2019/2020.
- The indicators in this report found most relevant to the B.C. education system include: On-time and extended-time high school graduation; Expenditure per student (for public schools, independent schools and federal schools); Teachers' statutory salaries.

Key Facts:

- Statistics Canada measures completion rates differently than the B.C. Ministry of Education. In this report, on-time graduation refers to a student graduating within three years of entering grade 10; extended-time graduation refers to a student graduating within five years of entering grade 10.
- **On Time Completion:** An average of 81% of students in B.C. completed high school in 2016/2017 within three years after starting grade 10, compared to 80% of students in Canada. B.C. ranked 6 out of 9 provinces for on time completion. Extended-time high school completion was 88% for B.C. in 2016/2017, relative to 89% for the national average. B.C. ranked 5th of 9 Provinces reporting extended on time completion.
- In 2016/2017, **Expenditure per student** in B.C. was the lowest in all of Canada at \$11,152/student. However, the Ministry of Education projects this to increase by over \$2,300, to \$13,527 per student for the current 2019/2020 school year, moving B.C. from last to 8th of 10 provinces; the gap between the national and provincial average shrinking to less than \$1000/student.
- **Teachers' Salaries:** In 2017/2018, starting salaries for full-time teachers in all levels of education averaged \$53,502 in Canada and \$49,200 in B.C. (9th of 10). Salaries at the top of a teacher's career averaged \$89,793 in Canada and \$82,600 in B.C. (8th of 10).

Statistics:

- The **On-time Completion** for females was 4 percent higher than males in B.C., half the national average of 8 percent. B.C. ranks 3rd out of 9 provinces for gender differences in on time completion.
- **In education participation** is the proportion of the population aged 15 to 19 years old that are enrolled in full-time or part-time schooling: 86.8% of the OECD population aged 15 to 19 are currently in some form of schooling. This compares to 84.1% of in education participation in Canada, 85.1% in Ontario, 81.3% in Alberta, and 85.9% in B.C.
- **Expenditure Per Student (EPS):** In 2016/2017, expenditure per student in B.C. was an average of \$11,152/student. This was \$2,567/student less than the Canadian average of \$13,719/student. Saskatchewan had the highest EPS of \$16,713 followed by Alberta with \$15,588/student – both provinces spent 1.5 times the B.C. EPS on capital expenditure (SK: 10.1% and AB: 10.5% vs. B.C.: 7.0%).
- The additional investment into **2019/2020 expenditure** is estimated to increase B.C. EPS to \$13,527/student, an increase in EPS of over \$2,300/student. B.C. will no longer be last among the provinces in EPS, with the gap between the national and B.C. averages shrinking to less than \$1,000/student.
- The OECD EPS average (\$9,357 USD) was lower than the Canadian average (\$11,018 USD), but higher than B.C. EPS (\$8,956 USD).
- 65.9 % of primary and secondary expenditure in B.C. is attributable to teachers' compensation. This is comparable to the national average of 65.3%.
- **Teachers' Salaries:** In 2017/2018, starting salaries for full-time teachers in all levels of education averaged \$53,502 in Canada and \$49,200 in B.C. (9th of 10). Salaries at the top of a teacher's career averaged \$89,793 in Canada and \$82,600 in B.C. (8th of 10).
- Teachers in Canada and specifically B.C. receive, on average, higher salaries compared to those in most OECD countries. OECD average starting salaries in upper secondary education in 2017/18 was \$35,859 USD, compared to \$39,925 USD in Canada and \$36,715 USD in B.C. Average salaries for teachers at the top of their career were \$49,804 USD in the OECD, \$67,007 USD in Canada, and \$61,639 USD in B.C.

STUDENT LEARNING SURVEY

updated October 14, 2020

Description:

- The Student Learning Survey (SLS) provides rich new data about student experiences in the school and classroom. Since these experiences drive outcomes, the data are a powerful tool for better supporting students and improving outcomes.
- The SLS originated as the Satisfaction Survey in 2001.
- The student questions were revised in the fall of 2016 in collaboration with school districts, to increase value to teachers, principals, superintendents, the Ministry, and students themselves.
- The new questions were implemented in spring of 2017.
- The parent survey was revised in 2018 and was implemented in spring of 2019.
- The staff survey was split into two in 2018; the principal/vice-principal survey was implemented in spring of 2019. All other staff complete the original staff survey, which will be revised for spring of 2022.

Statistics:

- 90,412 overall responses in 2019/20
 - 77,076 students
 - 8,802 parents
 - 4,091 staff
 - 443 principals/vice-principals
- 21,970 Grade 3/4 respondents (52%)
- 22,323 Grade 7 respondents (55%)
- 18,641 Grade 10 respondents (41%)
- 14,142 Grade 12 respondents (26%)
- Student participation declined from 140,000 in 2003/04 to 77,076 in 2019/20.
- Overall participation rates decreased 28% between 2018/19 and 2019/20 due to COVID-19.

Key Facts:

- Survey administered electronically each spring to all students in grades 4, 7, 10, and 12; parents of those students, and staff in all schools.
- Majority of survey questions are attached to student PENs (personal education numbers) to allow linkage to other outcome data and to track student results over time.
- There are 61 questions on the Grade 4 survey, 73 questions on the Grade 7 survey, and 81 questions on the Grade 10 and 12 surveys.
- Questions address five key themes: Education Modernization, Improving Student Learning, Learning Environment, Wellness, and Satisfaction.
- Sub-themes include 'belonging', 'mental health', 'engagement', 'assessment', and 'curriculum change'.

Key Outcomes:

- We now have student-based measures of Human and Social Development.
- Data is being used by ministry to augment predictive models of student success and to improve tools that identify "at risk" students.
- Allows government programs to provide a more complete report out on Indigenous outcomes, and health outcomes.
- Data used by ministry program areas to inform policy (especially Learning Division).
- Through improved data visualization and increased relevancy of results, provides more accessible, engaging and enhanced reporting influences decision-making that directly impacts students.
- We are now able to track an individual student's responses between grades; for example, their responses from Grade 4 compared to Grade 7; or between Grade 7 and Grade 10; or between Grade 10 and Grade 12.

Funding:

- Funding provided to contractor to administer survey has been approximately \$90,000/year.

Services to Ministry:

- Electronic administration of the survey is contracted to A. Willock Information Systems (AWIS). Five-year contract began in January 2019.

Delivery Partners:

- Survey is done online in schools and takes approximately one hour to complete.
- Typically principals supervise the classes, so the time required each year for each principal will range from 1-10 hours depending of the size of the class.

STUDENT TRANSITIONS PROJECT (STP)

updated October 14, 2020

Description:

- The Student Transitions Project (STP) was established in 2005 to better understand student transition from K-12 through post-secondary institutions.
- The STP manages collecting, sharing and using data, and undertakes an annual dissemination of information and reports.
- The STP accesses a student-level database which links students in the public and independent school systems to their post-secondary enrolment.
- The STP is a cooperative effort of the Ministry of Education, the Ministry of Advanced Education Skills and Training, British Columbia Council of Admissions and Transfers (BCCAT) and 25 post-secondary institutions.

Funding:

- The Ministry of Advanced Education financially supports BCCAT with \$130,000/year to support a full time Researcher/Manager for the project.

Delivery Partners:

1. Researcher/manager provided by BCCAT.
2. Secretariat services provided by Advanced Education.

Agreements:

- Information Sharing Agreement among the Ministry of Education, Advanced Education, the research and teaching universities, the colleges, and institutes.

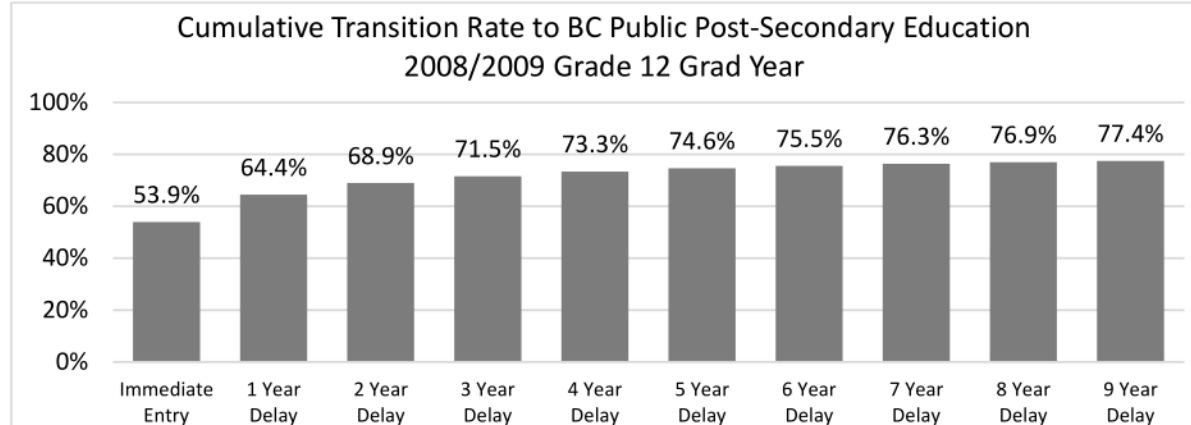
Key Facts:

- The STP database is maintained in the Education Data Warehouse (EDW). The data includes a wide range of demographic, program and outcome information for every student who enrolled in a B.C. Public Post-Secondary institution since 2005.
- Although at least half of the data in STP originates from the K-12 sector, almost all of the use of the data to-date has been by the post-secondary institutions and AEST. Ministry of Education has added staff to work more intensively with STP data to make it relevant to school districts and schools.
- Additional data elements: K-12 exam marks, FSA marks, Student Learning Survey Data, Post-Secondary courses and marks, Links to Health, Children and Families, Trades Training data, and to Post Secondary Graduate Follow up survey.
- Ministry of Education is currently working on creating a dashboard, in partnership with AEST, to make the data available by school, to all school districts.

Key Outcomes:

- Annual publications include international student transitions, transition from secondary to post secondary, transitions among post secondary institutions, credential completion, impact of secondary achievement on transitions.
- Aimed almost exclusively at post-secondary audiences.
- Detailed pivot tables made available to institutional research units of all post-secondary institutions (a key use for the tables is enrolment planning).
- Education Research in academic institutions.
- Presentations to post-secondary audiences.

Statistics:



Statistics Cont.:

Student Transition Matrix - Number of students transitioning from grade 12 graduation to post-secondary education per year.

Grade 12 Grad Year	Post-Secondary School Year											No Transition Yet	Grand Total Gr12 Grads	Cumulative Transition Rate
		2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019			
2008/2009	# of HS Grads	24,119	4,715	2,035	1,175	820	579	418	339	268	222	10,042	44,732	(10 years)
	% of HS Grad Class	53.9%	10.5%	4.5%	2.6%	1.8%	1.3%	0.9%	0.8%	0.6%	0.5%	22.4%	100.0%	77.6%
2009/2010	Count of HS Grads		24,426	4,873	2,014	1,157	824	689	490	339	293	10,854	45,959	(9 years)
	% of HS Grad Class		53.1%	10.6%	4.4%	2.5%	1.8%	1.5%	1.1%	0.7%	0.6%	23.6%	100.0%	76.4%
2010/2011	Count of HS Grads			24,299	4,649	1,801	1,073	847	579	442	351	11,515	45,556	(8 years)
	% of HS Grad Class			53.3%	10.2%	4.0%	2.4%	1.9%	1.3%	1.0%	0.8%	25.3%	100.0%	74.7%
2011/2012	Count of HS Grads				24,495	4,530	1,879	1,158	898	617	448	12,288	46,313	(7 years)
	% of HS Grad Class				52.9%	9.8%	4.1%	2.5%	1.9%	1.3%	1.0%	26.5%	100.0%	73.5%
2012/2013	Count of HS Grads					24,153	4,425	1,864	1,079	832	593	12,882	45,828	(6 years)
	% of HS Grad Class					52.7%	9.7%	4.1%	2.4%	1.8%	1.3%	28.1%	100.0%	71.9%
2013/2014	Count of HS Grads						23,430	4,526	1,794	1,048	756	13,147	44,701	(5 years)
	% of HS Grad Class						52.4%	10.1%	4.0%	2.3%	1.7%	29.4%	100.0%	70.6%
2014/2015	Count of HS Grads							23,127	4,272	1,727	1,025	13,743	43,894	(4 years)
	% of HS Grad Class							52.7%	9.7%	3.9%	2.3%	31.3%	100.0%	68.7%
2015/2016	Count of HS Grads								22,826	4,103	1,683	14,867	43,479	(3 years)
	% of HS Grad Class								52.5%	9.4%	3.9%	34.2%	100.0%	65.8%
2016/2017	Count of HS Grads									22,697	3,923	17,013	43,633	(2 years)
	% of HS Grad Class									52.0%	9.0%	39.0%	100.0%	61.0%
2017/2018	Count of HS Grads										22,977	21,536	44,513	(1 year)
	% of HS Grad Class										51.6%	48.4%	100.0%	51.6%

Based on STP2019 (February 25, 2020) data from Student Transitions Project, November 2019 data submission. Apart from the 2008/09 grade 12 graduation cohort, insufficient time has passed to report on ten years of post-secondary registrations for the more recent graduation cohorts, but over time, more data will become available and will be reported.

*The cohort of *eligible to graduate grade 12 students* includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Source: Student Transitions Project, Fall 2019 Submission.

Source: https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_fast_facts.pdf

Governance and Legislation

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Description

- Boards are required, under section 75.1 of the *School Act*, to set catchment areas for their schools consisting of the geographical area around the school that includes part, or all, of the district.
- Boards are also responsible for enrolling students in particular education programs and assigning them to schools.

Statistics:

- The Ministry of Education does not have data about the number of students who attend schools outside of their catchment areas, or the number of students who are not able to attend their catchment schools because of a lack of space and facilities.

Key Facts

- A school-aged student, resident in B.C., is entitled to enrol with a board in the school district in which they live. They are also entitled to enrol with a different board and attend an educational program of their choice, subject to space and facilities being available.
- Locally elected boards of education determine if space and facilities are available and assign students to schools based on the order of priority established in legislation.
- Under section 74.1 of the Act, as long as a student's application is received before a board's application deadline, the board is required to enrol students in the following order of priority:
 - 1) a catchment area child who, in the previous school year, attended the school at which the educational program is made available;
 - 2) a catchment area child;
 - 3) a non-catchment area child; and
 - 4) a non-school district child.
- Boards may also choose to give priority to non-catchment area children who attended the school in the previous year, as well as siblings of those children.
- With many school districts experiencing increasing enrolments, some boards of education have had to examine their catchment areas. As well, the Supreme Court of Canada Bill 22 decision, and the restored language of the collective agreements concerning class size and composition, has forced some boards to reconsider their catchment areas to manage enrolment pressure.
- In 2018, the Vancouver School District initiated a review of catchment areas in Mount Pleasant, Kitsilano and downtown to shorten wait lists at certain schools. During consultation on the proposed changes, some parents expressed concern that the changes could result in siblings being required to attend different schools. In response to public feedback, the Board placed the catchment area review initiative on hold.
- The Greater Victoria School District recently reviewed its catchment areas due to increasing enrolment and limited space at some schools. Changes include the creation of specific catchment areas for two schools – South Park and Cloverdale – that currently have their catchment areas set as the entire district, and a new catchment area for Bank St. school, which would re-open for the 2020/21 school year. The Board also introduced a new enrolment priority to better accommodate families with siblings affected by boundary changes. The Board made its final decision in June 2019 and announced its intention to implement the changes in September 2020. It has recently decided to postpone the re-opening of Bank St. School until 2021/22.
- Questions about catchment areas and student enrolment are best addressed at the local level.

Description:

- The *School Act* governs the K-12 public education system in B.C.
- This legislation was enacted in 1989 and has been amended significantly since that time. The most recent substantive amendments were made in Spring 2020.
- There are a number of Cabinet regulations, minister's regulations, and ministerial orders made under the authority of the *School Act*.
- Other major legislation governing the education system includes the *Independent School Act*, the *Teachers Act*, and associated regulations and ministerial orders.
- The Ministry produces a consolidated version of this legislation for reference (the Manual of School Law).

Key Outcomes:

- The most recent amendments to the *School Act* were made by Bill 8, the *Education Statutes Amendment Act* in 2020. The purpose of these amendments was to:
 1. Clarify the authority to issue graduation certificates to students of First Nations schools, in support of the British Columbia Tripartite Education Agreement;
 2. Enable boards to offer before and after school care directly, to support government's child care initiative;
 3. Authorize the issuance of Personal Education Numbers to children at an earlier age, to support evidence-based policy making and K-12 enrolment planning; and
 4. Support the implementation of the Ministry's *K-12 Funding Review* to enhance the K-12 funding model.

Key Facts:

- Among other things, the *School Act* establishes a co-governance model for the public education system in which responsibility is shared by government and 60 locally elected boards of education.
- Broadly speaking, the Minister of Education is responsible for establishing standards and policy direction for the system, and for providing funding to boards of education.
- Boards of education – which are separate legal entities from the Province – are responsible for the operation and management of schools in their districts and for providing educational programs to B.C.'s public school students. Boards are the owners of school property and the employers of teachers and administrators. They have broad authority to set local policy for their respective districts.
- School districts are created, or dissolved, by Cabinet. The number of trustees for each district, and the areas from which they are elected, are set by the Minister. The *School Act* sets out detailed rules for trustee elections, which take place every four years. The most recent election took place in October 2018.
- In certain circumstances, the Minister may step in to require a board to comply with the *School Act*, and Cabinet may remove a board of education for substantial non-compliance with the legislation, among other things.
- The Act sets out the rights of students, parents, teachers, school principals and other school district officials. Key provisions that have been in place since the Act's inception include the requirement for public schools to be secular, and for public education to be provided free of charge to residents of B.C.
- "The Statement of Education Policy Order (Mandate for the School System)" is an Order in Council enacted in 1989 that continues to guide much of the Ministry's work. It contains a mission statement for the school system, the attributes of an educated citizen, a commitment to diversity and choice, and the duties, rights and responsibilities of students, parents, teachers, principals, boards of education, district officials, the community and the Ministry.
- Many of the more specific rules governing K-12 public education are set out in "subordinate legislation" (Cabinet regulations, minister's regulations, or ministerial orders made under the authority of the *School Act*). Examples include graduation program requirements, the mandatory curriculum, rules about letter grades, and school calendar requirements.

Delivery Partners

- Ministry of Attorney General

Description:

The litigation involving the Ministry of Education can be organized into six general categories:

1. constitutional challenges concerning specific topics, including (1) actions by the Conseil scolaire francophone (CSF) and francophone parents respecting minority language education rights, and (2) a petition filed by a parent alleging that the Pacific Rim Board of Education breached her right to freedom of religion;
2. employment-related claims;
3. human rights proceedings;
4. contractual disputes;
5. negligence; and;
6. other.

Funding:

- The estimated cost of legal services relates to routine legal matters and includes an allowance for major litigation cases. Cost projections are revised throughout the year as necessary.
- The Ministry's current budget for legal services from the Ministry of Attorney General for 2020/21 is \$1,100,000.

Key Facts/Outcomes:

- **Constitutional challenges:** (1) CSF case—On July 25, 2018, the BC Court of Appeal dismissed the CSF's appeal of the 2016 decision and granted the ministry's cross-appeal. The CSF was granted leave to appeal to the Supreme Court of Canada (SCC). The SCC issued its judgement on June 12, 2020, allowing the majority of the CSF's appeal and finding that the lower courts erred in their application of the Charter. The Court found minority language rightsholders are entitled to homogenous schools substantively similar to the majority of schools in 16 of the 17 communities at issue and awarding both damages and costs to the CSF. (2) Pacific Rim School District case – judgement was released Jan. 2020; the ruling found no breach of Charter rights. An appeal to the BC Court of Appeal is being sought; a hearing is expected in Nov. 2020.

Security Concern; Personal Security

Services to Ministry:

- Solicitors' advice is provided by the Ministry of Attorney General on any matters arising in the Ministry's work, including advice on matters concerning public and independent schools and libraries.

Delivery Partners:

- Ministry of Attorney General

Description:

- Cabinet has the authority under section 172 of the *School Act* to remove a board of education and replace it with an official trustee in certain circumstances, including the following:
 - the board is in serious financial jeopardy;
 - there is substantial non-compliance with the *School Act*;
 - there is substantial non-performance of the duties of the board.
- An official trustee has all the powers and duties of a board of education to conduct the affairs of a school district, including powers over staffing, budgets, and opening and closing of schools.

Key Facts:

- There are currently no official trustees in place.

Key Outcomes:

- Cabinet may remove an official trustee and order that elections be held in the school district or may appoint trustees to hold office in the school district until the next general election.
- Mike McKay was appointed official trustee of School District No. 83 (North Okanagan Shuswap) in 2016 and continued to hold that position until a newly elected board took office following general elections in October 2018.

Statistics:

- Official trustee appointments are infrequent (only five appointments since 1985).
- 2016 - School District No. 39 (Vancouver)
- 2016 - School District No. 83 (North Okanagan Shuswap)
- 2012 - School District No. 79 (Cowichan Valley)
- 1996 – School District No. 44 (North Vancouver)
- 1985 – School District No. 39 (Vancouver)

Funding:

- Under section 173(1)(b) of the *School Act*, an official trustee is remunerated by the board of the school district where the official trustee is appointed, or as determined by the Lieutenant Governor in Council.

Services to Ministry:

- An official trustee has the powers and duties of a board of education and therefore does not provide services directly to the Ministry.

Description:

- The *School Act* establishes a governance framework for the public education system in which responsibility is shared by government and 60 locally elected boards of education.

Key Facts:

- The Minister of Education:
 - establishes standards and policy direction for the system;
 - provides operating and capital funding to boards of education;
 - sets the provincial curriculum;
 - establishes the requirements for graduation and issues graduation certificates;
 - Assesses the effectiveness of educational programs through assessments such as the Foundation Skills Assessment (FSA).
- Boards of education:
 - set local policy for the effective and efficient operation of schools in their districts;
 - employ all district staff;
 - acquire, own and dispose of school property;
 - prepare and approve the district's operating budget and capital plans;
 - approve annual school plans;
 - establish policies governing student conduct and discipline;
 - hear appeals from parents and students.

Statistics:

- There are 1,578 public schools operated by 60 locally elected boards of education in BC.
- Of the 412 elected school trustees in the province:
 - 302 are elected from trustee electoral areas, and
 - 110 are elected at large.

Funding:

- The Ministry provides operating and capital funding to boards of education. Please see separate fact sheet on "K-12 Operating Funding" (Funding and Allocation Branch).

Delivery Partners:

1. Boards of education

Agreements:

- There is a co-governance Memorandum of Understanding in place between the BC School Trustees Association and the Ministry of Education.

SCHOOL CALENDAR

updated October 5, 2020

Description:

- Under the *School Act* and the School Calendar Regulation, boards of education are required to establish school calendars for all schools in their districts.
- Each year, boards must submit their calendars to the Ministry for review and approval.

Statistics:

In 2020/21, the majority of school districts are following a similar school calendar. For example:

- Close to 90 percent of school districts have the same first and last day of school.
- All but three districts have the same winter break.
- Eighty-five percent of school districts have the same two-week spring break. Only four districts have a one-week spring break.
- Over 75 percent of districts have seven non-instructional days, with the remaining having six or eight.

Key Facts:

- Prior to 2013, government set a standard five-year school calendar that applied to all boards of education in the province. Boards had the ability to vary this calendar by adopting a local calendar, provided they consulted with employee representatives and parents. The standard school calendar included the days in session, the minimum number of days of instruction, the maximum number of non-instructional days, the opening and closing days, and the days schools were closed for vacation.
- In 2013, the *School Act* was amended to eliminate the standard school calendar. Since that time, boards of education have been required to develop their own calendars for all schools in their districts in accordance with the School Calendar Regulation.
- The Regulation prescribes the minimum yearly hours of instruction that a board must offer to students enrolled in its district (853 hours for Kindergarten, 878 hours for Grades 1-7, and 952 hours for Grades 8-12). In addition, the Regulation prescribes the information boards must set out in their school calendars, including the beginning and end of the school year, the number and dates of non-instructional days (NIDs), the length of the school days and vacation periods.
- Boards must then undertake a consultation process with employee representatives and parents and submit their calendars for ministerial approval.
- Currently, school calendars may be set to cover only a 12-month period. Boards have the ability to set calendars for up to 3 years at a time, but most have chosen not to.
- The Minister typically designates the purpose of 1 NID per school year. For the 2019/20 – 2022/23 school years, boards must schedule 1 NID for teachers to focus on enhancing Indigenous student achievement and integrating Indigenous worldviews and perspectives into learning

Key Outcomes:

- Generally speaking, most school districts in the province follow a similar school calendar, with a few exceptions.
- In spring 2020, the Ministry reviewed and approved all school calendars submitted by boards of education for the 2020/21 school year.
- On July 29, 2020, the Ministry released the revised K-12 Restart Plan, which was designed to address the September 2020 return to school and marked the transition to Stage 2.
- Stage 2 involves full-time instruction for all students for the maximum instructional time possible within learning group limits. Self-directed learning supplements in-class instruction, if required.
- In order to meet the health and safety guidelines put in place to help keep everyone safe, boards' delivery of instruction may look different for the 2020/21 school year, and may include online instruction and/or self-directed learning.

Delivery Partners:

- Boards of education

Description

- Section 82 of the *School Act* requires boards of education to provide students with an education program and required educational resource materials free of charge.
- However, boards can charge fees for some items, including fees associated with:
 - the extra costs of offering specialty academies or International Baccalaureate programs,
 - the purchase or rental of musical instruments or tools used in trades programs, and
 - other “goods and services” (as defined in the School Regulation), such as school supplies for a student’s personal use and non-mandatory field trips.
- 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.

Key Facts

- All school-aged students who are resident in British Columbia are entitled to receive, free of charge, an education program that leads to graduation.
- Boards may charge fees in certain circumstances.
- Boards must have “financial hardship” policies in place for any fees they charge.
- Government has committed to providing additional annual funding to the school system to ensure that students have the school supplies they need to succeed.

Key Outcomes:

- All school-aged students resident in B.C. are eligible to receive, free of charge, instruction in an education program sufficient to meet graduation requirements, as well resource materials.

Statistics:

- The Ministry of Education does not maintain data on fees charged by schools.

Funding:

The Ministry of Education provides funding to boards to provide education programs to students.

Delivery Partners:

1. Boards of education

Description:

- There are 60 school districts in BC, each of which is governed by a locally-elected board of education.
- The number of trustees for each board, and the trustee electoral areas (TEAs) from which they are elected, are set by the Minister of Education.
- A board may consist of 3, 5, 7 or 9 trustees, as determined by the Minister.
- TEAs for each district are established by ministerial order, and in some cases, the school district as a whole is a single TEA, meaning that trustees are elected at large.
- School trustees are elected during general school elections, which are held every four years, on the same cycle as other local government elections. The next general school election will be held on October 15, 2022.
- The Ministry publishes a guide to [School Trustee Election Procedures in British Columbia](#), which sets out the relevant dates and summarizes the legislation governing school trustee elections.

Statistics:

- There are 412 elected school trustees in the province. Of these, 302 are elected from trustee electoral areas, and 110 are elected at large.
- In the 2018 general school election, 130 trustees (32%) were elected by acclamation. 7 additional trustees were elected by less than 100 votes.
- In 2020, 5 school districts (Sea to Sky, Arrow Lakes, Fraser-Cascade, Comox Valley, and Stikine) have been required to conduct by-elections.

Key Facts:

- School trustee elections are governed by the *School Act* and *Local Government Act*. There is a separate regulation under the *School Act* that governs elections to the Conseil Scolaire Francophone (CSF). In addition, the *Local Elections Campaign Financing Act* (LECFA) sets out the rules governing campaign financing, disclosure, and election advertising for all local elections, including school trustee and CSF elections.
- School trustee elections are administered either by the board of education of the school district or by the local municipal council, depending on the geographical relationship between municipal boundaries and the trustee electoral area. CSF elections are administered by the CSF directly.
- The Ministry of Education does not normally have a role in administering school trustee elections. However, the Minister has authority to vary election requirements in some circumstances. For example:
 - In spring 2020, two school trustee by-elections were cancelled by ministerial order, at the boards' request, in order to protect residents from the threat of COVID-19. A number of local government by-elections were also cancelled by the Minister of Municipal Affairs and Housing around this time.
 - During the most recent general school election (in 2018), a number of ministerial orders were required to correct procedural errors or to approve candidate withdrawals that were requested after the legislated deadline.

Key Outcomes:

- To support the safe conduct of the Arrow Lakes School District by-election, the Minister of Education issued a ministerial order at the request of the board of education, to allow for broader use of voting by mail ballot. The by-election was conducted successfully on September 12, 2020.

Delivery Partners:

- The Ministry of Education is represented on the Technical Advisory Committee (TAC), a statutory committee established under LECFA. TAC includes representatives of the BC School Trustees Association, Elections BC, the Union of BC Municipalities, the Local Government Management Association, and the Ministry of Municipal Affairs and Housing. TAC is a forum for discussing matters of common interest to the represented authorities respecting the administration and application of LECFA.

SPECIAL ADVISORS

updated October 6, 2020

Description:

- The Minister has authority under section 171.1 of the *School Act* to appoint a special advisor or special advisory committee to one or more school districts for specified purposes, including:
 - (a) to review the board's progress with respect to the improvement of student performance or to "inspect and evaluate any other matters as directed by the Minister," and;
 - (b) to assist the board in the conduct of the district's affairs in respect of any educational, financial, or community matters.
- In 2018/19 special advisors were appointed in SD 27 (Cariboo-Chilcotin), SD 68 (Nanaimo Ladysmith), together with SD 84 (Vancouver Island West), and SD 50 (Haida Gwaii). The special advisors for SD 64, 84 and 50 continued into 2019/20.
- Three special advisors were appointed to inspect and evaluate the work experience of school principals and vice principals in all school districts, for a term that ended on June 30, 2020.
- A special advisor is currently appointed to SD 85 (Vancouver Island West) for a term that ends on December 31, 2020.

Statistics:

- Since 2002, when the special advisor provision was added to the *School Act*, the Ministry has appointed 19 special advisors.

Key Facts:

- Mike McKay was appointed special advisor to School District No. 84 (Vancouver Island West) on July 14, 2020 to review the progress of the Board regarding its improvement of student performance, and to inspect and evaluate Board governance practices and procedures.

Services to Ministry:

- Mr. McKay has been tasked with reviewing the progress of the Board respecting its improvements of student performance in the district, and with inspecting and evaluating Board governance practices and procedures.

Key Outcomes:

- Mr. McKay is required to submit a final report to the Minister on progress made in carrying out his duties on or before November 30, 2020.

Agreements:

- The terms of special advisors' appointments are set out in the ministerial orders that establish their respective appointments.

Funding:

- The Ministry provided remuneration for each of the special advisors recently appointed in 2018/19.
- The Ministry provides remuneration for the currently appointed special advisor.

STUDENT APPEALS

October 10, 2020

Description:

- The *School Act* provides for two levels of appeal for students and their parents. The first level of appeal is to the board of education: under section 11 of the *School Act*, a decision by a board employee that “significantly affects the education, health or safety” of a student may be appealed to the board by the student or their parents.
- The *School Act* requires boards to establish appeal bylaws, and render appeal decisions within 45 days. The Act does not prescribe the content of board appeal bylaws.
- Section 11.1 provides that, once an appeal to the board is complete, students and parents can, in certain circumstances, pursue an appeal to a superintendent of appeals (SOA) at the Ministry of Education. This level of appeal was introduced in 2008.
- The Appeals Regulation sets out that a board’s decision on a section 11 appeal may be appealed to a SOA **only** if it significantly affects the education, health or safety of a student and relates to at least one of the following issues:
 - Expulsion;
 - Suspension;
 - Provision of and consultation about an Individual Education Plan (IEP);
 - Requiring a student to take distributed learning as part of a disciplinary matter;
 - Bullying behaviours; and
 - Exclusion due to a medical condition.

Key Outcomes:

- In 2020 so far, the Ministry has received 4 student appeals. One appeal remains before the SOA at this time.

Funding:

- The budget for section 11 appeals for FY20/21 is \$25,000.

Key Facts:

- The SOA is appointed by Ministerial Order. Mr. Kit Krieger is currently the SOA. His appointment is at pleasure.
- The SOA’s authority is limited. If an appeal to an SOA falls within scope of the Appeals Regulation, the SOA may do one of the following:
 - Summarily dismiss all or part of the appeal;
 - Refer the matter to a mediator; or
 - Refer the matter to an adjudicator.
- Staff members in the Legislation, Policy & Governance Branch coordinate appeals and assist the SOA as required.
- The BC Confederation of Parent Advisory Councils has recently expressed concerns about board-level student appeals.

Statistics:

- Since Ministry-level appeals were introduced into legislation in 2008, the Ministry has received 33 appeals. Of those:
 - 16 have been dismissed by the SOA as being outside the SOA’s jurisdiction;
 - one has been referred to mediation (and then adjudication);
 - one has been withdrawn because it was resolved at the board level;
 - 14 have been referred directly to adjudication; and
 - one remains before the SOA.

TEACHER QUALIFICATIONS

updated March 4, 2020

Description

- Teacher certification requirements are set by the BC Teachers' Council, and teacher certification is administered by the Teacher Certification Branch of the Ministry of Education.
- A person hired by a Board to be a teacher, with some exceptions, must be certified by the Teacher Certification Branch.

Statistics

	2018/2019	2019/2020	% change
Teachers in public schools	34,256 FTE	34,893 FTE	1.9%
Administrators in public schools	2,881 FTE	2,928 FTE	1.6%
Teachers in independent schools	6,984 FTE	7,039 FTE	0.8%

Key Facts

- The *School Act* defines a "teacher" as "a person holding a certificate of qualification who is employed by a board to provide an educational program to students in a school."
- Under the *School Act*, teachers' responsibilities include designing, supervising, and assessing educational programs and instructing, assessing and evaluating individual students and groups of students.
- Boards of education are the employers of all school district staff, including teachers. The *School Act* provides that boards of education may not employ a person as a teacher unless that person holds either a B.C. teaching certificate, or a Letter of Permission to teach, issued under the *Teachers Act*.
- A Letter of Permission allows a person who is not a B.C. certified teacher to teach in the public school system temporarily for a specified period of time, usually for no longer than a period of one school year. A Letter of Permission may be issued to a person on the recommendation of a prospective employer, if the employer can show evidence that reasonable efforts were made to hire a certified teacher for the position, and no suitable candidate was found.
- As an exception to the requirement that Boards hire only certified teachers, or persons who hold Letters of Permission, the *School Act* allows Boards to employ a person who does not meet these qualifications if that person is:
 - employed for 20 or fewer consecutive teaching days, and teaching a particular class or classes where no certified teacher is available, or
 - instructing a general interest course that is not leading to graduation.
- Note that certification requirements for independent school teachers are set by the Independent School Teaching Certificates Standards Committee under the *Independent School Act* and administered by the Teacher Certification Branch.

Funding:

- The administration of the *Teachers Act*, including teacher certification and discipline, is funded by teacher certification and annual practice fees through a "Special Account" under the *Act*.

Description:

- Teacher certification in the BC K-12 school system rests within the mandate of the BC Ministry of Education and is delivered through the Teacher Certification Branch (TCB). The TCB currently certifies teachers for all school systems: public, independent and First Nations.
- The BC Teacher Qualification Service (TQS) evaluates BC public school teachers' professional and academic qualifications and assigns categories for salary purposes based on these qualifications.
- The TQS is a non-profit society funded jointly by the BC Teachers' Federation (BCTF) and the BC School Trustees Association (BCSTA). The TQS is governed by a board consisting of 2 members appointed by the BCTF, 2 appointed by the BCSTA, and a chair chosen by these 4.

Enhancements/Improvements:

- The possibility of combining applicants' evaluations for both certification and salary determination purposes within a single institution could be revisited and explored.
- Many of the documents submitted to TQS for their evaluation purposes are the same as those submitted to the TCB such as post-secondary transcripts.
- TCB may have the ability to oversee the functionality of the TQS and improve applicants' experience.

Key Facts:

- In 1968 the BC School Trustees Association and the BC Teachers' Federation began negotiations to create a body to align teacher salaries and level of training.
- It was determined by the Ministry of Education, which at the time issued teaching certificates, that determination of teachers' salaries should be separated from the function of teacher certification
- The Teacher Qualification Service (TQS) was established on September 1, 1969.
- There is no cost to the applicant to undergo the TQS process.
- Decisions of the TQS are not binding on school board or teachers' association, except where so provided in a collective agreement or in the policies of a school district or teachers' association.
- The category requirements are established in the Regulations of the Teacher Qualification Service
- The salary category assigned by the TQS is based solely on years of academic qualifications. There are currently seven TQS categories and each category is determined based on programs completed after meeting the university entrance requirement (Grade 12) in British Columbia or its equivalent.
- Years of teaching experience affects salary, but acceptable experience is determined by the employing school district, not TQS.
- A copy of every Certificate of Qualification (COQ) issued by TCB is sent via the SFTS
- Most collective agreements dictate that all teachers will be paid at a minimum of category 4, even if their TQS category is 3 or lower.

Statistics:

- TCB issued 2,991 COQ in 2019 and 2,903 as of October 15, 2020.
- School district 39 Vancouver Salary Grid:

July 1, 2020 : +2%, top step +3%

Step	Cat 4	Cat 5	Prov Cat 5+	TQS 6
			Cat 6/PA	Cat 6/M
0	\$ 49,918	\$ 54,812	\$ 59,300	\$ 60,216
1	\$ 52,416	\$ 57,561	\$ 62,314	\$ 63,230
2	\$ 54,914	\$ 60,308	\$ 65,328	\$ 66,244
3	\$ 57,411	\$ 63,057	\$ 68,341	\$ 69,257
4	\$ 59,909	\$ 65,804	\$ 71,355	\$ 72,271
5	\$ 62,407	\$ 68,551	\$ 74,368	\$ 75,284
6	\$ 64,903	\$ 71,300	\$ 77,382	\$ 78,298
7	\$ 67,401	\$ 74,047	\$ 80,396	\$ 81,311
8	\$ 69,899	\$ 76,795	\$ 83,409	\$ 84,325
9	\$ 75,301	\$ 79,543	\$ 86,423	\$ 87,339
10	\$ -	\$ 85,590	\$ 92,570	\$ 93,805

Independent Schools

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DESIGNATED INDEPENDENT SPECIAL EDUCATION SCHOOLS

updated October 9, 2020

Description:

- The Ministry of Education designates 14 independent schools as Special Education Schools.
- Designated Special Education Schools exclusively serve students with disabilities / diverse abilities (special needs).
- Designated Special Education schools qualify for specific grant funding in addition to operating and special education grants.

Statistics:

- Collectively, all 14 designated Special Education Schools served 987 students with disabilities / diverse abilities in 2019/20.
- In 2019/20, Special Education Schools awarded 96 school completion credentials to students with disabilities / diverse abilities:
 - 72 Dogwood (75.0%)
 - 21 Adult Dogwood (21.9%)
 - 3 Evergreen (3.1%)

Funding:

Designated Special Education Schools (SES) Grant: 2013/14 – 2019/20

Year	SES Grant
2013/14	\$827,200
2014/15	\$886,600
2015/16	\$891,000
2016/17	\$1,881,200
2017/18	\$1,959,000
2018/19	\$1,983,000
2019/20	\$1,935,000*

*update with final grant amount

Key Facts:

- There are 14 designated Special Education Schools (SES).
 - Five have been in existence since 1987/88. One of the original six Special Education Schools, Glen Eden, closed at the end of the 2017/18 school year.
 - Nine were designated in 2016/17.
- A moratorium on approving any new SES applications was introduced in 2016/17 and remains in place. No new Special Education Schools are currently being designated.
- Beginning in 2016/17, the funding framework was revised so that qualifying schools receive an additional \$2,000 per eligible FTE in special education grants (all categories). This funding is in addition to operating grants and supplemental funding for levels 1, 2 and 3 special needs designations.
- To retain designation, schools must:
 - be a brick and mortar, group 1 or 2 independent school
 - exclusively enrol students with disabilities / diverse abilities
 - demonstrate a 1:6 educator / student ratio or less

List of Designated Special Education Schools: 2020/2021

School Name	Location	Year Designated
Children's Hearing and Speech Centre	Vancouver	1987/88
Discovery School	Victoria	1987/88
Fraser Academy	Vancouver	1987/88
James Cameron	Maple Ridge	1987/88
Kenneth Gordon	North Vancouver	1987/88
Artemis Place	Victoria	2016/17
Choice School for the Gifted	Richmond	2016/17
Fawkes Academy	Burnaby	2016/17
Honour Secondary	Surrey	2016/17
Purpose Secondary	New Westminster	2016/17
Greater Heights Learning Academy	Coquitlam	2016/17
PALS Autism School	Vancouver	2016/17
Whytecliff Learning Centre Burnaby	Burnaby	2016/17
Whytecliff Learning Centre Langley	Langley	2016/17

Key Outcomes:

- Designated Special Education Schools meet the educational needs of students with a range of disabilities/diverse abilities whose families have chosen an alternative to public school programs.

DESIGNATED INDEPENDENT SPECIAL EDUCATION SCHOOLS

updated October 9, 2020

APPENDIX

DESIGNATED INDEPENDENT SPECIAL EDUCATION SCHOOLS (Group 1 and 2)

Name	Group	FTE (19/20)	Headcount (19/20)	Operating Funding (19/20)	Special Education Funding (19/20) ¹	Total Funding (19/20) ²
Artemis Place Secondary	1	46.0000	43	\$210,703	\$573,150	\$783,853
Children's Hearing and Speech Centre BC	1	9.4200	10	\$43,144	\$222,000	\$265,144
Choice School For Gifted Children	2	75.4800	72	\$267,720	\$440,250	\$707,970
Discovery School	1	77.7700	78	\$356,225	\$792,450	\$1,148,675
Fawkes Academy	1	39.2500	42	\$173,485	\$912,200	\$1,085,685
Fraser Academy	1	245.4600	242	\$1,124,207	\$725,575	\$1,849,782
Honour Secondary (PCRS Alternative School)	1	13.8300	17	\$61,806	\$209,250	\$271,056
James Cameron School	1	40.5000	38	\$183,384	\$243,600	\$426,984
Kenneth Gordon	1	155.4300	165	\$721,506	\$1,566,800	\$2,288,306
Greater Heights Learning Academy	1	64.6600	66	\$299,699	\$1,498,275	\$1,797,974
PALS Autism School	1	18.9300	18	\$87,466	\$399,600	\$487,066
Purpose Independent Secondary School	1	82.0000	84	\$378,881	\$869,125	\$1,248,006
Whytecliff Agile Learning Centre-Burnaby	1	30.6400	32	\$135,429	\$572,250	\$707,679
Whytecliff Agile Learning Centre-Langley	1	40.4900	44	\$184,513	\$718,100	\$902,613
Total		939.8600	951	\$4,228,168	\$9,742,625	\$13,970,793

Notes:

1. Special Education Funding includes the supplemental Special Education Grant (\$2,000 per eligible student)
2. Total funding excludes Homeschool Registrations Funding and Non-Grad Adults Funding.

Description:

- British Columbia enables children to receive an education outside of a school environment with the parent/guardian responsible for delivering an education program.
- Homeschoolers must be registered with a public or independent school; however, they are not required to follow the B.C. curriculum.
- Homeschoolers do not earn a Dogwood Certificate unless they earn sufficient credits through distributed learning courses.

Statistics:

- 2,455 registered homeschoolers in the 2019/20 School Year.
- Registered homeschoolers in B.C. represent 0.37% of the total student population; this proportion has remained steady over the past five years.
- Registrations increased from 2,309 in 2018/19 to 2,455 in 2019/20 (increased by 146 registrations or 6.3%).
- 1,907 homeschoolers registered with independent schools (78%).
- 548 homeschoolers registered with public schools (22%).
- 83% of all homeschoolers 2,044/2,455 are in the K-9 age range.
- 17% 411/2,455 of all homeschoolers are in grade 10-12 age range.

**See appendix for additional information*

Key Facts:

- Homeschooling is enabled by the *School Act* and *Independent School Act (1989)*.
- Registering schools receive an annual grant from the Ministry for each home school registration:
 - \$250 per public and \$175 per independent school registered home schooler;
 - The funding rate was set in 2002/03 and has remained the same since that time.
- Registering schools must offer evaluation and assessment services and the loan of educational resources to registered home schoolers; it is up to the parent/student to decide whether to make use of these services.
- Registered home schoolers can only graduate by taking courses through Distributed Learning, i.e. they must earn sufficient credits through grade 10-12 distributed learning courses.
- Anyone who believes that a school-aged homeschooled child is not registered or is registered but not receiving an educational program must report this belief to the superintendent of the school district in which the child resides (or the directeur général of the Francophone education authority).
- The superintendent is legislatively empowered and required to follow-up if they receive reports the child is not registered or is not receiving an educational program and/or is unsafe; this can include discussing with the child's parent, and/or involving the police or the Ministry of Children and Family Development.
- The Representative for Children and Youth (RCY) report entitled "Alone and Afraid" (released in December 2018) includes two recommendations for Ministry action related to homeschooling:
 - Establish mechanisms for tracking and follow-up when school age students are not registered; and
 - Assess whether school districts/school authorities should offer additional supports to homeschoolers with special needs designations.
- The Ministry has canvassed the sector and determined a need for Ministry clarification of policy and procedure.
- In response, the Ministry has convened a working group, including the Council of Administrators of Inclusive Support in Education; Federation of Independent School Associations; First Nations Schools' Association; Home Educator's Association; Principals' and Vice-Principals' Association; and School Superintendents' Association.
- This working group met in February and March 2020 to draft recommendations for best practice related to homeschooling. Further policy and/or legislative guidance is being considered with completion of policy materials expected by fall 2021. Timelines for any legislative amendments are tbd. When complete, guidelines and/or policy clarifications will support the Ministry's response to the RCY's recommendations.

Key Outcomes:

- Homeschooled children are not required to participate in provincial assessments, and limited data is available to compare their educational outcomes to student achievements in the public and independent school systems.

Appendix

2019/20 Summary: Homeschooling in British Columbia

Table 1: Number of registered homeschoolers by sector

Homeschooler Registrations	# Homeschoolers	% of Total
Independent School	1,907	77.7%
Public School	548	22.3%
Total	2,455	100.0%

Table 2: Number of registered homeschoolers by age range

Homeschooler Registrations	# Homeschoolers	% of Total
Age 5-14 (Grades K-9)	2,044	83.3%
Age >=15 (Grades 10-12)	411	16.7%
Total	2,455	100.0%

Table 3: Number of registered homeschoolers by facility type

Homeschooler Registrations	# Homeschoolers	% of Total
Distributed Learning (public and independent)	1,697	69.1%
Brick & Mortar	758	30.9%
Total	2,455	100.0%

Table 4: Number of Homeschoolers: Past 5 Years

School Year	# Homeschoolers	% total school-aged population
2015/16	2,247	0.35%
2016/17	2,316	0.36%
2017/18	2,258	0.35%
2018/19	2,309	0.35%
2019/20	2,455	0.37%

Delivery Partners:

1. BC Home Educators' Association (BCHEA) represents homeschooling parents
2. Registering public and independent schools

Funding:

- \$469,025 is the total funding for homeschooling grants for school year 2019/20:
 - \$331,275 independent
 - \$137,750 public

INDEPENDENT CERTIFICATION AND INSPECTION

updated October 8, 2020

Description:

- Independent schools are subject to external evaluations and inspections to verify they meet requirements of the Independent School Act, Regulations, Minister's and Inspector's Orders for the purpose of issuing or renewing certificates of group classification.
- Independent school inspections are conducted in regular cycles and include assessment of: **facilities** (meeting safety standards and municipal/regional building codes and by-laws), **educational programs** (meeting curriculum requirements, teacher certification, employee criminal record checks) and **school policy/administrative compliance**.
- If a school is not in compliance with requirements, funding may be withheld or the school's classification may be changed or cancelled.

Key Outcomes:

- 225 Independent schools are scheduled for inspections in the 2020/21 inspection cycle.
- In response to COVID, inspections for 2020/21 are being conducted virtually except in cases where, health and safety permitting, significant concerns require an in-person presence. All independent schools are required to demonstrate full compliance before the end of the school year.

Budget:

- Fiscal 2020/21 spend for independent school inspections: \$298,000

Delivery Partners:

- Federation of Independent Schools Association (FISA): supports member schools during inspections.
- 20 Contracted inspection team members.

Key Facts:

- B.C. independent schools are inspected by the Ministry of Education to ensure that all schools meet and maintain the legislated standards and requirements for their certificate of group classification under the *Independent School Act*.
- Working with the Inspector of Independent Schools, contracted inspection team members are qualified and experienced B.C. educators (active and recently retired superintendents/principals/administrators).

Statistics:

- There are 366 certified independent schools for the 2020/21 school year.
- For the 2020/21 school year, 64 schools are scheduled for comprehensive external evaluations, 156 are scheduled for monitoring visits and 5 are scheduled for program evaluations.

Certificates of Group Classification (2019/20):

Group	2019/20	2020/21	Description	Funding	Inspection cycle
Group 1	242	240	<ul style="list-style-type: none"> must be not-for profit employ B.C.-certified teachers deliver the B.C. curriculum 	50% of the rate of the local school district	External evaluation every six years and a monitoring inspection every second year
Group 2	73	72	<ul style="list-style-type: none"> meet Group 1 requirements operate at a higher per-student cost than the local district 	35% of the rate of the local school district	External evaluation every six years and a monitoring inspection every second year
Group 3	25	25	<ul style="list-style-type: none"> do not deliver the B.C. curriculum not required to employ B.C.-certified teachers students not eligible for a Dogwood Diploma 	No funding	Inspection every other year focused on student safety
Group 4	24	29	<ul style="list-style-type: none"> meet Group 1 requirements with the exception that they may be for-profit more than 50% of students are international 	No funding	External evaluation every two years and a monitoring inspection every year in between

Description:

- Independent schools must currently enter into an Online Learning Agreement with the Ministry of Education to offer an educational program to students by Online Learning.
- There is currently a moratorium on new Independent School Online Learning Agreements.

Statistics:

- September 2019/20 Independent Online Learning Headcounts:
 - 16 Independent Online Learning Schools;
 - 9,375 Students, 234 (2.5%) increase from 2018/19;
 - This comprises 40% of the provincial headcount for Distributed Learning students in B.C.
- Increase primarily due to special education funded students.
- 82,857 – Number of course enrollments through an independent online learning school in 2018/19.
- Headcount of students with special needs in independent online learning schools has increased by 57% over the past 5 years:
 - 1,567 in 2015/16
 - 2,464 in 2019/20
- Online Learning Outcomes 2018/19:

	Course Completion Rate	6 Yr. Completion Rate	Av. Eng. 12 Exam Mark
PUB	77%	36.8%	66.6%
IND	81.5%	48.5%	68.6%

- See appendix for a list of Independent Distributed Learning Schools.

Key Facts:

- There were 16 independent Online Learning schools in B.C. serving 9,373 students in 2019/20.
- All independent Online Learning schools are Group 1 Independent schools.
- Independent Online Learning schools have a two-year inspection cycle:
 - External Evaluation in Year 1
 - Monitoring Inspection in Year 2
- Funding for Independent Online Learning students is currently based on a percentage of the flat public school Online Learning per pupil rate:
 - 50.0% for Group 1 independent online learning students; and
 - 35% for Group 2 independent online learning students (there are no Gr.2 OL schools currently)
- 2020/21 Online Learning flat rates for public and independent online learning students are:
 - \$6,100 per FTE (public rate remains fixed from 2019/20)
 - \$3,050 per FTE (Group 1 independent, 50% of \$6,100)
- A rate change took effect for the 2020/21 school year. Please see separate estimates note entitled: "Independent Online Learning – Funding Rate Change: School Year 2020/21."
- Independent Online Learning schools are eligible for 100% of the special education funding that public schools receive.

Benefits:

- Students in B.C. can choose to take all or part of their educational program through an Independent Online Learning School. Online learning programs offer flexibility for students who choose to not participate in traditional in-person learning environments. They also offer a viable alternative for students who live in more remote settings, who wish to have access to non-secular online content and/or whose school is unable to offer a full roster of courses.

Funding:

- \$80.89M: Total grants to independent online learning schools for the 2019/20 school year.
 - \$44.24M in special education grants (~54.7% of total grants)
 - \$36.65M operating grant
- \$73.22M: Total grants to independent online learning schools for the 2018/19 school year
 - \$37.38M in special education grants (~51% of total grants)
 - \$35.84M in operating grants

Agreements:

- As per Section 8.1 of the *Independent School Act*, School Authorities must have entered into an Online Learning Agreement in order to offer Online Learning to resident B.C. students.

Delivery Partners:

1. Federation of Independent School Associations (FISA)

APPENDIX

Independent Online Learning Schools (Group 1 Only)

Name	Location	2018/19 Headcount*	2019/20 Headcount*	2018/19 SY OL Funded FTE**	2018/19 SY OL (Operational) Funding**	2019/20 SY OL Funded FTE**	2019/20 SY OL (Operational) Funding**	2018/19 SY OL Funded SE**	2018/19 SY OL (Special Education Funding**	2019/20 SY OL Funded SE**	2019/20 SY OL (Special Education Funding**
Anchor Academy (DL)	Salmon Arm	496	489	505	\$1,927,963	502	\$1,913,404	166	\$2,682,400	194	\$3,357,800
ASCEND Online Distributed Learning	Kamloops	358	380	365	\$1,397,201	407	\$1,520,284	118	\$2,187,800	138	\$2,844,650
Bulkley Valley Christian Distributed Learning	Smithers	31	28	34	\$131,451	36	\$136,427	2	\$38,800	6	\$111,100
CHEK-ABC	Nelson	161	166	150	\$576,825	153	\$579,950	19	\$329,800	39	\$737,300
Christian Homelearners eStreams	Grindrod	243	264	252	\$958,896	278	\$1,053,820	51	\$795,700	76	\$1,343,900
Fawkes Academy DL	Richmond	38	54	46	\$167,172	60	\$228,659	39	\$746,900	53	\$1,082,500
Heritage Christian Online School (DL)	Kelowna	3,068	3,144	3,196	\$12,268,356	3,251	\$12,426,049	448	\$7,704,500	549	\$9,805,575
iLearn DL Secondary School	Surrey	122	158	213	\$761,155	223	\$875,967	1	\$19,400		
KLEOS Open Learning (DL)	Kelowna	234	287	240	\$921,307	280	\$1,080,367	171	\$3,201,100	196	\$3,889,075
Oak & Orca School (DL)	Victoria	179	163	176	\$665,695	150	\$581,016	77	\$1,528,400	80	\$1,648,050
Pathways Academy Distributed Learning	Prince George	241	239	235	\$907,069	234	\$902,267	11	\$213,400	12	\$232,300
Regent Christian Online Academy	Victoria	937	1,012	938	\$3,609,371	999	\$3,814,131	112	\$2,144,500	123	\$2,442,800
SelfDesign Learning Community (DL)	Vancouver	1,875	1,877	1,828	\$6,981,819	1,805	\$6,993,177	665	\$12,538,600	688	\$13,532,475
Traditional Learning Academy Online	Surrey	1,042	1,010	961	\$3,705,206	954	\$3,664,514	168	\$3,206,500	167	\$3,167,475
Valley Christian School DL	Mission	30	24	32	\$124,244	25	\$94,154	1	\$19,400	2	\$40,400
West Coast Adventist DL School	Abbotsford	86	80	71	\$275,737	75	\$277,899	2	\$29,200		
Total	16	9,141	9,375	9,241	\$35,379,467	9,430	\$36,142,085	2,051	\$37,386,400	2,323	\$44,235,400

*Source: Education Data Warehouse

**Source: Independent School Information System

Description:

- Funding for Independent Online Learning (OL) has been aligned with the rest of the independent sector.
- An Order in Council was passed in May 2020 enabling a funding rate change.
- As of the 2020/21 school year the OL funding rates have changed to: Group 1 independent OL schools are funded at 50 percent of the public school OL FTE rate, while Group 2 independent OL schools are funded at 35 percent of the public school OL FTE rate.

Agreements:

- *Section 8.1 of the Independent School Act requires School Authorities to have an Online Learning Agreement to offer Online Learning.*

Delivery Partners:

1. Federation of Independent School Associations (FISA)

**Funding
2019/2020**

- **\$80.89M:** Total grants to independent online learning schools for the 2019/20.
- **\$36.65M** Operating Grants (45%)
- **\$44.24M** Special Education Grants (55%)

2018/2019

- **\$73.22M:** Total grants to independent online learning schools for the 2018/19.
- **\$35.84M** Operating Grants (49%)
- **\$37.38M** Special Education Grants (51%)

Key Facts:

- In 2019/20, of the 16 independent online schools in operation, 15 of them operated exclusively with public funding and only one school charged tuition fees.
- Government funding of independent schools is not intended to cover schools' full operating costs.
- The majority of students enrolled in online learning are in the public system and not affected by the change.
- Data from the 2015/16 – 2019/20 school years indicates that the vast majority of students (between 87.5% and 89.5% per year) enrolled with an independent DL school as their primary school of record have never previously been enrolled with a public DL school.
- Supplemental funding for students with diagnosed special needs in independent online schools did not change.
- The funding rate change addresses a historic inequity of the previous funding rate. Students in brick and mortar schools receive more funding because there are higher overhead costs. On the public side, online schools receive \$1,460 less per student than brick and mortar schools do. But on the independent side, online schools received only \$500 less per student. After the rate change, the differentials are almost equivalent.
- A decision was made several years ago to link the funding rate for independent distributed learning schools to the public DL rate (which is the same for all public DL schools), instead of local school district per student funding (which varies across the province), because there were indications that some DL schools were changing their office locations to take advantage of higher per student funding in some districts.
- The total funding rate change amounts to \$793 per FTE. Independent DL schools may mitigate up to \$600 per FTE by adapting their policies governing "Reimbursements to Third Party Service Providers" which enables independent DL schools to provide funding to families to support students meeting learning outcomes, e.g. the cost of swimming lessons for a P.E. course or science experiment equipment for a science course.

Key Outcomes:

- Changes ensure that independent online learning schools are funded at the same rate as other Group 1 independent schools (50% of the public-school online rate).
- If pre-pandemic enrolment trends continue, total independent OL school funding (including operating funding and funding for students with special needs) is expected to increase by 4% next year to \$84.2 million, despite the decrease of 20.6% in the funding per FTE. With the pandemic driving increases in OL enrolment, funding could increase even beyond pre-pandemic projections.

INDEPENDENT ONLINE LEARNING – FUNDING RATE CHANGE

updated October 19, 2020

SCHOOL YEAR	# of DL Schools	Independent Schools Per FTE Rate	Public School DL Per FTE Rate	Policy based Percentage of DL Rate Gr 1/ Gr 2	Total Funded K-12 FTE	Total Funded SE HC	Total DL Grant	Total SE Grant	SY Grant Total
2011/12	18	Variable	N/A	55 % / 35 %	6,766.4552	617.50	\$27,326,956	\$9,814,515	\$37,141,471
2012/13	17	N/A	\$5,851	62 % / 70% of Gr 1	7,654.1079	817.00	\$27,781,410	\$14,103,150	\$41,884,560
2013/14	17	N/A	\$5,851	63 % / 70% of Gr 1	8,144.1018	511.0	\$30,010,835	\$8,873,150	\$38,883,985
2014/15	16	N/A	\$5,851	63 % / 70% of Gr 1	9,141.8232	1,237.00	\$33,523,548	\$21,865,675	\$55,389,223
2015/16	16	N/A	\$6,030	63 % / 70% of Gr 1	8,769.6278	1,402.00	\$33,224,109	\$25,375,600	\$58,599,709
2016/17	16	N/A	\$6,030	63 % / 70% of Gr 1	8,990.3038	1,633.00	\$34,105,230	\$29,783,925	\$63,889,155
2017/18	16	N/A	\$6,100	63 % / 70% of Gr 1	8,911.1239	1,767.00	\$34,387,840	\$32,364,180	\$66,752,020
2018/19	16	N/A	\$6,100	63 % / 70% of Gr 1	9,241.3000	2,051.00	\$35,379,467	\$37,386,400	\$72,765,867
2019/20	16	N/A	\$6,100	63 % / 70% of Gr 1	9,430.3326	2,323.00	\$36,142,085	\$44,235,400	\$80,377,485
*2020/21	16	N/A	\$6,100	50 % / 35 %	9,430.3326	2,323.00	\$28,762,514	\$44,525,400	\$73,287,914
**2020/21	16	N/A	\$6,100	50 % / 35 %	9,894.4096	3,125.00	\$30,177,949	\$59,897,479	\$90,075,428
Average Growth:					4.9%	34.5%	4.0%	43.8%	14.6%

*Estimated using keeping enrolment at 2019/20 levels

**Estimated increasing enrolment at historical trends

Description:

- This Fact Sheet supplements the “COVID-19 Return to Classroom Instruction for K-12 Schools.”
- It provides additional information on the Ministry’s approach to supporting independent schools during the Covid-19 pandemic, including the Stage 2 (September 2020) and Stage 3 (June 2020) education restarts
- Ministry supports for public and independent schools during the pandemic have been aligned, coordinated, and integrated.

Statistics:

- As part of the September 2020 Stage 2 education restart, the Ministry’s process reviewed 316 brick and mortar school plans, and provided 3 cohort size exemptions.
- Restart plans for independent distributed learning schools that offer in-person, blended learning were also reviewed.
- As part of the June 2020 Stage 3 education restart, the Ministry’s process reviewed 309 school plans and approved 25 exemption requests.
- First Nations Independent Schools are not included in this reporting as these schools are reported on through FNEsc.

Key Facts:

- During both Stage 2 and Stage 3 of the Education Restart, independent schools were required to submit restart plans. This was done at the association level for schools belonging to FISA and at the school level for schools not belonging to FISA.
- The Ministry of Education has worked diligently since the original suspension of in-class instruction on March 17 due to COVID to ensure that independent schools receive integrated, coordinated supports that are aligned with the supports provided to school districts.
- Supports have included:
 - Independent school sector representation through FISA BC on the Ministry’s K-12 Education Restart Steering Committee;
 - Weekly calls with the Independent Schools Branch, mirroring Ministry calls with districts.
 - Coordinated COVID-related communications to the independent school sector through Deputy Minister communications (i.e. weekly Bulletins and COVID-19 Special Updates for both sectors);
 - Zoom Videoconference licensing made available to independent schools and access to resources through Focused Education Resources;
 - Assistance connecting schools with Health Authorities in cases where there have been confirmed COVID exposures; and
 - Federal and provincial monies to assist with Covid related expenditures.
- As of October 9, 2020, since September there have been 16 COVID exposure incidents in Independent Schools. Schools have worked with and followed the advice and direction of Medical Health Officers in addressing these situations.

Key Outcomes:

- Like public schools, independent schools have successfully transitioned to Stage 2 service in September 2020, providing in-person education programs to students.

Delivery Partners:

- Federation of Independent School Associations (FISA), comprised of 5 separate associations
- First Nations Schools Association (FNSA)
- First Nations Education Steering Committee (FNEsc)

INDEPENDENT SCHOOLS ENROLMENT AND FUNDING

updated October 19, 2020

Description:

- Funding for Independent schools is based on the formula in the Independent School Regulation.
- Independent schools are inspected regularly to ensure compliance with the *Independent School Act* and related regulations, orders and policy requirements.

2019/20 Funded FTE – Operating

(as at September 30, 2019)

Group 1	63,149.00
Group 2	14,057.06
Total	77,206.06

(Source: Independent School Information System)

2019/20 Statistics (as at September 30, 2019):

Total Student Headcount: 87,222

Type	HC	% of total
Group 1	66,706	76.5%
Group 2	17,712	20.3%
Group 3	416	0.5%
Group 4	2,388	2.7%
Total	87,222	100%

(Source: Education Data Warehouse)

Special Education – Student Headcount

Low Incidence - receives supplemental funding	Level 1	95
	Level 2	4,688
	Level 3	711
High Incidence – does not receive supplemental funding	K, P, Q, R	3,502
Total		8,996

(Source: Education Data Warehouse)

Key Facts:

- Provincial funding is only provided to:
 - Group 1 schools are eligible for provincial funding and receive 50% of the local district per student grant amount (includes distributed learning [DL] schools which receive 63% of the public-school DL rate for school –aged students) for operating costs. No capital funding is provided.
 - Group 2 schools are eligible for provincial funding and receive 35% of the local district per student grant amount for operating costs. No capital funding is provided. Group 2 schools include First Nation [FN] reciprocal tuition [RT] students who receive 100% of the local district FN billing rate.
- Group 3 and 4 schools are not funded by the Ministry.
- Overall enrolment at independent schools has increased on average by 1.58% per school year for the last 5 years.
- The 14 Special Education Schools (SES) exclusively served 984 students with special needs in the 2019/20 school year (included in the special education statistics section of this factsheet). See Special Education School factsheet for additional information.
- The 16 Online Learning Schools served 9,373 students in 2019/20.

Funding:

Fiscal Year (not including First Nations Reciprocal Tuition funding)

- 2019/20 Actual: \$438.4M
- 2018/19 Actual: \$415M

2019/20 School Year Grant Funding (Estimate)

Operating*	\$348.7M
Special Needs	\$108.6M
Other Special Purpose	\$24.6K
School Year Total	\$457.3M

*includes \$11.4M FN RT funding

Course Challenge

2018/19 School Year Grant Funding (Actual)

Operating*	\$334.98M
Special Needs	\$95.63M
Other Special Purpose	\$15.7K
School Year Total	\$430.61M

*includes \$10.3M FN RT funding

Course Challenge

Key Outcomes:

- Enabling all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.
- Independent schools in B.C. provide families with a choice with respect to educational programs offered from a faith, pedagogical or philosophical perspective aligned with family values and beliefs.

Description:

- Independent schools in the Province of B.C. are enabled under the *Independent School Act* which was enacted in 1989 and has remained relatively unchanged since that time.
- Independent schools must comply with the requirements of the *Act* and related regulations, orders and policy.
- The Ministry of Education regulates independent schools by way of external evaluations and inspections conducted on the cycle outlined in the Schedule to the *Independent School Act*.
- The Independent School Teaching Certificate Standards Committee, comprised of three senior sector representatives, establishes standards for and types of independent school teaching certificates.

Key Facts:

- Basic requirements of all independent schools:
 - Facility is in compliance with local municipal/regional by-laws.
 - A society (Authority) is established under the *Societies Act* or *Business Corporation Act*.
 - No school may be in existence that fosters or promotes: racial or religious intolerance, violent overthrow of government, or sedition.
- Independent schools are classified into one of four groups based on the requirements of the *Act* and regulations. Schools must meet the basic requirements and those of each Group classification:
 - Group 1: must be not-for-profit, deliver the B.C. curriculum, employ B.C. certified teachers and are funded at 50%, based on per student operating costs being equal to or less than the local district amount. Students earn a Dogwood Certificate.
 - Group 2: same as Group 1 but are funded at 35% because per student operating costs exceed the local district amount. Students earn a Dogwood Certificate.
 - Group 3: not required to deliver B.C. curriculum, or employ B.C. certified teachers. No funding provided. Students do not earn a Dogwood Certificate.
 - Group 4: 50% or more of students are international, must deliver B.C. curriculum and employ B.C. certified teachers. No funding provided. Can be for profit. Students earn a Dogwood Certificate.
- Funding for Group 1 and 2 schools is set-out in the Independent School Regulation and is linked to all grants paid to public boards of education under sections 106.3 and 115.1(a) of the *School Act*.
- Independent schools in the Province serve 13.2% of the K-12 student population (0.1% higher than in 2018/19) for 6.7% of the total K-12 education budget.

Statistics:

2020/21 Independent Schools in B.C.*

Type	# of schools	% of total
Group 1	240 (incl. 16 DL)	65.6%
Group 2	72 (incl. 29 FN)	19.7%
Group 3	25	6.8%
Group 4	29	7.9%
Total	366	100%

*See Independent School Enrolment and Funding fact sheet for more information.

Key Outcomes:

- Independent schools in B.C. provide families with a choice with respect to educational programs offered from a faith, pedagogical or philosophical perspective aligned with family values and beliefs.

Funding (not including First Nation Reciprocal Funding):

- 2018/19 Fiscal Year Actual \$415M
- 2019/20 Fiscal Year Actual \$438.4M

Partners:

- The Federation of Independent School Associations in BC (FISA BC) is comprised of 5 sub associations namely: Catholic Independent Schools (CIS); the Society of Christian Schools BC (SCSBC); the Association of Christian Schools International (ACSI); the Independent Schools Association (ISABC); and the Associate Members Society (AMS).
- FISA BC represents 81% of all independent schools (by school count) and 91% of all independent schools (by student count).
- Independent School Teaching Certificate Standards Committee (ISTCSC).

International Education – in BC

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Description:

- The Global and Intercultural Skills Program (GISP) is an applied skills pilot program for B.C. students in Grades 9 – 12 that requires both classroom-based and experiential learning.
- GISP promotes and recognizes the value of intercultural skills and global competence by B.C. students.
 - These skills are recognized as critical for future student success (e.g. OECD PISA Global Competence measure).
- GISP aligns with the B.C. Curriculum in promoting communication, critical thinking and personal and social competencies.

Key Facts:

- Intercultural skills programs exist at the local level across Canada (e.g. Calgary Board of Education, Ottawa-Carleton School District), but GISP is the first provincial-level program of its kind.
- GISP was initiated by the International Education Branch in 2015.
- In 2016/17 the pilot launched with 5 school districts and 1 independent school participating.
 - In 2019/20 13 school districts and 3 independent schools participated in the pilot.
- In 2018/19 supporting materials for GISP pilot groups were developed including:
 - A GISP website (including program structure, participating schools/districts, testimonials from participant students and teachers);
 - Instructional samples; and
 - Communications materials (e.g., testimonial video, brochure, PPT).
- In 2019/20 an intercultural skills measurement tool was piloted for program evaluation and for measuring student progress. Covid-19 pandemic interrupted the pilot, but results to-date will be used to further refine program evaluation and intercultural skills measures for GISP.

Key Outcomes:

- B.C. students develop intercultural skills and global competence needed for success in education, work and life in a globalizing world.
- B.C. students who successfully complete GISP gain access to opportunities at the post-secondary level including scholarships, course prerequisite waivers and work/study opportunities (e.g., international student ambassadors, peer mentors).

Statistics:

Year	Pilot groups
2016/17	6
2017/18	6
2018/19	11
2019/20	16

Pilot program participation (school districts and independent schools)

Funding:

Year	Amount	Key Deliverables
2016/17	\$38,500	Pilot program development
2017/18	\$62,000	Supporting materials development
2018/19	\$29,000	
2019/20	\$4,400	Program evaluation
TOTAL	\$133,900	

Delivery Partners:

1. **School Districts in the pilot program:** Rocky Mountain (No. 6), Kootenay Lake (No. 8), Central Okanagan (No. 23), Abbotsford (No. 34), Richmond (No. 38), Burnaby (No.41), Coquitlam (No. 43), Sea to Sky (No. 48), Peace River North (No. 60), Greater Victoria (No. 61), Sooke (No. 62), Qualicum (No. 69) and Comox Valley (No. 71).
2. **Independent Schools in the pilot program:** The High School at Vancouver Island University, St. Michaels University School and Mulgrave School.

Description:

- Covid-19 implications for school districts and independent schools with international programs include:
 - Loss of international student tuition revenue; and
 - Teacher layoffs due to enrolment declines.
- Covid-19 implications for international students in B.C. include:
 - Disruption in educational program continuity for students who returned home and have not been able to come back to B.C.; and
 - Increased stress and anxiety for students who have chosen to remain in B.C., separated from family.

Key Outcomes (subject to implementation of mitigation measures):

- International students, whose educational programs are in progress in B.C., will be able to pursue their studies through Online Learning for a limited period of time until they can safely travel and gain entry to Canada.
- International programs in districts and independent schools will remain financially viable through the Covid-19 pandemic, contributing to BC's economic recovery.
- International students in B.C. will be well-supported in terms of mental health and wellness.

Statistics:

- 20,868 non-resident students (2019/20).
 - 16,079 (77%) in public school districts.
 - 4,789 (23%) in independent schools.
- \$260M in revenues from int'l tuition fees for BC school districts (2018/19);
 - Net income of \$111M for 49 districts.
 - \$5B in direct and indirect economic impact for the province from int'l education at all levels (K-12, post-secondary and private language schools).

Key Facts (Mitigation Measures):

- Approximately 50% of K-12 international students (10,249), who were enrolled in the 2019/20 school year, have remained in B.C. through the summer or returned to B.C. to continue study.
- EDUC has undertaken the following actions to support the K-12 international education sector:
- Enabled online delivery of BC curriculum courses to international students impacted by travel restrictions through a COVID Mitigation Agreement with School District No. 73 Business Company. (See Fact Sheet 6304 – International Online Learning)
- Worked with the federal government – Immigration, Refugees and Citizenship Canada, Public Health Agency of Canada and Global Affairs Canada – to facilitate changes to travel restrictions that will allow international students to come to B.C. for study effective October 20, 2020.
- Implemented weekly collection of international student arrival data, including quarantine status partner ministries to produce an International Student Arrival Process Map that depicts each stage from a student's arrival at an airport or ground crossing into Canada through to completion of quarantine/self-isolation and entry into B.C. schools. The Map includes protocols at each stage in the event that an international student displays symptoms of COVID-19.
- EDUC is developing International Student Health and Wellness Guidelines to support students who are studying in BC and who may be struggling with isolation and increased stress. Expected completion of the Guidelines is December/20.

Funding:

- Non-resident (international) students are not eligible for a funded educational program in B.C.
- Some districts are projecting they will use almost all of their accumulated operating surplus to balance their budgets and mitigate staffing losses, limiting their ability to respond to other emergent financial pressures.
- Declines in international student enrolment in independent schools impacts public funding through:
 - Student migration from independent to public schools;
 - Independent schools moving from Group 4 status (0% funding) to Group 2 status (35% funding).

Delivery Partners:

- School districts and independent schools with international education programs
- BC Partner Ministries/Agencies: Emergency Management BC (EMBC), Health (HLTH), Advanced Education, Skills and Training (AEST)
- Federal Government: Immigration, Refugees and Citizenship Canada (IRCC), Public Health Agency of Canada (PHAC), Global Affairs Canada (GAC)
- International Public School Education Association (IPSEA)
- Canadian Association of Public Schools – International (CAPS-I)
- Federation of Independent School Associations (FISA)

Statistics:

- Number of K-12 international students

School Year	Onshore	Offshore*
2015/16	18,710	11,918
2016/17	20,437	12,323
2017/18	21,131	12,277
2018/19	21,271	11,650
2019/20	20,868	11,334

*Does not include students preparing to study the B.C. curriculum

- Top 5 public School Districts and independent schools for international student enrolment (2019/20)

School Districts	Independent Schools
Coquitlam: 1,763	Bodwell High School: 556
Vancouver: 1,750	Brentwood College: 255
Burnaby: 1,503	Shawnigan Lake: 255
Surrey: 1,072	St. Michaels' University School - Senior: 214
Victoria: 1,049	Pattison High School: 172

- See over for Table of School District Tuition Revenue from International Students

Description:

- International education is divided into two streams - Onshore and Offshore:
 - Onshore international education includes international students who come to B.C. and enrol in a public or independent school.
 - Offshore international education includes students attending a B.C.-certified school in another country.

Key Facts:

- There were 20,868 onshore K-12 international students in B.C. in 2019/20 enrolled in 48 school districts and 165 independent schools.
- There are 11,334 students at 47 B.C. offshore schools in 7 countries studying the B.C. curriculum.
- The Ministry maintains 10 education-related MOUs with foreign governments in 6 countries (China, Colombia, France, Japan, the Netherlands, and Spain). MOUs promote international exchange for B.C. student groups and teachers to develop intercultural skills and global competence.
- The Ministry supports international education through:
 - Policy administration and development (e.g. K-12 Homestay Guidelines, International Student Graduation Credit Policy);
 - Projects / programs to support international students and increase the benefits of international education for B.C. students (e.g. International Student Health and Wellness Guidelines, Global and Intercultural Skills Program pilot);
 - Stakeholder and partner relations (e.g. B.C. education stakeholders, the federal government and international partner jurisdictions);
 - Coordination of government initiatives with other B.C. government ministries; and
 - Administration of the B.C. Offshore School Program including inspection and certification.

Funding:

- 19/20 international education generated \$258M in tuition revenue for 46 public school districts.
- Non-resident (international) students are not eligible for a Ministry-funded education program.

Key Outcomes:

- B.C. schools and communities are enriched economically and culturally by international students.
- International education pathways can help address critical workforce skill gaps and shortages.
- B.C. students develop intercultural skills and global competence.
- The presence of non-resident learners in B.C. classrooms supports B.C. curriculum core competencies relating to personal/cultural identity and social responsibility.

Delivery Partners:

- British Columbia Council for International Education (BCCIE) – Crown corporation.
- International Public School Education Association (IPSEA) – represents school districts with international education programs.
- Federation of Independent School Associations (FISA) – represents independent schools with international education programs.

School District Revenue from International Student Tuition (2019/20 School Year Audited Financial Statements) and Non-Resident Student Headcounts for 2018/19 and 2019/20

School District	Tuition Revenue 2019/20	Non-Resident Student Headcount	
		2018/19	2019/20
05 - Southeast Kootenay	\$0	78	59
06 - Rocky Mountain	\$2,983,326	79	78
08 - Kootenay Lake	\$1,512,940	101	86
10 - Arrow Lakes	\$0	0	0
19 - Revelstoke	\$173,010	22	25
20 - Kootenay-Columbia	\$14,993	15	4
22 - Vernon	\$5,041,265	224	234
23 - Central Okanagan	\$5,895,217	434	477
27 - Cariboo-Chilcotin	\$36,050	1	6
28 - Quesnel	\$0	0	0
33 - Chilliwack	\$1,635,323	114	108
34 - Abbotsford	\$6,546,164	483	483
35 - Langley	\$15,037,872	999	949
36 - Surrey	\$15,823,952	1,049	1,072
37 - Delta	\$10,926,421	756	758
38 - Richmond	\$18,418,868	939	923
39 - Vancouver	\$27,664,512	1,724	1,750
40 - New Westminster	\$3,518,311	285	240
41 - Burnaby	\$25,749,396	1,471	1,503
42 - Maple Ridge-Pitt Meadows	\$8,215,315	591	543
43 - Coquitlam	\$33,973,625	1,993	1,763
44 - North Vancouver	\$10,846,468	741	732
45 - West Vancouver	\$10,033,226	529	526
46 - Sunshine Coast	\$81,085	16	10
47 - Powell River	\$1,046,492	56	97
48 - Sea to Sky	\$2,607,003	211	201
49 - Central Coast	\$0	0	0
50 - Haida Gwaii	\$0	0	0
51 - Boundary	\$8,100	1	0
52 - Prince Rupert	\$42,500	8	4
53 - Okanagan Similkameen	\$0	0	0

School District	Tuition Revenue 2019/20	Non-Resident Student Headcount	
		2018/19	2019/20
54 - Bulkley Valley	\$0	1	0
57 - Prince George	\$69,000	22	12
58 - Nicola-Similkameen	\$0	0	1
59 - Peace River South	\$22,128	7	3
60 - Peace River North	\$603,293	56	60
61 - Greater Victoria	\$15,373,804	1,031	1,049
62 - Sooke	\$6,303,351	360	340
63 - Saanich	\$4,698,186	367	367
64 - Gulf Islands	\$811,125	66	82
67 - Okanagan Skaha	\$1,542,117	144	131
68 - Nanaimo-Ladysmith	\$3,353,180	286	265
69 - Qualicum	\$3,829,455	181	179
70 - Alberni	\$105,083	11	14
71 - Comox Valley	\$2,828,612	254	250
72 - Campbell River	\$739,071	52	67
73 - Kamloops/Thompson	\$4,891,438	225	245
74 - Gold Trail	\$0	0	0
75 - Mission	\$2,008,526	158	160
78 - Fraser-Cascade	\$55,352	2	1
79 - Cowichan Valley	\$2,207,697	226	189
81 - Fort Nelson	\$0	0	0
82 - Coast Mountains	\$26,000	5	3
83 - N. Okanagan-Shuswap	\$33,490	4	3
84 - Vancouver Island West	\$297,319	7	11
85 - Vancouver Island North	\$0	0	1
87 - Stikine	\$0	0	0
91 - Nechako Lakes	\$259,550	10	15
92 - Nisga'a	\$0	0	0
93 - Conseil scolaire francophone	\$0	0	0
99 - Provincial Summary*	\$257,889,211	16,395	16,079

*Provincial Summary does not include independent schools as the branch does not track tuition for non-resident learners in the independent sector.

Statistics: (for 2019/20 school year)

- 460 students from 24 B.C.-certified offshore schools enrolled in international online learning.
- 178 non-resident students who are not enrolled in B.C.-certified offshore schools also took courses from School District No. 73 Business Company through international online learning.
- School District No. 73 Business Company offered 23 courses from the B.C. curriculum.
 - The five courses with the highest enrolment for B.C.-certified offshore school students were Pre-Calculus 12, Calculus 12, Career Life Education, English 10 Focused Literary Studies, and Pre-Calculus 11.
- 10 B.C.-certified teachers are employed through the School District No. 73 Business Company.

(Data provided by School District No. 73 Business Company)

Description:

- International online learning is intended to:
 - attract international students for study in B.C. schools; and
 - support students at B.C.-certified offshore schools.

Delivery Partners:

- School District No. 73 Business Company – delivers online learning courses for international students not residing in B.C.

Funding:

- The Ministry of Education does not fund international students.

Key Facts:

- The Ministry of Education enables international students not residing in B.C. to enrol in a limited selection of online learning courses which only count for credit toward graduation upon enrolment in a B.C. school, or B.C.-certified offshore school. International students are also limited in the number of graduation credits they can earn through international online learning.
- In 2010, the Ministry reached an agreement with School District No. 73 Business Company to provide international online learning for international students residing outside B.C.
- School District No. 73 Business Company currently has an exclusive agreement with the Ministry to provide international online learning; no other district is authorized by the Ministry of Education to offer online learning courses to students residing outside of B.C.
- The Ministry's current agreement with the Business Company of School District No. 73 runs until the end of the 2020/21 school year.
- Online learning is one of the identified areas of focus as part of the Funding Model Implementation Process (FMI). Outcomes associated with this work may inform decisions relating to international online learning.

Key Outcomes:

- Attracts additional international students to study in B.C.
- Provides flexibility and greater course choice for B.C.-certified offshore school students.

Agreements:

- There is an Online Learning Agreement for Non-Resident Learners between the Ministry of Education and School District No. 73 Business Company. This agreement has been updated and renewed for the 2020/21 school year, and limits the number of graduation credits that non-residents may earn through international online learning. As part of the current agreement the Ministry conducted an Annual Review of SD73B.C.'s online learning program for non-resident learners in June/20.
- In September/20 the Ministry signed an agreement with SD73BC (Covid Mitigation Agreement) that temporarily allows international students, who are outside the province but registered to boards/authorities and who confirm intention to come to BC when it is safe and practicable to do so, to take BC Curriculum courses by means of online learning through SD73BC.
- 23 districts and 24 independent schools have signed agreements with SD73BC, representing 495 students who are currently taking courses (both public and independent).
- 21 teachers (both public and independent) have been hired by SD73BC to deliver online courses under the Covid Mitigation Agreements.

Description:

- Student mental health is a Ministry strategic priority.
- International students who are minors may face unique health and wellness challenges (e.g., culture shock, isolation/loneliness, adjusting to new surroundings, difficulty accessing resources).
- EDUC currently supports international student health and wellness through:
 1. The *Homestay Guidelines for K-12 International Students* – providing best practice guidelines for homestay program providers, international student programs, host families, K-12 international students, parents/guardians of international students and international student agents; and
 2. The *BC for High School* website – providing orientation information for current and prospective international students, with topics including Health and Safety, Introduction to B.C. Schools, and Living with a Homestay Family.
- EDUC is developing International Student Health and Wellness Guidelines, which will provide additional support and resources to international education administrators, counsellors and teachers working with K-12 international students.

Key Facts:
Homestay Guidelines for K-12 International Students

- In 2014/15, the Homestay Guidelines for K-12 International Students (the Guidelines) were developed in collaboration with representatives from school districts and independent schools.
 - In 2016, the Guidelines were published.
- In 2018, an updated version of the Guidelines was published with input from the sector.

BC For High School Website

- In 2015/16, the BC For High School (BC4HS) website was developed with input from K-12 international students, school districts and independent schools, and partner ministries.
- In December 2016, the BC4HS website was launched in English and Mandarin. In February 2017, Japanese, Korean and Spanish language translations were added.
- Currently, both the Guidelines and the BC4HS website are available in English and 11 additional languages to provide access for a range of international students and families.
 - The translated languages include: Mandarin, Korean, Japanese, Spanish, Portuguese, French, German, Italian, Thai, Vietnamese and Arabic.

International Student Health and Wellness Guidelines

- EDUC has contracted an expert in student health and wellness to work with the K-12 international education sector on development of these guidelines, with expected completion by December/20.
- Topics will include cross-cultural sensitivity in addressing student health and wellness, as well as resources and materials available for supporting international students.

Key Outcomes:

- Increased awareness of the possible challenges and available health and wellness supports for B.C.'s K-12 international students.
- Positive educational and life experiences for B.C.'s K-12 international students.
- Access for international families to better understand the expectations and supports for K-12 international students while studying and living in B.C.

Statistics:

- K-12 International Students in B.C.

Year	No. of K-12 International Students
2016/17	20,437
2017/18	21,131
2018/19	21,271
2019/20	20,868

Operating Budget (Funding):

Year	BC4HS (allocated)	H&W Guidelines
2016/17	\$70,000	N/A
2017/18	\$40,000	N/A
2018/19	\$40,000	N/A
2019/20	\$25,000	N/A
2020/21	\$15,000	\$10,000
TOTAL	\$185,250	\$10,000

Delivery Partners:

1. School districts and independent schools with international education programs.
2. Homestay providers/businesses
3. Ministries of Advanced Education, Skills and Training; Children and Family Development; and Health

Description:

The Ministry of Education enters into Memorandums of Understanding (MOUs) with governments in established and emerging international education source countries to:

- Enhance the economic benefits of international education for local B.C. communities;
- Strengthen ties with international partner jurisdictions for educational, as well as economic benefits (i.e. trade and investment);
- Support offshore school expansion;
- Increase opportunities for B.C. students to develop intercultural skills and global competence through exchange; and
- Facilitate school-to-school (or district-to-district) partnerships and education collaboration.

Key Facts:

- The Ministry of Education maintains 10 active education-related Memorandums of Understanding (MOUs) with six foreign country partners: Japan, China, France, Spain, the Netherlands and Colombia.
- MOUs typically promote:
 - partnership development;
 - enrolment of international students in B.C. schools;
 - student and teacher exchange and mobility (both to and from B.C.);
 - B.C.'s curriculum and assessment practices;
 - education sector trend analysis and information sharing; and
 - recognition of the B.C. Offshore School Program.
- A webpage providing up-to-date information on the Ministry's MOUs can be found at the following address: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/international-education/memorandums-of-understanding>
- Some MOUs promote collaboration at the K-12 level and some promote collaboration at both the K-12 and post-secondary levels. MOUs promoting both levels of study are administered jointly with the Ministry of Advanced Education, Skills and Training.

Funding:

- International education-related Memorandums of Understanding (MOUs) are not legally binding and do not commit the Ministry to any spending.

Key Outcomes:

- Education-related Memorandums of Understanding (MOUs) help B.C. students by facilitating exchange and mobility opportunities to increase intercultural skills and global competence.
- MOUs also support international education pathways, with a view to addressing critical workforce skill gaps and shortages.

Statistics:

**See appendix for list of Active B.C. K-12 Education-Related Memorandums of Understanding*

Delivery Partners:

- China, Japan, France, Spain, the Netherlands and Colombia

APPENDIX

Active B.C. K-12 Education-Related Memorandums of Understanding

Country	Partner Name	Date	
		Signed	Expires
People's Republic of China	National Ministry of Education of the People's Republic of China	June 1, 2015	June 1, 2023
	Department of Education of Heilongjiang Province	January 22, 2019	January 22, 2027
	Department of Education of Guangdong Province	May 9, 2016	May 9, 2021
	Department of Education of Zhejiang Province	March 31, 2015	March 31, 2023
Japan	National Ministry of Education, Culture, Sports, Science and Technology of Japan	June 4, 2015	June 4, 2023
	Tokyo Metropolitan Board of Education	September 15, 2015	September 15, 2023
France	Ministry of National Education of the French Republic	April 3, 2018	April 3, 2021
Spain	Ministry of Education, Culture and Sport of the Kingdom of Spain	December 1, 2016	December 1, 2024
Colombia	Ministry of National Education of Colombia	December 28, 2016	December 28, 2024
The Netherlands	Ministry of Education, Culture and Science of the Netherlands	April 6, 2018	April 6, 2021

International Education - Offshore

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Description:

- Since 1998, the British Columbia Offshore School Program has certified schools outside B.C. to deliver the B.C. curriculum.
- Offshore school inspections are conducted annually and include review of **school administrative compliance** (with the certification agreement), **educational programs** (meeting provincial curriculum requirements), and **facilities** (meeting all local building and safety codes and regulations).
- Qualified and experienced school inspectors are contracted and selected from a pre-qualified list of suppliers established through a request for qualification (RFQ) process.

Key Facts:

- B.C. offshore schools are inspected annually, in fall or spring, to ensure compliance with the BC Global Education Program – Offshore Schools Certification Agreement.
- 41 schools in 3 countries were inspected virtually in 2019/20.
- 6 schools were inspected in-person in 2019/20.
- An inspection team consists of contractors and excluded Ministry employees.
- Contractors are hired as inspection team members and are qualified and experienced BC educators (active and recently retired principals/administrators).

Statistics:

- In the 2020/21 school year, the Ministry certified 45 offshore schools across 8 countries (Bahrain, China, Colombia, Egypt, France, Japan, Qatar, and Thailand).
- Two new schools opened in the 2019/20 school year (Osaka, Japan and Diya Al Muharraq, Bahrain) and two schools discontinued operations in June 2020 (Harbin, China and Yiwu, China).
- In the 2019/20 cycle, the Ministry piloted an inspection process in which 41 schools in 3 countries were inspected virtually via video conference.
- In the 2020/21 cycle, all 45 schools in 8 countries will undergo a virtual inspection.

Budget and Delivery Partners:

- Offshore school inspections are conducted on a 100% cost-recovery basis.
- In fiscal 2019/20, \$365,000 was spent for offshore school inspections.
- Delivery partners: Inspectors, Offshore School Representatives, Owner/Operators, school staff.
- 24 contracted inspectors are expected to be used in fiscal 2020/21.
- Offshore School Representatives support schools prior to and during inspections.

Key Outcomes:

- All 45 offshore schools will be inspected in the 2020/21 inspection cycle. All offshore schools are required to demonstrate full compliance with the certification agreement before the end of the school year.
- The inspection process is a critical quality assurance mechanism that serves to protect the integrity and reputation of the B.C. education program.
- School inspections are conducted annually and include review of school administrative compliance (with the certification agreement), educational programs (meeting provincial curriculum requirements), and facilities (meeting all local building and safety codes and regulations).

OFFSHORE SCHOOL PROGRAM / COST RECOVERY AND FEES

updated October 8, 2020

Description:

- B.C. Offshore School Program operates on a fee and cost-recovery model.
- Offshore school owners pay annual fees based on the number of schools and number of students enrolled in the B.C. program.
- All costs for annual school inspections (including unannounced) are recovered from school operators.
- In 2020/21, there are 45 schools in 8 countries.
- Two new schools opened in 2019/20 (Osaka, Japan and Diyar Al Muharraq, Bahrain) and two schools discontinued operations in June 2020 (Harbin, China and Yiwu, China).

Key Facts:

- Total cost-recovery of \$5.0M to the Ministry of Education in fiscal 2019/20.
- Offshore schools employ 705 B.C.-certified teachers in 2019/20.
- An external review of the Offshore School Program completed by Deloitte in February 2018 calculated the following contribution to B.C.'s economy in 2016/17:
 - Total direct and indirect contributions of \$36.7M and 509 FTE jobs.
 - Student spending of \$7.2M in B.C. during short-term study programs.
 - Spending of \$20.2M by graduates now studying in B.C. post-secondary institutions.

Key Outcomes:

- On the most recent Provincial Exams, offshore school students outperformed B.C. students in Math; performed on par in Science; and performed less well in English-language intensive courses.
- Approximately 191 offshore graduates (6.2% of 3,060 graduates) from the 2017/18 school year transitioned to B.C. public colleges and universities for the 2018/19 school year, the most recent year for which data is available.
- Offshore schools graduated 3,135 students in 2018/2019.

Funding / Statistics:

2019/20 school year

COUNTRY	SCHOOL COUNT	FULL-TIME ENROLMENT	2019/20 INSPECTION FEES	2019/20 PROGRAM FEES	TOTAL FEES
BAHRAIN	1	72	\$12,793	\$50,005	\$62,798
CHINA	39	9,373	\$300,632	\$3,864,840	\$4,165,472
COLOMBIA	1	109	\$4,305	\$53,160	\$57,465
EGYPT	1	735	\$9,039	\$272,230	\$281,269
FRANCE	1	21	\$4,257	\$22,345	\$26,602
JAPAN	2	108	\$11,808	\$67,820	\$79,628
QATAR	1	903	\$9,034	\$331,045	\$340,079
THAILAND	1	13	\$5,402	\$19,560	\$24,962
TOTAL	47	11,334	\$357,270	\$4,681,005	\$5,038,275

- **Program Fees:** \$15,000 per school in annual fees (program administration fee: \$5K, curriculum usage fee: \$10K) and \$350 per student annual registration fee.
- **Inspection Fees:** Includes all costs for professional fees, flights, accommodations, per diems and technology.
- **Total fees:** Includes both Program recoveries and Inspection recoveries.

Description:

- Since 1998, the British Columbia Offshore School Program has certified schools outside B.C. to deliver the B.C. curriculum.
- The COVID-19 outbreak was first identified in Wuhan, China, in December 2019.
- The World Health Organization (WHO) declared a global pandemic on March 11, 2020.
- As of October 9, 2020, more than 36.3 million cases of COVID-19 have been reported worldwide. (Source: WHO)

Statistics:

- In 2020/21, B.C. has certified 45 schools: 37 in China, 2 in Japan and 1 each in Colombia, Egypt, France, Bahrain, Qatar and Thailand.
- 2019/20 full-time student enrolment: 11,334.
- 2019/20 B.C.-certified teacher count: 705.
- Offshore schools are not currently required to report on student and staff who have been infected with COVID-19.
- In an April 2020 survey, offshore schools reported the following numbers of people infected by COVID-19:
 - Students: 0.009% (1 student in China)
 - Teachers: 0%
 - Administrative staff: 0%

Key Facts:

- All offshore schools are owned and operated by local privately incorporated businesses.
- The delivery of the BC education program at offshore schools is governed by an annual Certification Agreement executed between the owner/operator and the Ministry.
- School operations must follow guidelines of local health and education authorities.
- All offshore schools were impacted by COVID-19.
- Schools immediately transitioned to online learning using a variety of means and platforms.
- Schools are currently in various stages of recovery. Some have resumed full in-person instruction; some are providing a blended in-person/online educational program; and one school is still operating fully online.
- In September 2020, offshore schools reported the following status of instruction at their schools:

Full in-person	Hybrid in-person/online	Online only
17/45 (38%)	25/45 (56%)	1/45 (2%)

- Many teachers left their school communities and began to provide instruction remotely from their school communities (i.e., their private residence), home countries, or third countries.
- In September 2020, offshore schools reported that approximately 67% of teachers had returned to their school communities while approximately 33% were still overseas due to travel restrictions or inability to obtain a travel permit. Most of those teachers still overseas were expected to be able to travel to their school communities during the fall semester.

Funding and Delivery Partners:

- The Offshore Program is operated on a cost-recovery basis with school operators paying annual fees for program administration, curriculum usage, student registration and school inspection.
- The Ministry has not incurred any marginal costs due to the COVID-19 pandemic.
- Delivery partners: School owner/operators, offshore school representatives, teachers and contracted inspectors.

Key Outcomes:

- Some schools have reported inconsistencies in quality between remote and in-class student work.
- Some schools have reported teacher recruitment challenges for 2020/21 while others have reported that they are fully staffed.
- Many schools have reported student recruitment challenges for 2020/21.

Description:

- Since 1998, the British Columbia Offshore School Program has certified schools outside B.C. to deliver the B.C. curriculum.
- Offshore school students receive instruction in English by B.C.-certified teachers and graduate with a B.C. Dogwood Diploma.
- Offshore schools enable intercultural and global learning opportunities for B.C. students and teachers, and increase the number of international students choosing to study at B.C. post-secondary institutions and eventually live and work in B.C.

Statistics:

- In 2020/21, B.C. certified 45 schools: 37 in China, 2 in Japan and 1 each in Colombia, Egypt, France, Bahrain, Qatar and Thailand.
 - 2019/20 full-time student enrolment: 11,334.
 - 2019/20 B.C.-certified teacher count: 705.
 - 151 teachers transitioned to B.C. public schools from offshore schools in 2018/19 supporting recruitment efforts in B.C.
 - 1,978 offshore school students participated in short-term credit and non-credit programs in B.C. in 2018/19.
- N.B. All stats are the most recently available.

Key Facts:

- A study of the socio-economic contributions of the Offshore School Program to B.C. was completed in February 2018. It concluded that the economic contribution of the Offshore School Program in 2016/17 was \$36.7M to B.C.'s economy.
- As of September 1, 2020, there were 20 offshore school owner/operators running 45 B.C.-certified offshore schools in eight countries: China (37); Japan (2); and 1 each in Egypt, Qatar, Bahrain, Colombia, Thailand, and France. (See Attachment 1: List of Offshore Schools)
- Two new schools opened in the 2019/20 school year (Osaka, Japan and Diyar Al Muharraq, Bahrain) and two schools discontinued operations in June 2020 (Harbin, China and Yiwu, China).
- The Ministry inspects all offshore schools annually to ensure compliance with the Certification Agreement signed between owner/operators and the Ministry.
- In the Fall 2019 inspection process, the Ministry piloted an inspection process in which 41 schools in 3 countries were inspected virtually via video conference.
- In response to the Covid-19 pandemic, the Ministry will conduct virtual inspections for all 45 offshore schools in the 2020/21 school year.

Government Financial Information

- A comprehensive internal review of the Offshore School Program was completed in July 2017, producing action items for completion over 24 months. As of July 2019, all 15 actions had been implemented.

Funding:

- In 2019/20, the Offshore School Program generated \$5.038M for the Ministry of Education to offset program administration.
 - School owner/operators pay an annual program fee of \$5K and an annual curriculum usage fee of \$10K per school, plus annual registration fees of \$350 per student.
 - School inspection costs are paid by the owner/operator through cost recovery of all fees and expenses incurred to perform the inspection. A total of approximately \$357K was recovered from operators for inspections conducted during the 2019/20 cycle.

Key Outcomes:

- On the most recent Provincial Exams, offshore school students outperformed B.C. students in Math; performed on par in Science; and performed less well in English-language intensive courses.
- Offshore schools graduated 3,135 students in 2018/19.
- Approximately 191 offshore graduates from the 2017/18 school year transitioned to B.C. public colleges and universities for the 2018/19 school year, the most recent year for which data is available.

ATTACHMENT 1: LIST OF BC-CERTIFIED OFFSHORE SCHOOLS

As of September 1, 2020

School	City	Province	Country	2019/20 Enrollment
British Columbia Canadian International School	Cairo		Egypt	735
British Columbia International School, Bangkok	Bangkok		Thailand	13
Bunka Suginami Canadian International School	Tokyo		Japan	96
Canada British Columbia International Schools – Changchun	Changchun	Jilin	China	36
Canada British Columbia International Schools – Chengdu	Chengdu	Sichuan	China	56
Canada British Columbia International Schools – Hefei	Hefei	Anhui	China	228
Canada British Columbia International Schools – Kunming	Kunming	Yunnan	China	89
Canada British Columbia International Schools – Langfang	Langfang	Hebei	China	97
Canada British Columbia International Schools – Zibo	Zibo	Shandong	China	111
Canada Qingdao Secondary School	Qingdao	Shandong	China	155
Canada Shandong Secondary School	Tai'an	Shandong	China	132
Canada Weifang Secondary School	Weifang	Shandong	China	58
Canada Yantai Secondary School	Yantai	Shandong	China	58
Canadian Bilingual School of Paris	Paris		France	21
Canadian International School Guangxi Gaojie	Nanning	Guangxi	China	161
Canadian School Bahrain	Diyar Al Muharraq		Kingdom of Bahrain	72
Canadian Secondary Wenzhou No. 22 School	Wenzhou	Zhejiang	China	123
Colegio Canadiense	Medellin	Antioquia	Colombia	109
Grand Canadian Academy (Jiaxing)	Tongxiang	Zhejiang	China	67
Hayat Universal School (HUBS) Qatar	Doha		Qatar	903
Jiaxing Senior High School	Jiaxing	Zhejiang	China	122
Lanzhou Oriental Canada Secondary School	Lanzhou	Gansu	China	127
Luwan Senior High School	Luwan	Shanghai	China	75
Majestic BC International School	Foshan	Guangdong	China	50
Maple Leaf Foreign Nationals School - Dalian	Dalian	Liaoning	China	137
Maple Leaf Foreign National School - Wuhan	Wuhan	Hubei	China	113
Maple Leaf Foreign Nationals School - Yiwu	Yiwu	Zhejiang	China	113
Maple Leaf International School - Chongqing	Chongqing	Chongqing	China	498
Maple Leaf International School - Dalian	Dalian	Liaoning	China	1443
Maple Leaf International School - Hainan	Haikou	Hainan	China	60
Maple Leaf International School - Henan	Luoyang	Henan	China	186
Maple Leaf International School - Xian	Xi'an	Shaanxi	China	251
Maple Leaf International High School - Zhenjiang	Zhenjiang	Jiangsu	China	444

OFFSHORE SCHOOL PROGRAM / OVERVIEW AND CURRENT STATE

updated October 8, 2020

School	City	Province	Country	2019/20 Enrollment
Maple Leaf International School - Shanghai	Shanghai	Shanghai	China	498
Maple Leaf International Academy - Shenzhen	Longang District	Guangdong	China	25
Maple Leaf International School - Tianjin	Tianjin	Tianjin	China	801
Maple Leaf International School - Wuhan	Wuhan	Hubei	China	1323
Maple Leaf International School - Yancheng	Yancheng	Jiangsu	China	16
Nanjing Foreign Language School British Columbia Academy	Nanjing	Jiangsu	China	302
Osaka Gakugei Canadian International School	Osaka		Japan	12
Shanghai Nanyang Model Private High School	Xuhui District	Shanghai	China	225
Shanghai United International School Jiaoke Campus	Minhang District	Shanghai	China	338
Sino Bright School No. 8	Beijing	Beijing	China	90
Sino-Canada School	Wujiang	Jiangsu	China	596
Suzhou Industrial Park Foreign Language School	Suzhou	Jiangsu	China	124
Total				11,289

Offshore schools closed following the 2019/20 school year

School	City	Province	Country	2019/20 Enrollment
Harbin Zhongshi - Canadian International School	Harbin	Heilongjiang	China	15
Maple Leaf International School - Yiwu	Yiwu	Zhejiang	China	30

Sector Policy and Performance

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Description:

- The BC Teachers' Council (BCTC) is comprised of 16 members (5 elected teachers, 10 appointed members nominated from education partners, and 1 appointed ministry non-voting member – who reports to the minister).
- Under the *Teachers Act*, BCTC is responsible for:
 - Setting standards for teachers and educators in B.C., including education, competence and professional conduct requirements
 - Setting standards for post-secondary teacher education programs
 - Reviewing and approving post-secondary teacher education programs
- Nine members from the BCTC also serve on the Disciplinary and Professional Conduct Board. They can be appointed as panel members for disciplinary hearings.

See Appendix for a list of BCTC members.

Key Facts:

- The BCTC Workplan Goals for 2020/2021: 1. Communication, amplification and promotion of Professional Standards 2. Review and revision of the Certification Standards. 3. Review and revision of the Teacher Education Program Approval Standards. 4. Development of a New Teacher Survey with a focus on teacher professional identity. 5. Explore Blended Learning TEPs to deepen understanding of modes and purposes.
- The BCTC typically meets 3 times per year and sub-committees meet more frequently.
- There are 5 sub-committees, or working groups including the TEP Working Group, TEP Approval and Review Committee, Professional and Certification Standards Steering Committee, TEP Approval Standards Committee and the New Teacher Survey Working Group.
- Administrative and secretariat support provided by Professional Excellence Unit staff of the Sector Policy & Performance Branch of the Governance and Analytics Division.

Key Outcomes:

- Establishment of updated *Professional Standards for BC Educators* (approved May 2019).
- Establishment of a formal *Teacher Education Program (TEP) Approval & Review Framework* (approved May 2019).
- Review of the regulatory Standards of Education:
 - *Certification Standards Review* began in 2018 – ongoing
 - *TEP Approval Standards Review* began in 2018 – ongoing

Statistics:

- Approved 30 enhancements to BC TEP programs since 2015.
- Completed 21 structured dialogues (reviews) with BC teacher education programs since 2016.
- First full formal teacher education program *Maintenance Review* scheduled for Nov 18-19, 2020 at UVIC.

Delivery Partners:

1. Association of BC Deans of Education (ABCDE)
2. B.C. teacher education programs
3. All major B.C. education stakeholders

Funding:

- Operational funding for BCTC from Ministry of Education *Special Account* established under the *Teachers Act*.
- BCTC members, as appointees to a government/crown board, are remunerated at level 2 of the classification grid in section 5.8.
- 2016-2017 actual = \$205,272
- 2017-2018 actual = \$192,864
- 2018-2019 actual = \$206,809
- 2019-2020 actual = \$195,853
- 2020-21 forecasted budget = \$118,138 (savings resulting from virtual meetings)

APPENDIX – CURRENT BC TEACHERS' COUNCIL MEMBERSHIP:

Name	Nominating Organization or Electoral Zone	Term Expires *
Janine Fraser	Interior Zone	April 2021 (E)
Jatinder Bir	Fraser Zone	April 2021 (E)
Matthew Cooke	Northern Zone	April 2021 (E)
Marjorie Dumont	Vancouver Coastal Zone	April 2021 (E)
Alice Kedves	Vancouver Island Zone	April 2021(E)
John Hall	BC Teachers' Federation	April 2021 (A)
Jim Iker	BC Teachers' Federation	April 2022 (A)
Adrienne Demers	BC Teachers' Federation	April 2023 (A)
Carolyn Broady	BC School Trustees Association	April 2021 (A)
Terence Berting	BC Confederation of Parent Advisory Councils	April 2022(A)
Jay Dixon	BC Principals' and Vice-Principals' Association	April 2022 (A)
Jo-Anne Chrona	First Nations Education Steering Committee	April 2023 (A)
Ralf St. Clair	Association of BC Deans of Education	April 2021 (A)
Joseph Colistro	Federation of Independent School Associations	April 2023 (A)
Tom Longridge	BC School Superintendents Association	April 2021 (A)
Shelaina Postings	Ministry of Education	At Pleasure

B.C. TEACHER EDUCATION PROGRAMS

updated October 14, 2020

Description:

- There are nine post-secondary institutions in B.C. approved to offer initial teacher education programs (TEPs). The nine institutions are:
 1. *University of British Columbia*
 2. *Simon Fraser University*
 3. *University of Victoria*
 4. *Vancouver Island University*
 5. *University of British Columbia Okanagan*
 6. *University of the Fraser Valley*
 7. *University of Northern British Columbia*
 8. *Thompson Rivers University*
 9. *Trinity Western University*

There are also four satellite TEP cohorts that operate in rural locations across B.C. including:

1. *East Kootenay TEP* – Cranbrook (UVIC)
2. *West Kootenay TEP* – Nelson (UBC)
3. *Alaska Highway Consortium on Teacher Education* – Ft. St John/Ft. Nelson (SFU)
4. *UNBC Terrace Cohort* - Terrace (UNBC)

Statistics:

- In 2019, there were 1579 teachers certified by the Ministry that were trained in approved B.C. TEPs:
 1. *UBC* = 663 (42%)
 2. *SFU* = 279 (17%)
 3. *UVIC* = 185 (12%)
 4. *VIU* = 133 (8%)
 5. *UFV* = 84 (5%)
 6. *TWU* = 37 (2%)
 7. *UBCO* = 82 (5%)
 8. *TRU* = 75 (8%)
 9. *UNBC* = 41 (2%)
- Since 2018, Government has invested more than \$3.5M to create 250 new seats in approved B.C. TEPs to fill in-demand positions.

Key Facts:

- B.C. TEPs must be approved by both the AEST Degree Quality Assessment Board (DQAB) as well as the BC Teachers' Council (BCTC) prior to offering initial teacher education/training.
- The Association of BC Deans of Education (ABCDE) represents B.C. TEPs. The ABCDE exists to enhance cooperation amongst B.C. TEPs, and other educational stakeholders, in providing quality undergraduate and graduate teacher education programs, as well as excellence in related scholarship and research. The current Chair of the ABCDE is Dr. Allyson Jule of Trinity Western University.
- Initial TEPs in B.C. exist as both 4-5 year degree programs as well as 1-2 year post-degree programs. Approximately 85-90% of B.C. trained teachers complete the 1-2 year post degree TEP.

Review Process:

- The BCTC and ABCDE have developed a formal *Teacher Education Program Approval & Review (TEPAR) Framework*. This work began in 2014 and was completed in early 2019. Ratification of the Framework occurred on May 3, 2019 with signatories from the BCTC and all 9 B.C. TEPs.
- During the development of this new Framework, the BCTC implemented an Interim TEP Review Process, and have reviewed and approved 30 proposals for changes to existing approved TEPs since the fall of 2015.
- The BCTC also conduct structured dialogues with existing B.C. TEPs including satellite cohorts. These are intended to facilitate a reciprocal exchange of information between the TEP and the BCTC. Twenty-one structured dialogues have occurred since 2016.
- More formal *Maintenance Reviews* occur every 5-7 years between the BCTC and TEPs. The first formal *Maintenance Review* with a B.C. TEP is scheduled to occur on November 18-19 at UVIC. Going forward the BCTC will conduct two Maintenance Reviews per year over a 5-year cycle.
- Implementation of this TEPAR Framework by the BCTC and ABCDE is intended to support quality teachers and public confidence in our B.C. TEPs.

Delivery Partners:

1. AEST Degree Quality Assessment Board (DQAB)
2. BC Teachers' Council (BCTC)
3. Association of BC Deans of Education (ABCDE)

Description:

- The Framework for Enhancing Student Learning (Framework) focuses on a system-wide approach to continuously improving educational outcomes for all students in British Columbia's public education system, with an emphasis on improving equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.
- The Ministry of Education provides provincial oversight, along a continuum, to ensure continuous improvement and capacity building across school districts to improve learner educational outcomes.

Funding:

- Operational within the Ministry

Key Facts:

Based on school district health and to support system-wide continuous improvement, there is a continuum along which the ministry engages with school districts:

Continuum of Ministry Involvement and Oversight	Examples	Focus
Communicate: Provide leadership, share promising practices and lessons learned, and offer support for achieving goals.	<ul style="list-style-type: none"> • The Source • District data dashboards 	~50%
Facilitate: Establish expert, peer-based teams to facilitate capacity building at the local and provincial levels. Teams will be formed based on the areas of focus as identified by provincial, and local information to achieve district and school goals and objectives.	<ul style="list-style-type: none"> • Learning Series • Panel Discussions • Continuous Improvement Program 	~35%
Cooperate: To assist and support school districts in addressing challenges arising from a continuous improvement review program or other means and may involve completing in-depth reviews, action planning, providing training and professional learning opportunities.	<ul style="list-style-type: none"> • Leadership learning groups • Quarterly reports to Ministry 	~10%
Direct: Pursuant to sections 168.03 of the School Act, the Minister may issue administrative directives if a board is failing to meet its obligations under the School Act or if it is in the public interest to do so. In certain circumstances, section 172 of the School Act empowers Cabinet to appoint official trustees.	<ul style="list-style-type: none"> • Minister appointed special advisors under section 171.1 of the School Act. 	<5%

- A key component of ministry oversight is the Continuous Improvement Program (CIP). CIP is designed to monitor and improve school district health and educational outcomes.
- As part of CIP, school districts undergo a comprehensive review every 3 years to improve outcomes.
- Boards and school district leadership are responsible to act on outcomes from a CIP review and implement evidence-based strategies to improve outcomes.
- CIP is being piloted in school year 2020/21 with full implementation in 2021/22.

Key Outcomes:

- Ensure school district accountability to improve educational outcomes for all students in British Columbia's public education system, with an emphasis on improving equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Statistics:

- Students should not be disadvantaged in education based on their Indigenous ancestry, diverse needs or care arrangements.
- Student outcome data clearly shows that Indigenous students, children and youth in care, and students with disabilities or diverse abilities do not achieve the same success in BC's public education system. The Framework focuses on equity and improving these outcomes.
- Students should also not be disadvantaged because of the school or district they attend. Student outcome data clearly shows significant variation across school districts including, but not limited to: 69.4 percentage point variation in "5 year" completion rates (Dogwood degree for Resident students, 5th year of 6 year cohort model), 63.4 percentage points variation in FSA literacy results (Gr 4), 90.6 percentage point variation in numeracy FSA results (Gr 4).

Description:

- Educational Assistants (EAs) are paraprofessional support staff that work under the guidance of the classroom teacher to support a range of teaching and non-teaching tasks.
- EAs are members of the Canadian Union of Public Employees (CUPE) but are not governed by a licensing or regulatory body.
- In fall of 2016, the Supreme Court of Canada restored the collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* in 2002. The Memorandum of Agreement (MOA) arising from the decision led to province-wide hiring for various teaching and support positions, including EAs.

Key Facts:

- Section 18 of the School Act outlines the responsibilities of teachers' assistants (EAs):
 - (1) A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act and the regulations.
 - (2) Persons employed under subsection (1) shall work under the direction of a teacher and the general supervision of a teacher or school principal.
- Historically, EAs have usually been assigned to support students one-on-one. However, an increasing number of schools and districts are beginning to assign EAs to support an entire classroom or a school.
- Current research shows that the assignment of EAs as a classroom facilitator, rather than one-on-one assignment to a student with special needs, improves outcomes for all students.
- Limited numbers of students with special needs including students with dependent needs (0.8% of all students with special needs in BC Public schools) will benefit from consistent caregivers.
- In B.C., there are 14 public post-secondary institutions as well as many private organizations that offer some type of EA training. As the EA profession is not regulated, these programs vary greatly in terms of content, length, instructor qualification and tuition.
- Most recently, there has been increasing attention on the fact that EAs are not a regulated profession and have no established professional standards. The Ministry has been made aware of resolutions from BCCPAC (2019.07, 2015.23 and 2015.24) and BCSTA (2018-18) calling for professional standards and regulation. In response, Ministry staff have conducted policy research to consider the implications of this issue.
- In February 2020, the Education Assistants of BC (EABC) was formed as a non-profit organization to support and advocate for EAs.
- Over the Summer 2020, a group of education/inclusion advocates hold two meetings to discuss actions needed to establish professional standards for EAs.

Statistics:

- In the fourth quarter of 2019/2020, 11,512 FTE EAs were employed in Public schools: up by 467 FTE (+4%) compared to the same period in 2018/19.
- There were 68,236 (12%) students with special needs enrolled in public schools in 2019/20, up by 3,372 students (+5%) from 2018/19.
- There were 1,684 additional classrooms in B.C. public schools with an EA present, an increase of over 6% since last school year.

EA change by school district, Q4 of 2019/20 (Relative to Q4 of 2018/2019):

Top districts for EA hiring are:

- District 36, Surrey: 105 FTE, +7%
- District 39, Vancouver: 72 FTE, +8%
- District 34, Abbotsford: 72 FTE, +21%
- District 23, Central Okanagan: 54 FTE, +12%
- District 83, North Okanagan-Shuswap: 39 FTE, +23%

Top declining districts EA hiring are:

- District 61, Greater Victoria: -36 FTE, -10%
- District 73, Kamloops-Thompson: -35 FTE, -20%
- District 45, West Vancouver: -27 FTE, -19%
- District 68, Nanaimo-Ladysmith: -20 FTE, -8%
- District 78, Fraser-Cascade: -20 FTE, -25%
- District 27, Cariboo-Chilcotin: -19 FTE, -18%

Services to Ministry:

The Inter-Ministerial Protocols for the Provision of Support Services to School Age Children support and guide coordinated delivery of effective services.

Funding/ Agreement

- The current three-year ratified agreement took effect on July 1, 2019 and remains in effect until June 30, 2022. The agreement includes:
 - General wage increases of 2% in each year of the three-year contract
 - Provision of funding for local bargaining as part of the agreement
 - Language on safety in the workplace, including:
 - Language on violence in the workplace
 - Right to refuse unsafe work language
 - Establishment of a Joint Health and Safety Taskforce
 - Establishment of a Support Staff Education Committee (implementation of best practices, delivery of education opportunities/skill enhancement, development and delivery of EA curriculum module)
 - Establishment of a Provincial Labour Management Committee
 - Establishment of a Support Staff Initiative for Recruitment & Retention Enhancement
- This forms the provincial agreement portion of proposals that went forward in local bargaining between CUPE locals and their respective school districts.

Education Assistants Employed at the end of School Year, B.C. Public Schools (FTE Q4)

School Year	EDUCATION ASSISTANTS (FTE)	% Change
2013/2014.Q4	7,943	
2014/2015.Q4	8,199	3.22%
2015/2016.Q4	8,333	1.63%
2016/2017.Q4	9,121	9.46%
2017/2018.Q4	9,694	6.28%
2018/2019.Q4	11,045	13.94%
2019/2020.Q4	11,512	4.23%

Source: EDAS

Note: comparable data is not available prior to the 2013/2014 school year.

Key Outcomes:

A ratified agreement was reached between the K-12 Provincial Bargaining Council and the British Columbia Public School Employers' Association (BCPSEA) on a provincial framework agreement for K-12 support staff, including EAs.

Description:

The Framework for Enhancing Student Learning (Framework) focuses on a system-wide approach to continuously improving educational outcomes for all students in BC's public education system, with an emphasis on improving equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Key Outcomes:

- Improve educational outcomes for all students in British Columbia's public education system, with an emphasis on improving equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.
- The focus for 2020/21 is to ensure successful implementation of the policy and order as evidenced by strong school district strategic plans and reports submitted on or before September 30, 2021.

Funding:

- 2020/21 budget is \$288k

Key Facts:

Under the Framework Enhancing Student Learning Reporting Order and Policy (approved Sept 1, 2020) Boards of Education and the Ministry have requirements:

Boards of Education will:

- Develop and implement a multi-year district strategic plan and individual school plans and publish annually on or before September 30.
- Align all district annual operational plans with the district strategic plan.
- Participate in a continuous improvement review program.
- Prepare and submit to the Minister an annual by September 30. The report must:
 - Include information regarding student performance, including outcomes and measures that address intellectual development, human and social development and career development.
 - Establish categories for student populations and report on those categories separately: Indigenous students (living on reserve and living off reserve); children and youth in care; and students with disabilities or diverse abilities.
 - Include information relating to the board's approach to continuous improvement of student achievement.
 - Not exceed 10 pages in length.

The Ministry of Education will:

- provide provincial oversight of policy including:
- conduct a review program to ensure boards of education continuously improve
- publishing educational outcomes and measures for each school district each year
- collaborating with Indigenous peoples and key education stakeholders throughout the process
- working with boards to build capacity along a continuum of supports including communicate, facilitate, cooperate and direct using provincial and local information.

Statistics:

- Students should not be disadvantaged in education based on their Indigenous ancestry, diverse needs or care arrangements.
- Student outcome data clearly shows that Indigenous students, children and youth in care, and students with disabilities or diverse abilities do not achieve the same success in BC's public education system. The Framework focuses on equity and improving these outcomes.
- Students should also not be disadvantaged because of the school or district they attend. Student outcome data clearly shows significant variation across school districts including, but not limited to: 25 percentage point variation in 5 year completion rates, 48 percentage points variation in FSA literacy results, 61 percentage point variation in numeracy FSA results.

Description:

- The Independent School Teaching Certificate Standards Committee (ISTCSC) is composed of three current or former independent school educators appointed by the Minister of Education under section 5 of the *Independent School Act*.
- The ISTCSC mandate is to:
 - Establish standards to qualify and maintain an independent school teaching certificate.
 - Provide advice about Independent School Teaching Certificate criteria to the Teacher Certification Branch (TCB) Director of Certification and the Inspector of Independent Schools upon request.
- The ISTCSC, the Inspector of Independent Schools, the Director of Certification, and FISA BC work collaboratively to maintain standards in the independent school sector.

Key Outcomes:

- In January 2018, the ISTCSC approved criteria to allow for a Prior Learning Assessment (PLAR) recognition process for additional language learners.
- In June 2019, recognizing ongoing staffing needs, the Ministry enabled Independent Schools to extend existing Letters of Permission (LOP) to the 2019-20 school year, thereby reducing number of new LOP applications.

Key Facts:

- The vast majority of educators in the IS System (84%) hold the Certificate of Qualification (COQ) that is required to work in the BC public school system.
- There are four types of ISTC's in B.C.: the independent school professional certificate (legacy last issued in 2011), system restricted certificate, subject restricted certificate, and the school and subject restricted certificate. Teachers with IST certification only don't have the required credentials to teach in public schools.
- In aggregate, the various ISTC holders make up 2.35% of certificate holders in B.C. The rate of issuance has declined over time, dropping from over 3% in 2012.
- A key challenge currently being considered by the ISTCSC is teacher recruitment and retention. Independent schools have increased their reliance on LOP's to meet workforce needs, as evidenced by an increase of 330 LOP's issued in 2018 (388) when compared to 58 in 2016.

Statistics:

Applications Received Per Year	2014	2015	2016	2017	2018	2019
Total Applications	3,187	3,251 (+2%)	3,694 (+14%)	5,019 (+36%)	5,664 (+13%)	5,598 (-1%)
Certificate of Qualification	2,936	3,025 (+3%)	3,399 (+12%)	4,211 (+24%)	4,426 (+5%)	4,448 (0%)
Independent School Certificate	150	143 (-5%)	178 (+24%)	320 (+80%)	526 (+64%)	463 (-12%)
Letter of Permission	101	83 (-18%)	117 (+41%)	488 (+317%)	712 (+46%)	687 (-4%)

Certificates issued per year:	2014	2015	2016	2017	2018	2019
Certificates of Qualification	2,943	2,912 (-1%)	2,971 (+2%)	3,219 (+8%)	3,225 (0%)	2,991 (-7%)
Independent School Certificates	234	257 (+10%)	294 (+14%)	297 (+1%)	268 (-10%)	277 (+3%)
Letters of Permission (public)	43	37 (-14%)	44 (+19%)	51 (+16%)	99 (+94%)	92 (-7%)
Letters of Permission (independent)	42	35 (-17%)	59 (+69%)	300 (+408%)	390 (+30%)	273 (-30%)
Total Certificates issued	3,262	3,241 (-1%)	3,368 (+4%)	3,867 (+15%)	3,982 (+3%)	3,633 (-9%)

Practicing Certificate Holders in the B.C. School System, based on annual practice fees deducted from payrolls for upcoming school year:

School System	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Independent	6,609	6,843	7,031	7,123	6,986	7,039

Description:

- The Public Sector Employers' Council (PSEC), established under the Public Sector Employers Act, oversees the Province's strategic coordination of labour relations, including facilitating the bargaining mandate, total compensation planning, and human resource management across the public sector.
- Formed in 1994, the British Columbia Public School Employers' Association (BCPSEA) is a member of PSEC, established by government to provide a link between government and public sector bodies on compensation and other human resource issues.
- BCPSEA is the accredited bargaining agent for all 60 public boards of education, for unionized staff.
- BCPSEA is responsible for negotiating the Provincial Collective Agreement with the BC Teachers' Federation (BCTF) and the Provincial Framework Agreement with the K-12 Presidents' Council for support staff.
- BCPSEA also has a mandate in human resource management (e.g., labour relations, exempt staff contracts and compensation, health, safety and wellness, and pension and benefits).
- BCPSEA staff count: 20 employees + 3 employees for Make a Future (an online recruitment platform for schools/districts) + 2 employees for EDAS (an employment data collection platform)

Key Facts:

- BCPSEA operates under a co-governance model between the 60 boards of education and government. Under BCPSEA's Bylaws, each board must appoint a designated Trustee Representative to BCPSEA.
- Effective March 15, 2018, BCPSEA's Board of Directors was reinstated pursuant to member adoption of amended BCPSEA Constitution and Bylaws. This resulted in the rescission of the appointment of the Public Administrator and appointment of four government members to the Boards of Directors.
- BCPSEA has a Board of Directors consisting of seven school trustees elected by region and four government representatives appointed by the Minister responsible for the Public Sector Employers Act:
Trustee Directors – Kootenay Boundary: Dawn Lang (Kootenay Lake); Northern Interior: Sharel Warrington (Prince George); Metro: Terry Allen (Surrey); Fraser Valley: Shirley Wilson (Abbotsford); Northwest: Margaret Warcup (Coast Mountains); Thompson Okanagan: Alan Chell (Revelstoke) *BCPSEA Board Chair*; Vancouver Island/Coastal: Eve Flynn (Qualicum)
Government Directors – Scott MacDonald, Deputy Minister, Ministry of Education; Chris Rathbone, Acting President and CEO, PSEC Secretariat; Michael Marchbank, Chair, Post-Secondary Employers' Association *BCPSEA Board Vice Chair*; Keith Godin, Assistant Deputy Minister, Ministry of Education
- K-12 education is the second largest sector in B.C.: ~17% of the compensation base for the public sector.
- There are 61 local collective agreements for teachers, and 69 for support staff, with 60 school district employers.
- As of 2019/2020, ~45,000 (headcount) teachers (incl. TTOCs) are represented by the BCTF and ~35,000 (headcount) support staff are represented locally by 69 autonomous union locals – mostly CUPE.

Key Outcomes:

Public School Teachers

- Ratification of the current Provincial Collective Agreement on May 1, 2020, under the Sustainable Services Negotiating Mandate: three-year term Agreement (July 1, 2019 – June 30, 2022) that includes general wage increases of 2% each year; a 1% increase to the top step of the teacher salary grid in each district; an increase to the starting rate for teachers in a contract position; a one-time amount of \$12 million to provide mentorship opportunities for early career teachers; and a mediated process on how to support successful bargaining negotiations in future years.

Public School Support Staff

- Endorsment of the current Provincial Framework Agreement was endorsed in September 2018.
- As of February 2020, all support staff local agreements had been ratified.

Funding:

- BCPSEA receives \$3.1 million in annual operating funding, of which \$1.5 million from PSEC and \$2.5 million from the Ministry, some \$520,000 of which was recovered from 2019/20 district operating grants.
- The Ministry has provided ad hoc funding to support several shared services initiatives and supplemented their base operating funding ranging from \$0.44 to \$3.00 million annually.

LEADERSHIP IN K-12 EDUCATION

updated October 19, 2020

Description:

- Effective leadership has a strong positive correlation with improving student outcomes.
- Most school and district leader positions are filled by experienced teachers who are trained as educators, not as leaders of large organizations.
- The Ministry has developed a strategy that includes leadership standards and curriculum for education leaders.

Background:

- In 2015, key partners identified issues with leadership recruitment, retention and professional development.
- In 2016, the Ministry formed a Leadership Working Group (LWG) composed of representatives from the Ministry, BCSTA, BCSSA, BCASBO, BCPVPA and FISA BC, and committed \$1.6M to support leadership development.
- Funding was divided amongst partners to support or expand existing initiatives within their own organization with no evidence of impact.
- A coherent provincial strategy to build leadership capacity in BC's education system has been developed, but not implemented yet.

Funding:

- In 2017/18, the Ministry provided a three-year commitment totalling \$1.6M to partners through the Leadership Working Group
 - YR 1: \$200,000
 - YR 2: \$600,000
 - YR 3: \$800,000
- There is currently \$500,000 available to implement the leadership strategy and develop standards and curriculum in FY 2020/21.

Statistics:

- As of 2019/2020 Q4, there are 2,996 employees (FTE) in leadership positions with the BC Public K-12 education system:
 - Vice-principals: 1,070
 - Principals: 1,424
 - District vice-principals: 47
 - District principals: 159
 - Directors of instruction: 91
 - Secretary treasurers: 57
 - Assistant superintendents: 92
 - Superintendents: 58
- 83% of leadership positions are principals and vice-principals.
- According to the BCSSA, in 2019/20, 31% of superintendents were new to their role while 24% were eligible to retire in the next year or two.
- The 2017/18 retirement rate for principal/vice-principals (2.5%) was nearly double the rate of teachers (1.3%) but well below that of other administrators (4.5%).
- The percentage of women in leadership roles decreases the higher the position from 61% in the role of vice-principals to 40% superintendents.

Key Facts:

- Government, BCPSEA and school districts have recently undertaken a series of sector-wide initiatives for management and excluded employees, including the introduction and implementation of revised salary grids in 2016 and the implementation of extended benefit improvements in 2019.
- Most leaders in the education sector are trained as teachers and don't have formal training on how to lead an organization and manage unionized employees.
- While research shows that highly successful jurisdictions have developed a systemic strategy to identify and train school leaders, there is currently nothing established in BC.
- Many school districts, provincial associations and post-secondary institutions have established their own leadership program, but these opportunities remain siloed and the variety in offerings result in content overlap, duplication of efforts and lack of alignment.
- The capacity to offer quality leadership training is not equal across the province: programs vary greatly depending on the provider and its human/financial resources.
- The ministry recently appointed a special advisory committee to review the terms and conditions of employment of principals/vice-principals across the province, following concerns from BCPVPA about a perceived lack of consistency across the province.
- The special advisors found that robust leadership development practices are critical to a successful school system.

Description:

- *Learn* is a monthly e-newsletter sent to B.C. certified teachers and executives of major partner groups.
- It provides a direct line of communication to educators on key topics, resources and inspirational stories from the field.
- The objectives of *Learn* are to:
 - Advance Ministry priorities and initiatives
 - Align the sector behind the Policy for Student Success
 - Promote best practices in the K-12 system
 - Communicate information in a timely and user-friendly manner

Statistics:

Learn 2.0: Apr. 2020 – Sept. 2020

- 53 articles
- 67,000+ subscribers
- 48% open rate per edition (average)
- 4.16 million views
- 158,000+ clicks on articles

Key Facts:

- *Learn* was initially launched in 2012 and has gone through different iterations of format and content since then (e.g., print magazine, monthly newsletter).
- In April 2020, *Learn* was redesigned as a short, tri-weekly email with the goal to leverage it as a direct line of communication with certificate holders (*Learn 2.0*).
- *Learn* is currently sent to nearly 70,000 B.C. teaching certificate holders as well as the executive of BCSTA, BCSSA, BCASBO, BCPVPA, FISA BC, BCTF, CUPE, FNESC, MNBC and BCCPAC.
- Since April 2020, a major focus of *Learn* has been to provide certificate holders with important COVID-19 information and updates.

Key Outcomes:

- Number of views: 3.4 million increase since the implementation of *Learn 2.0* (+455%)
- Number of clicks: 87,000 increase since the implementation of *Learn 2.0* (+123%)

Most popular articles (all from *Learn 2.0*):

Article	Date	Number of Clicks
1. Dr. Bonnie Henry Video Address	Apr 30	12,933
2. Expansion of In-Class Instruction FAQs	May 23	10,309
3. Return to In-Class Learning on June 1	May 16	9,837
4. K-12 Operational Guidelines Set Requirements for Masks	August 17	8,654
5. MRF Virtual Townhall	May 20	8,120
6. Continuity of Learning FAQs	Apr 28	7,232
7. Safety Measures for Schools	August 14	5,962
8. Planning Guide for Teachers	Apr 21	5,749
9. Do Grades Matter?	July 7	5,720
10. Morning Announcements	May 2	5,571

Funding:

Resource	Time Commitment/Year	Dollar Value/Year
External Communications Manager (EO27)	0.5 FTE	\$40,000
Partner Relations Manager (EO27)	0.5 FTE	\$40,000
Writer/Editor (AO24)	1 FTE	\$69,000
Email creation and distribution software	n/a	\$6,000
TOTAL	1 FTE	\$155,000

Description:

- The Teacher Certification Branch (TCB) issues 2 broad categories of certificates: Certificate of Qualification (COQ) and Independent School Teaching Certificate (ISTC). They also issue Letters of Permission (LOP).
- An LOP may be issued to a suitable person who is not a certificate holder and whose services the Director of Certification (DOC) considers are required for a specified period.
- LOPs are intended for short-term 'emergency' use only, to fill teaching positions when certified teachers are not available.
- Typically, the maximum validity period for an LOP is one school year. The DOC may create exceptions to this policy at their discretion. Individuals who are issued an LOP must re-apply once the validity period has expired.

Key Facts:

- Since the implementation of the MOA, independent schools are responsible for about three quarter of all LOPs.
- In 2019/20 and 2020/21 an exception was made to extend LOPs for an additional school year when the LOP was for the same person, and same position. The employer is required to demonstrate that no certified teachers are available to fill that position. In 2020/21 additional criteria was added that at least 80% of teachers in the school were certificate holders (except Indigenous Language teachers).
- In 2019/2020, school districts that employed the highest number of LOPs were: SD82 Coast Mountains, SD 59 Peace River South, SD 27 Cariboo-Chilcotin, SD 28 Quesnel, and SD93 Conseil scolaire francophone. These five school districts were responsible for 53% of LOPs in the public system.
- Of the teaching positions filled by LOP holders, districts reported: 33% for generalist positions (all in rural districts), 28% for trades positions, 19% for special education positions, 6% for French education positions and 6% for Indigenous education positions (these values are based on a workforce survey conducted in December 2019).
- The Ministry has been exploring strategies to reduce the sector's increased reliance on LOPs. As part of these strategies, the University of British Columbia is developing a blended teacher education program (to be offered in Sept. 2022) to reduce geographic barriers for aspiring teachers, following approval from the the BC Teachers' Council.

Statistics:Public Schools LOPs

- The total number of TCB-approved LOPs increased in the public system to 129 (+33%) in 2019/2020.

Independent Schools LOPs

- The number of LOP holders in independent schools increased to 432 (+11%) in 2019/2020.
- In 2018/2019, five independent schools were responsible for 45% of all LOPs in the independent system.
- The independent school inspector worked closely with some of these schools to reduce reliance on LOPs. In 2019/2020, these five same schools were responsible for 33% of all LOPs in the independent system.

Applications Received	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Letter of Permission Applications	NA	261	614	707	659

Letters of Permission Holders	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
LOP Holders (Public)	34	42	81	97	129
LOP Holders (Independent)	43	91	379	390	432
LOP Holders (Total)	77	133	460	487	561

MOA IMPLEMENTATION

updated October 27, 2020

Description:

- A Memorandum of Agreement (MOA) was reached on March 3, 2017 between the Ministry of Education, the Public Sector Employers' Council Secretariat (PSEC Secretariat), the British Columbia Public School Employers' Association (BCPSEA), and the British Columbia Teachers' Federation (BCTF).
- The MOA resulted from the Supreme Court of Canada decision (Nov. 2016) that the *Education Improvement Act* was unconstitutional and collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* (2002), needed to be restored. To this end, bargaining between BCPSEA and the BCTF was reopened under LOU 17.
- The MOA took effect at the start of the 2017/18 school year. It focuses on ratios for class size and composition, ratios for non-enrolling staff (e.g. librarians, ESL teachers, and counsellors), and processes for students with special needs and ancillary language (e.g. staff committees' input on class organization).

Statistics: Classroom Enhancement Fund Numbers as of December 2019:

- The number of new FTE teaching positions funded by CEF (4,223) varies from a low of 1.8 FTEs (SD10) to 490.3 FTEs (SD36), largely corresponding to student enrolment and how restrictive local language is
- Ten districts received no funding for remedies (full MoA compliance).

Key Facts:

- To support implementation, the MOA includes provisions that best efforts be made to comply with the MOA, a process to resolve interpretation and application disputes, and remedies where compliance is not possible.
- The Agreement Implementation Committee made up of representatives who are parties to the MOA including the Deputy Minister of Education, facilitates province-wide implementation and manages provincial issues.
- In the 2019 - 2023 collective agreement, LOU #12 replaced LOU #17 as part of the mediator's report, a dispute resolution mechanism was established to simplify grievance procedures.

Key Outcomes:

- As specified in the *School Act*, staffing decisions are made by the Boards of Education for their respective School Districts; therefore, Schools Districts have discretion to determine how the MOA will be implemented locally.
- The MOA does not direct how School Districts will make staffing decisions, nor does the MOA change any accountability from the Ministry, or its influence with respect to staffing decisions.

Funding:

- To fully fund the costs to School Districts to implement the MOA, the Ministry provided over \$457M in funding through the Classroom Enhancement Fund (CEF) in the 2019/20 school year.
- Staffing and remedy funding for the 2020/21 school year will be determined based on school district applications in Fall 2020; currently staffing funding has been announced at 90% of the 2019/20 allocation.

	CEF Funding (\$M)			
	2017/18	2018/19	2019/20	2020/21
Staffing	318.2	358.7	393.9	Min 359.0
Overhead	49.0	44.3	45.4	41.0
Remedies	21.3	24.0	18.4	Based on Oct 2020 remedies incurred
Total	388.5	426.9	457.7	Min 400M + Remedies

Contact: *Shelaina Postings, Executive Director, Sector Policy and Performance, (778) 679-8531*

PARTNER RELATIONS

updated October 6, 2020

Description:

- BC is known for its culture of collaboration among education partners in the K-12 system.
- Key partner priorities to support student success include:
 - Effective information sharing
 - Working together to advance strategic priorities
 - Strengthening shared accountability

Statistics:

Key Partners

- **BCSTA**: 60 boards of education
- **BCSSA**: 320 superintendents, assistant superintendents, directors of instruction, district principals and vice-principals
- **BCASBO**: approx. 200 secretary-treasurers, assistant secretary-treasurers, leadership positions in finance, HR, facilities and IT
- **BCPVPA**: approx. 2,600 school/district principals and vice-principals
- **FISA BC**: 300 independent schools
- **BCPSEA**: bargaining agent for all 60 boards of education
- **BCTF**: 45,000 public school teachers
- **CUPE**: 34,000 support staff
- **BCCPAC**: 50 District Parent Advisory Councils (DPAC) and 693 Parent Advisory Councils (PAC)
- **FNESC**: 203 First Nations
- **FNSA**: approx. 130 First Nations schools
- **MNBC**: 38 Métis Chartered Communities

Key Outcomes for 2020/21:

- Publication of consistent and coordinated messaging to the system.
- Effective communications and engagement with the sector in response to the COVID-19 pandemic, including the establishment of strategies to support ongoing dialogue and strengthen communication by leveraging technology.
- Establishment of innovative ways to engage with partners through refreshed channels, such as LEARN.

Key Facts: Interests by Partner/Rightsholder Group

- **BC Schools Trustees Association (BCSTA)**: “co-governance” (local authority and accountability), workforce deployment and labour relations, strategic planning and district core operations, reconciliation, leadership development
- **BC School Superintendents Association (BCSSA)**: strategic planning and district core operations, labour relations, equity and reconciliation, leadership development
- **BC Association of School Business Officials (BCASBO)**: financial and capital management, leadership development, involvement in Ministry decision-making committees and consultations
- **BC Principals’ and Vice Principals’ Association (BCPVPA)**: professional equity and consistency of terms & conditions of employment, leadership development, staff health and well-being
- **Federation of Independent School Associations BC (FISA BC)**: stability in funding for independent schools, international students, online learning
- **BC Public School Employers’ Association (BCPSEA)**: workforce deployment, labour relations, human resources in the K-12 education sector
- **BC Teachers’ Federation (BCTF)**: teacher working conditions, resources for teachers, equity and inclusion, provincial assessment, teacher recruitment and retention
- **Canadian Union of Public Employees (CUPE)**: working conditions for support staff, health and safety issues, workforce implications pertaining to early learning and childcare
- **BC Confederation of Parent Advisory Councils (BCCPAC)**: parent advocacy (empowerment/capacity building), inclusion and equity (e.g., consistency of programs and services across the province), appeal process (as per section 11 of the *School Act*), student mental health and well-being.
- **First Nations Education Steering Committee (FNESC) & First Nations Schools Association of BC (FNSA)**: First Nations control of First Nations education, shared decision-making with boards of education, accountability for educational outcomes of First Nations students, racism and inequity
- **Métis Nation BC (MNBC)**: shared decision-making with boards of education, accountability for educational outcomes of Métis students, racism and inequity

Agreements:

- MOU with BCSTA to outline the principles that guide the Parties’ relationship (implemented in 2018)
- BCCPAC Annual Grant – BCCPAC relies on Ministry funding to host its activities

Description:

- Ministry data suggests that on a provincial level, school districts have been able to hire the workforce they needed post MOA.
- However, acute pressures remain in some areas of the province as well as for specialty positions.
- These pressures already existed prior to 2016, but the MOA has since exacerbated them.
- As of June 2020, there has been a net increase of about 4,900 additional teachers (headcount) in public schools since the MOA in 2016/17.

Statistics:

- Demand: At the end of the 2019/2020 school year there were over 54,000 educators actively employed in BC public and independent schools. This includes 2,700 new educators hired to replace those leaving for retirement and other reasons, and to cover student enrolment increase.
- Supply: to cover this demand, 3,255 educators were newly certified to teach BC's public and independent schools in 2019/2020. Generally 60% of new certifications each year are trained in BC, 30% in other provinces and 10% out of Canada. There were also 561 letters of permission granted, 127 of which were in public schools. As of the end of September 2020, there were at total of 73,545 valid teaching certificate holders in BC.
- There were 551 teaching vacancies in public schools during September, 2020. That is about 1.5% of the overall public-school teacher workforce, and was a decrease overall from the September last year (601).
- It is projected that educator supply and demand will remain balanced going forward. The number of educators needed is forecast at just over 3,000 per year, which is equal to the number generally certified each year in BC.

Key Facts:

- The total teacher workforce in the B.C. public system is meeting demand with a 14% increase in FTE since September 2013/2014.
- During the September 2020, there were 551 job vacancies for teaching positions in B.C. public schools, that is 1.5% of the overall public-school teacher workforce – a reflection of typical operations.
- Positions in high demand are mostly for specialised roles, such as French teachers, special education teachers as well as teachers teaching on call. Generalist teachers are in demand in some rural and remote areas.
- Five school districts have contacted the Ministry about significant recruitment challenges in the past couple of years: SD28 Quesnel, SD59 Peace River South, SD60 Peace River North, SD74 Gold Trail and SD82 Coast Mountains.
- The Ministry continues to invest in analytics and engage with the sector to address workforce needs to best support students (i.e. consultations with 6 Northern districts in October 2019, meeting with the Rural Education Advisory Committee in November 2019, workforce survey to all districts in December 2019, daily and weekly workforce attendance reports as part of the COVID-19 Education Restart Plan in Sept. 2020).
- The University of British Columbia is developing a blended teacher education program (to be offered in Sept. 2022) to reduce geographic barriers for aspiring teachers, following the recent approval from the the BC Teachers' Council.

Key Outcomes:

- The Ministry has invested over \$450 million annually to fund ~4,900 new teaching positions over the last three years, and the current ratio of students per teacher (16) is the lowest on record.
- The Ministry has implemented all but one of the recommendations from the Minister's Taskforce on Immediate Recruitment and Retention Challenges:
 - Established a province-wide recruitment and retention fund in 2017/18 (\$1.5M)
 - Funded BCPSEA to develop regional profiles & recruitment strategies
 - Partnered with BCPSEA to increase support and capacity for school districts' human resources
 - Increased the number of graduates in positions under pressure
 - Partnered with BCPSEA to promote rural practice placements and provide travel allowances to student teachers to relocate in rural areas
- The only outstanding Task Force recommendation is to support teacher mentorship as the BCTF declined the Ministry's one-year funding offer.
- The 2019/2023 BCTF collective agreement includes a one-time \$12.3 million mentorship fund, allocated to school districts on BCTF's recommendations.
- In the last two years, Government has invested \$3.5 million to create about 250 new seats in B.C. teacher education programs to increase the number of graduates in positions under pressure (70 special education teachers, 20 secondary math and physics teachers, 74 French teachers and about 85 Indigenous education teachers). These seats are in addition to more than 1,500 potential new teachers graduating each year from B.C. universities.
- In June 2019, AEST announced a \$2.7-million investment in Indigenous teacher education training.

Agreements:

- In fall of 2016, the Supreme Court of Canada ruled that the BCPSEA- BC Teachers' Federation collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* in 2002 were to be restored.
- The MOA arising from the decision led to a one-time increase in demand for teachers across the province.
- To fully fund the implementation of the MOA, the Classroom Enhancement Fund (CEF) was established in the 2017/18 school year.
- The Ministry continues to invest over \$450 million annually to fund new teaching positions through CEF (see MoA Implementation factsheet).
- In early 2020, the Federal Government allocated just over \$2.2 million to B.C.'s French Teacher Recruitment Strategy for the 2019/20 and 2020/21.
- To support B.C.'s COVID-19 response for K-12 education, the federal government is providing \$242.4 million in one-time funding for the 2020/21 school year. Funds can be used toward the hiring of teachers and staff.

Teacher demand by school district, 2019/2020:

Relative to 2018/2019, the top districts for teacher hiring are:

- District 36, Surrey: +128 FTE, 2.9%
- District 43, Coquitlam: +48 FTE, 2.4%
- District 38, Richmond: +48 FTE, 3.6%
- District 35, Langley: +44 FTE, 3.3%
- District 23, Okanagan: +42 FTE, 3.0%

The top declining districts include:

- District 64, Gulf Islands: - 12 FTE, -10.2%
- District 69, Qualicum: -12 FTE, -4.1%
- District 91, Nechako Lakes: -10 FTE, -4.0%
- District 75, Mission: -10 FTE, -2.5%
- District 85, Vancouver Island North: -7 FTE, -8.4%

The top districts with reported teacher vacancies (at Dec. 2019) are:

- District 28, Quesnel: 28%
- District 84, Vancouver Island West: 26%
- District 74, Gold Trail: 22%
- District 87, Stikine: 19%
- District 91, Nechako Lakes: 15%

Teacher Professional Conduct

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Description:

- The current teacher regulatory structure for education in B.C. was established in January 2012 with the passing of the *Teachers Act*. The regulatory structure consists of five statutory decision-making bodies:
 - The BC Teachers' Council (BCTC)
 - The Director of Certification (DOC)
 - The Commissioner for Teacher Regulation (Commissioner)
 - The Independent School Teaching Certificate Standards Committee (ISTCSC)
 - The Disciplinary and Professional Conduct Board (DPCB)
- The Ministry of Education serves as the operational arm of the regulatory structure, providing administrative support to the five bodies.

Statistics:

- The *Teachers Act Special Account* employed 58.8 full-time equivalents in 2019.
- As of October 15, 2020, there are 75,923 B.C. Teaching Certificate and Letter of Permission holders.
- In 2019, 5,598 applications for certification were received. An average of 4,131 applications have been received per year between 2012 and 2019.
- In 2019, 3,633 certificates were issued. An average of 3,536 certificates have been issued per year since 2012.
- There are 350 active conduct files open before the Commissioner or hearing panels as of October 15, 2020.

Key Facts:

- The BCTC consists of 10 members appointed by the Minister, five members elected by certificate holders, and one appointed non-voting member who reports to the Minister. They set the standards for certification, competence and conduct for certificate of qualification holders, and review/approve B.C. teacher education programs.
- The Director of Certification is an employee of the ministry with statutory authority to issue, suspend and cancel certificates and letters of permission, while maintaining the Online Registry of current certificate holders.
- The Commissioner is appointed by the Lieutenant Governor in Council on the recommendation of the Minister to oversee disciplinary processes for educators in B.C.'s K-12 school systems.
- The ISTCSC consists of three members appointed by the Minister. They set the certification, conduct and competence standards for Independent School Teaching Certificate holders.
- The DPCB consists of 9 BCTC members appointed by the Minister, forming a pool which serves on disciplinary hearing panels.

Key Outcomes:

- The BCTC elected a new Chair (Jim Iker) and Vice Chair (Jatinder Bir) in 2019. The BCTC also released new Professional Standards for B.C. Educators holding a Certificate of Qualification.
- Howard Kushner was appointed as the second Commissioner in March 2018.
- Since 2017 there has been an increase to the number of applications for certification: 36% more applications were received in 2017 than in 2016, and 13% more applications were received in 2018 than in 2017. There was a slight decrease of 1% in 2019 from 2018.

Funding:

- The regulatory structure is funded by the Teachers Act Special Account established under the *Teachers Act*.
- The forecasted revenue for 2020/2021 is \$7.4M
- In 2019/20 application fees and certificate holder's annual fees brought in \$7.5M.
- In 2018/19 application fees and certificate holder's annual fees brought in \$7.4M in revenue.

Delivery Partners:

1. All major B.C. education stakeholders.

Description:

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

Key Facts:

- The current Commissioner for Teacher Regulation is Howard Kushner. He was appointed on March 19, 2018 for a term of five years.
- Commissioner Kushner is currently focussed on integrating into the role. His priorities for his term of appointment include increasing the visibility of the role, as well as the transparency of the discipline process.

Key Outcomes:

- The Commissioner's role ensures teacher quality and student safety by enforcing the Standards for educators in B.C.'s public and independent school systems.
- The independence of the Commissioner's role, and the ability of the office to facilitate public access to discipline outcomes, increases public confidence in the education system.

Statistics:

- 158 new discipline matters have been received between January 1 and October 1, 2020. 192 matters were received in the same period last year.
- Since 2012, an average of 75% of all matters have resulted in no disciplinary action; 23% have disciplinary outcomes through a consent resolution agreement; and 2% have been resolved at a disciplinary hearing.
- Current median timelines for disciplinary processes:
 - preliminary review – 45 days
 - investigations – 12 months
 - consent resolution – 8 months

Funding:

- Operational funding for the Commissioner from the TRB Special Account is established under the Act.
- The Commissioner, as an LGIC appointment, is remunerated as per the terms of the appointment at a rate of \$1100 per day.
- The 2020-2021 budget forecast for Commissioner remuneration is \$216,842.

Delivery Partners:

1. Ministry of Attorney General
2. All Boards of Education and Independent School authorities

Description:

- The Disciplinary and Professional Conduct Board (DPCB) is comprised of nine members of the BC Teachers' Council appointed by the Minister.
- The DPCB and a pool of Commissioner selected public ad-hoc members serve on three-member hearing panels to hear cases of alleged certificate holder misconduct/incompetence, and certification appeals at the request of the Commissioner.
- If a discipline matter cannot be resolved by way of consent resolution, and the Commissioner determines that further action is required, he/she will refer the matter to a hearing panel.
- The hearing panels also make decisions on certification appeals under the *Teachers Act*.

Key Facts:

- The Minister is responsible for appointing nine members of the BC Teachers' Council to the DPCB as listed below. This board is classified as an administrative tribunal for remuneration purposes.
 - 4 Council members nominated by the BCTF or elected through the election process; [Jim Iker, Matthew Cooke, John Hall and Alice Kedves]
 - 5 Council members nominated by other education partners. [Jo-Anne Chrona (FNESC), Tom Longridge (BCSSA), Jay Dixon (BCPVPA), Ralf St Clair (ABCDE) and Carolyn Broady (BCSTA)]
- Of the nine members, one must have substantial knowledge of and experience in the independent school system.
- There is currently one hearing scheduled by written submission for December 2020, and two other hearings are in process.

Key Outcomes:

- Hearing panels consider evidence and interpret and apply the Standards for Educators in B.C. If a panel finds a certificate holder failed to meet the Standards, it must determine appropriate consequences as outlined under the Teachers Act, which can include the imposition of terms on a certificate or the suspension or cancellation of a certificate.

Statistics:

- Since the Teachers Act came into effect (January 2012), 17 discipline matters have been referred to and resolved by hearing panels, representing a total of 34 hearings.
- Each matter requires two separate hearings under the Act:
 1. one for determination of whether there has been a breach of the standards, and
 2. one for assessing penalty and costs.

Services to Ministry:

- Ministry of Attorney General provides administrative law training for DPCB members and manages retainers for independent legal advice to hearing panels.

Funding:

- The allocated DPCB budget for 2020-2021 is approximately \$49,000.

Delivery Partners:

1. Ministry of Attorney General
2. Education partners

Description:

- Teacher Certification Branch (TCB) certifies all teachers to work in B.C.'s public, independent and offshore schools.
- The BC Teachers' Council sets the certification standards.
- The Director of Certification has legislated responsibility to oversee the certification process, determine fitness, and maintain an online registry of all certificate and letter of permission holders.

Key Facts:

- The TCB has experienced a 30% increase in teacher application volume over the past 4 years from 4,174 (2016/17) to 5,413 (2019/20).
- Although the volume of application processing has increased (15% increase between 2016/17 and 2019/20), it has not kept pace with the increased volume of applications - resulting in a backlog of applications to process.
- Between July 2019 and July 2020, applicants spent an average of 188 days (over 6 months) to complete their application, from the time of the initial submission. Most of this processing time is attributable to applicants organizing and submitting all required documentation (~ 4 to 5 months).
- As a result of increased application volume and an inability to adapt, there have been increasing and ongoing complaints from the field and applicants with respect to unreasonable time lags processing applications.
- A project was initiated in March 2020 to remove certification backlog and improve service. Since the project was initiated, the following improvements have been implemented:
 - Introduced an e-certificate to make it easier for teachers to obtain a copy of their certification
 - Procured a software replacement to support more efficient application management system;
 - Developed a shorter and easier to use application form
 - Reduced applicant document requirements to support faster processing
 - Redesigned the certification website for greater ease of use by applicants
 - Launched virtual and timely outreach to support applicants through the process.

Statistics:

Total Applications Received	2016/2017	2017/2018	2018/2019	2019/2020
Total Applications	4,174	5,448 (+31%)	5,546 (+2%)	5,413 (-7%)
Certificate of Qualification	3,658	4,412 (+21%)	4,314 (-2%)	4,332 (+0%)
Independent School Certificate	255	442 (+65%)	525 (+24%)	422 (-20%)
Letter of Permission	261	614 (+135%)	707 (+15%)	659 (-7%)
Total Certificates Issued	2016/2017	2017/2018	2018/2019	2019/2020
Certificates of Qualification	2,961	3,202 (+8%)	3,161 (-1%)	3,458 (+9%)
Independent School Certificates	301	267 (+11%)	275 (+3%)	303 (+10%)
Total Certificates issued	3,262	3,469 (+6%)	3,436 (-1%)	3,761 (+9%)
New Educators Certified*	2016/2017	2017/2018	2018/2019	2019/2020
Certificates of Qualification	2,515	2,738 (+2%)	2,763 (+1%)	3,025 (+9%)
Independent School Certificates	110	144 (+31%)	163 (+13%)	192 (+18%)
Total Educators Newly Certified	2,625	2,882 (+10%)	2,926 (+2%)	3,217 (+10%)

*Certificates issued to teachers and administrators who had not been previously certified to teach in BC.

LEARNING DIVISION

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LEARNING DIVISION: CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: **Jennifer McCrea**

Core Business/ Program Area Description/Critical Business Processes:

The Learning Division supports improving student outcomes and life chances through leadership and support to school districts in the areas of Early Learning, Indigenous, Inclusive and French Education and has responsibility for student safety and wellness in the province with a strong focus on mental health. Public libraries are also within the Learning Division responsibilities. The division is split into two main areas: Equity, Wellness and Inclusion and Learning and Community Supports.

Equity, Wellness and Inclusion - focuses on a framework for education that supports equitable outcomes for students with disabilities or diverse abilities, Indigenous learners, English language learners and children and youth in care; and supports system-wide mental health promotion. The branch serves school districts, other ministries, partner organizations, educators and all learners through three program areas:

- **Inclusive Education** supports school districts to achieve equitable learning outcomes for students with disabilities or diverse abilities, English language learners and children and youth in care.
- **Indigenous Education** provides leadership to school districts to drive systemic change to ensure all Indigenous student graduate with a full spectrum of options for post-secondary, career and life. Key areas of focus include implementation of the BC Tripartite Education Agreement (BCTEA) and First Nations Jurisdiction over education.
- The **Mental Health** in Schools (MHIS) Strategy guides the leadership and capacity building in the education sector and includes substance use and addictions.

Learning and Community Supports - focuses on programs that improve children's transitions in the K-12 system; promotion and enhancement of French education programs; strengthening the public library system; healthy, safe and welcoming school environments; and support for emerging Ministry priority projects. The branch serves school districts, other ministries, partner organizations educators and all learners through five program areas:

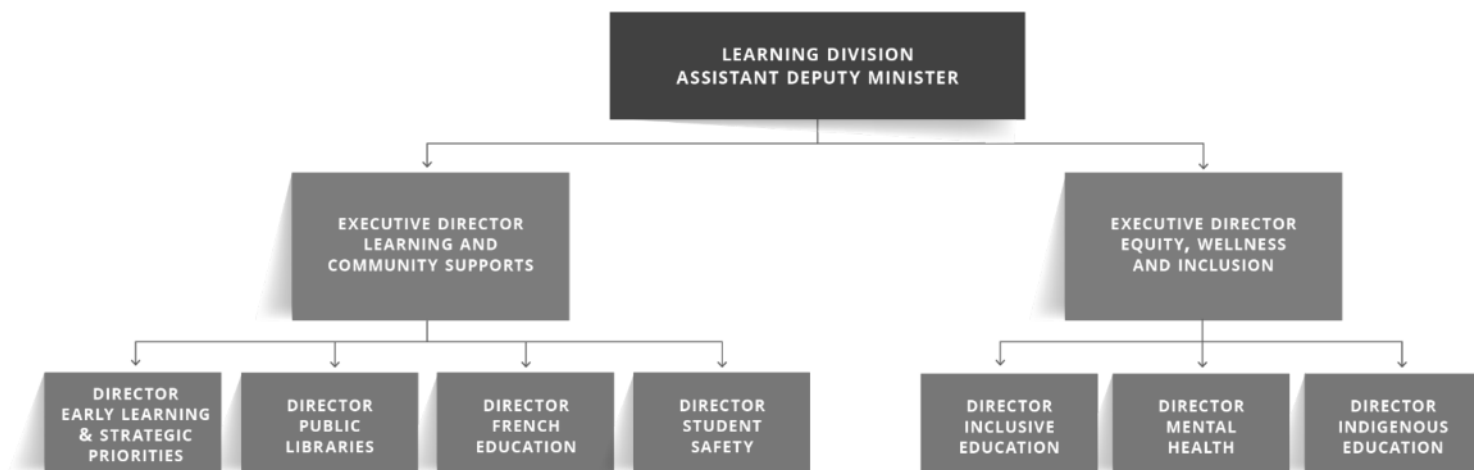
- The **Early Learning** covers children from birth to age 8 (grade 3) through programs that improve children's successful transitions into the K-12 system.
- **French Education** - under the Canadian Charter of Rights and Freedoms, BC is obligated to offer education in English and French. The Federal government contributes \$17.4M per year to the province for French language learning programs.
- British Columbia's 71 **public libraries** play a crucial role in providing vital access to information, programs and resources.
- **Student Safety** supports the development of healthy, safe and welcoming school environments.
- **Strategic Priorities** manages key initiatives from inception to implementation such as: anti-racism and student hunger.

BudgetGovernment

Full Time Equivalents (FTEs): 50

Related Legislation: *School Act; Independent School Act; Teachers Act; First Nations Education Act; Libraries Act*[Back to Table of Contents](#)

Organizational Chart:



FACT SHEETS

LEARNING DIVISION	
List of Fact Sheets	
Early Years	
	Early Childhood Education
French Education	
	French Education
	Official Languages Protocol
Inclusive Education	
	Children and Youth in Care
	CommunityLINK
	English Language Learning
	Provincial Resource Programs
	Representative for Children and Youth (RCY) Report - Alone and Afraid
	Representative for Children and Youth (RCY) Report - Room for Improvement
	Students with Disabilities and Diverse Abilities - Public and Independent
Indigenous Education	
	Bill 41, B.C. Declaration on the Rights of Indigenous Peoples Act
	British Columbia Tripartite Education Agreement (BCTEA)
	Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples
	Equity in Action
	Final Report on the National Inquiry Into Missing and Murdered Indigenous Women and Girls
	First Nations Jurisdiction Over Education
	Indigenous Education
	Indigenous Languages Education
	OAG Report on Indigenous Education
	Truth and Reconciliation Commission Calls to Action
Public Libraries	
	2020 Library Grant Allocation and Changes
	Community Literacy and Decoda
	Implementation of the Strategic Plan for Public Libraries
	Provincially Supported Public Library Programs
	Public Libraries and Library Governance

Student Safety
Emergency Management/Lockdowns
ERASE: Gangs and Guns
ERASE: Mental Health in Schools
ERASE: Student Safety
ERASE: Substance Use, Addictions and Overdose
Strategic Priorities
Office of the Auditor General (OAG) Report - Healthy Eating and Physical Activity in Schools
ERASE: Sexual Orientation and Gender Identity (SOGI)

Early Years

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Description:

The Early Years supports early learning programs and Childcare B.C. initiatives for children age 0-8 years old. These include:

- **StrongStart BC (SSBC):** free, daily drop-in programs for families and their pre-school aged children.
- **Ready Set Learn (RSL):** funding to offer school orientation events for pre-schoolers (3-5 years).
- **Full Day Kindergarten (FDK):** available to all children within B.C.
- **Childcare BC initiatives:** Supporting system changes and influencing practice in early learning.

Key Facts:

- The provincial government has committed to investing in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure childcare is accessible for all families.
- Four ministries share responsibility for early childhood education in BC:
 - Education (EDUC): early learning programs
 - Health: licencing
 - Children and Family Development (MCFD): childcare funding, Early Childhood Education (ECE) certification, early years services (i.e. early childhood development and family support)
 - Advanced Education: ECE post-secondary training
- EDUC launched RSL in 2004, SSBC in 2007, and FDK in 2010.
- EDUC first published the B.C. Early Learning Framework in 2008 and revised in 2019.
- Kindergarten is optional in B.C. but nearly all children attend (99% of age cohort).

Statistics:

- SSBC (2019/20):
 - 330 programs in public schools across BC (includes 1 virtual program)
 - approximately 27,500 children participated
- RSL (2019/20):
 - 1,182 participating schools
 - 1,062 public
 - 120 independent
 - The COVID-19 pandemic has resulted in reductions in program participation: Approximately 20,000 participating children
 - Approximately 19,000 participating adults
- FDK (2019/20):
 - 46,224 total headcounts
 - 39,907 in public and 6,317 in independent schools
- Nearly one-third of children (33.4% in 2019) enter kindergarten vulnerable in one or more areas such as social/emotional development, according to Early Development Index (EDI).

Key Outcomes:

- Changing Results for Young Children (CR4YC): Engaged 365 educators in 47 BC communities/school districts in 2019/20. Over 7,500 children were involved. Research results conclude the model supports social/emotional development of young children and increases collaborative professional learning for educators in school and community settings. For example, 96% of children showed positive changes in social/emotional wellbeing; 95% of participating educators foster social/emotional skills.
- 8,400 copies of B.C. Early Learning Framework issued to school districts, child care resource and referral programs and public libraries.

Funding:

- Special grants (FY 2020/21forecast):
 - SSBC: \$10.47M
 - \$32K per location
 - RSL: \$.825M (balance waiting post election)
- Through annual operating grants to public schools:
 - FDK: \$368M (SY 18/19)
- Childcare B.C. initiatives (FY 2020/21): \$3.45M

Delivery Partners:

1. School Districts (SD) – all programs and initiatives; all BC school districts
2. Independent schools - FDK and RSL.
3. United Way of the Lower Mainland (UWLM) – CR4YC and Strengthening Early Years to Kindergarten Transitions projects.
4. MCFD – Childcare B.C. initiatives, Unique Identifier (PEN).
5. HLTH/AVED – child care licensing, ECE recruitment and retention

Childcare BC Initiatives (2018 – 2021):

- **New Early Learning Framework (2019/20):** launched and distributed the new framework in fall 2019. The framework expands the focus to children from infancy to eight years of age, increases focus on reconciliation with Indigenous people, and increases focus on inclusion for children with diverse abilities. It connects with the K-12 B.C. curriculum core competencies and primary program principles, integrates theory to practice and includes updated inquiry questions to address all early learners.
- **Parent Resources (2019/20):** published four comprehensive resources for parents to support children's play-based learning and development. This includes publishing in multiple languages.
- **Changing Results for Young Children (CR4YC):** partnered with 51 SDs in 2020/21 and the UWLM to improve social/emotional outcomes for young children by developing professional learning networks between ECEs and primary teachers.
- **Strengthening Early Years to Kindergarten Transitions (SEY2K):** supported twelve SDs in 2020/21 to expand approaches to improving children's transitions from early childhood settings into school and inform future policies and programs.

Advice/Recommendations

- **School Act amendments** (Feb 2020): articulated a board of education's mandate regarding the provision of before and after school care and allowed PENs to be assigned to children who are resident of B.C.

French Education

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FRENCH EDUCATION

updated February 5, 2020

Description:

- The French Education Branch provides leadership and support to promote and enhance French education in B.C. (Francophone, French Immersion, Intensive French, and Core French programs) including:
 - The Pan-Canadian Protocol and Canada – B.C. Agreement on Minority-Language Education and Second-Language Instruction.
 - Coordination of translation services and resource development.
 - Administration of French student and teacher bursaries.
 - Administration of linguistic and cultural programs in collaboration with the CMEC.

Key Facts:

- Under Section 23 of the Canadian Charter of Rights and Freedoms, Francophone parents have the right to have their children educated in French.
- B.C. school districts find it challenging to recruit enough teachers to respond to the increasing demand from families for education programs in French.
- The Ministry submitted a proposal with a request for \$2.2M of federal funds to support Ministry and partner-led recruitment and retention projects in June 2019. A decision is still pending.

Key Outcomes:

- Published all K-12 provincial curriculum in French online.
- Completed national negotiations for the next federal funding protocol.
- Worked with the sector to draft a French teacher recruitment and retention strategy, which has been submitted to the federal government (approval is pending).

Statistics:

- In 2019/20, 6,198 students were enrolled in the Francophone Program, about **1%** of the B.C. public school student population.
- In 2019/20, 54,406 students were enrolled in a French Immersion Program, about **9.4%** of the B.C. public school student population.
- In the last 10 years, the French Immersion student population in the public system has increased by 21% and the Francophone student population by 39%.
- Six-Year completion rate in 2018/19:
 - **96.7%** for French Immersion students (public schools)
 - **94.2.%** for Francophone students (SD93)
- In 2017/18, 2,784 students received a Dual Dogwood (2,639 French Immersion and 145 Francophone students).
- In B.C., students (Grades 5 to 8) are required to study a second language; about **79%** of these students (in 2018/19) studied Core French.

Funding:

- In 2019/20, the province spent \$96M on francophone education (to SD#93/CSF). This includes a 15% supplement on its operating grant to support the delivery of minority language education.
- In 2019/20, the province spent \$529M to support French Immersion & Core French programs based total FTE enrolment in September 2019.
- B.C. also receives federal funding to support French education through the Protocol for Agreements for Minority-Language Education and Second-Language Instruction.
 - The last Protocol (2013-2018) expired on March 31, 2018.
 - On September 4, 2019, Canada and P/Ts reached an agreement on a new four-year Protocol, which includes an increase of \$15M/year federally to support minority language (ML) education (e.g. francophone).
 - With the increase for ML, B.C will receive an additional \$1.4M per year, bringing B.C.'s total to \$17.4M annually for the next four years.
- The Canada-B.C. Bilateral Agreement on Minority Language Education and Second Language Instruction 2019-2023:
 - Negotiations on the new \$69.9M agreement will start soon.
 - The bilateral agreement outlines the allocation of funds by initiatives.
 - It includes an action plan with performance indicators and targets for each funding initiative.
 - The complementary projects funding for 2019/20 is not yet confirmed.

Description:

- The Protocol for Agreements for Minority-Language Education and Second-Language Instruction is an agreement between the Federal Government and all Provinces/Territories except Québec.
- There are two sections: minority-language education (francophone programs) and second language instruction (French Immersion & core French).
- The Protocol establishes the federal budget allocated to each P/T and requires each P/T to match the funding.
- The Protocol contains 6 areas of focus: learner participation, provision of programs, academic achievement of learners, enriched learning environments, support for educational staff and research.
- The Protocol provides a framework to establish the Canada–British Columbia Agreement on Minority-Language Education and Second Official-Language Instruction.
- The bilateral agreement can be negotiated and signed only once the Protocol has been ratified. It identifies the priorities, objectives and initiatives specific to B.C. and details the allocation of funding to school districts and partners across the province.
- The bilateral agreement also includes an action plan containing performance indicators and targets for each funding initiative.

Key Facts:

- The previous Protocol (2013-2018) provided B.C. with \$16.1M per year.
- On September 4, 2019, Canada and P/Ts reached an agreement on a new four-year Protocol, which includes an increase of \$15M/year federally to support minority language (ML) education.
- With the increase for ML, B.C. will receive an additional \$1.4M per year, bringing B.C.'s total to \$17.4M annually for the next four years.
- B.C. will be developing a multi-year Canada-B.C. Agreement for the 3 remaining years (2020/21-2022/23).
- The Federal Government announced a new investment to finance a French teacher retention and recruitment strategy with \$62M federally over 4 years.
- The Ministry submitted a project proposal for \$2.2M, drafted with input from the sector. B.C. will receive \$0.5M for 2019/2020 and \$1.7M for 2020/21. (part of the funding was delayed to 20/21 due to late approval and Covid-19).
- The Ministry submitted a second project proposal for 2020-21 for an amount of \$1.8M. The federal government has not yet confirmed the funding of this proposal.

Statistics:

- 42% of the funding (\$7.4M) supports ML education; mostly allocated to the CSF (6,198 students in 2019/2020).
- 58% of the funding (\$10M) supports second language instruction; mostly allocated to the 57 school districts offering second language programs.
- French Immersion: 54,406 students, public schools. Independent: 525 students.
- Core French: public: 182,888 students; independent: 41,918 students.

Funding:

- B.C. will receive \$17.4M annually over three years. \$6M + \$1.4M additional for ML and \$10M for second language.
- Funding allocation
 - \$13.8M K-12 initiatives in districts
 - \$2.1M post-secondary initiatives
 - \$0.4M K-12 independent schools
 - \$0.4M cultural initiatives from Francophone associations for students
 - \$0.2M early childhood initiatives
 - \$0.5M bursaries for post secondary courses for learners and teachers.
- B.C. can also annually apply for complementary funding to support initiatives beyond the scope of the agreement. (Capital, temporary projects)

Key Outcomes:

- The Ministry achieved significant performance targets in the 2013-2018 Agreement including:
 - Increasing by 16 the number of schools offering a French Immersion program (for a total of 285 schools, both public and independent)
 - Ensuring Francophone students have comparable results to students in English Programs for FSA reading assessments in 2017/2018:
 - Grade 4 students on track or extending expectations: Francophone: 80%; all students: 79%
 - Exceeding targets for student enrolment in French programs:
 - CSF enrolment: +17% (target was +6%)
 - French Immersion enrolment: +8% (target was to keep enrolment number from decreasing)

Advice/Recommendations

Inclusive Education

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Description:

- The Ministry develops policies, guidelines and provincial strategies to help improve education outcomes and supports for children and youth in government care.

Funding:

- School boards receive funding through CommunityLINK to support vulnerable students. The funding formula includes being in government care as one of the indicators of vulnerability.
- An added \$44K investment projected over the past two years (\$24K actuals in 2018/19 and \$20K forecasted in 2019/20) to support the development of trauma informed training resources.
- Phase 1 of the Funding Model Review Action Plan also recognized CYIC through a new funding supplement.

Agreements:

- The Ministry has an information sharing agreement with MCFD and AEST that allows for data CYIC to be shared to support program planning and evaluation and decisions related to funding and services.

Delivery Partners:

1. MCFD
2. AEST
3. School Districts
4. FNEESC and Union of BC Indian Chiefs (UBCIC)
5. Education Partners, and other stakeholders

Key Facts:

- Children and Youth in Care (CYIC) face exceptional circumstances that can have a significant impact on their learning and educational outcomes.
- 54% of CYIC students were designated in one of twelve Inclusive Education categories and 66% self-identify as Indigenous (in 2018/19).
- In October 2017, the Representative for Children and Youth (RCY) released a new report, *Room for Improvement: Toward Better Education Outcomes for Children in Care*. This report contained four recommendations for the Ministry of Education.

Key Outcomes:

- The Ministry is addressing recommendations from the RCY to improve outcomes of CYIC. RCY has accepted the Ministry's plans and will be monitoring their implementation.
- EDUC and MCFD collaborated to update the *Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines* and released the updated Guidelines in fall 2017.
- In response to the RCY's recommendation to publicly report on outcomes for CYIC, EDUC released the report *How Are We Doing? Children and Youth in Government Care* in March 2019.
- EDUC and MCFD have signed a *Partnership Agreement*, committing to work jointly on improving outcomes of CYIC. The Ministries have also drafted *Guidance Document on Information Sharing regarding Children and Youth in Care*.
- EDUC, AEST, and MCFD signed a Protocol Agreement with FNEESC, First Nations Leadership Council (FNLC), and the Union of BC Indian Chiefs (UBCIC) to improve the educational outcomes of Indigenous children and youth in care.

Statistics:

- In 2018/19, 5,163 students were identified as CYIC:
 - This represents approximately 1% of B.C. students between 5 and 19 years old who were at their authority schools as of September 30 in 2018/19 (the total number of B.C. students in the cohort was 648,695).
- Of these 5,163 students, approximately:
 - 54% are designated in one of twelve Inclusive Education categories.
 - 67% self-identify as Indigenous.
 - 35% are designated in one of twelve Inclusive Education categories and self-identify as Indigenous, compared to 2% of non-CYIC students.
- Six-year completion rates:
 - Increased from 36% in 2010/11 to 47% in 2018/19 for all CYIC.
 - Increased from 33% in 2010/11 to 51% in 2018/19 for Indigenous CYIC.
 - Increased from 46% in 2010/11 to 53% in 2018/19 for Non-Indigenous CYIC.

Description:

- CommunityLINK (Learning Includes Nutrition and Knowledge) supports social functioning and academic achievement through funding to school districts for programs and services focused on vulnerable students.
- Programs and services must consist of at least one of three domains, however, most school districts incorporate all:
 - Academic Interventions
 - Behavioural and Social Interactions
 - Nutrition Intervention Programs
- Boards of Education have autonomy to determine the most effective use of funding.

Key Facts:

- Each school district has a CommunityLINK coordinator
- CommunityLINK funding is disbursed to public schools only.
- 60,000 - 80,000 vulnerable students served by CommunityLINK each school year.
- 2019/20 reporting will be submitted to the Ministry by December 2020.

Expenditures by Category (2018/19) in Percentage of total CL Budget *		# of SDs delivering
Food	24.2%	51
Academic	13.7%	39
Social Emotional	62.1%	54

Funding:

- \$54.3M is distributed to 60 school districts in the 2020/21 school year.
- In the 2019/20 school year the \$11.2M Vulnerable Student Supplement (VSS) that was dispersed to 25 school districts with high vulnerable student populations was reallocated to all school districts through the Equity of Opportunity Supplement (EOS).
- The EOS recognizes children and youth in care, mental health supports and low-income families. The EOS totals \$23 million for 2020/21.
- CL Funding increases annually based on local negotiated wage settlements.

Key Outcomes:

- Districts report nearly \$5.5 million in funding from community organizations and service providers who have matched funding for related activities such as school meals programs. It is likely that this figure is under-reported as it does not capture in-kind contributions.
- Approximately 700 FTE CommunityLINK positions such as child and youth worker, counsellor, and social workers are funded through CommunityLINK.
- School districts report that programs and services contribute to school connectedness and increased academic achievements in areas such as reading.

Delivery Partners:

- Breakfast Club of Canada
- School districts have partnership agreements with local organizations such as Community Schools Associations, social service agencies, and volunteer organizations.

Accountability Reporting:

- School districts submit an annual report to the Ministry of Education describing the programs and services offered throughout the year through a web-based reporting tool for 2019/20.

COMMUNITY LINK

updated October 2, 2020

School District	Allocation	School District	Allocation
5 Southeast Kootenay	\$373,586	53 Okanagan Similkmn.	\$233,418
6 Rocky Mountain	\$391,904	54 Bulkley Valley	\$229,218
8 Kootenay Lake	\$631,599	57 Prince George	\$2,157,419
10 Arrow Lakes	\$105,604	58 Nicola-Similkameen	\$296,844
19 Revelstoke	\$98,017	59 Peace River South	\$374,489
20 Kootenay-Columbia	\$688,964	60 Peace River North	\$573,794
22 Vernon	\$645,902	61 Greater Victoria	\$3,943,638
23 Central Okanagan	\$1,252,296	62 Sooke	\$763,767
27 Cariboo-Chilcotin	\$676,140	63 Saanich	\$412,568
28 Quesnel	\$489,126	64 Gulf Islands	\$161,656
33 Chilliwack	\$722,132	67 Okanagan Skaha	\$386,934
34 Abbotsford	\$1,240,748	68 Nanaimo-Ladysmith	\$2,311,113
35 Langley	\$2,071,827	69 Qualicum	\$380,322
36 Surrey	\$4,017,294	70 Alberni	\$936,889
37 Delta	\$584,208	71 Comox Valley	\$609,052
38 Richmond	\$772,476	72 Campbell River	\$539,881
39 Vancouver	\$9,404,107	73 Kamloops/Thompson	\$1,609,145
40 New Westminster	\$1,550,170	74 Gold Trail	\$388,173
41 Burnaby	\$2,397,447	75 Mission	\$404,511
42 Maple Ridge-Pitt M.	\$569,146	78 Fraser-Cascade	\$358,207
43 Coquitlam	\$1,524,858	79 Cowichan Valley	\$667,259
44 North Vancouver	\$1,132,336	81 Fort Nelson	\$136,831
45 West Vancouver	\$264,859	82 Coast Mountains	\$619,240
46 Sunshine Coast	\$509,458	83 N. Okanagan-Shuswap	\$329,608
47 Powell River	\$205,122	84 Vancouver Island West	\$133,070
48 Sea to Sky	\$300,233	85 Vancouver Island North	\$322,035

COMMUNITY LINK

updated October 2, 2020

49	Central Coast	\$247,326	87	Stikine	\$566,271
50	Haida Gwaii/Q. Chrlt.	\$111,611	91	Nechako Lakes	\$515,767
51	Boundary	\$146,982	92	Nisga'a	\$137,386
52	Prince Rupert	\$520,898	93	Conseil Scolaire Franc.	\$131,778
				Provincial Totals	\$54,276,659

Description

- The English Language Learning (ELL) program supports students with an immigrant or refugee background with English/French language development.
- School Districts (SDs) are eligible to receive \$1,495 per ELL student per year for up to 5 years.
- An Annual Instruction Plan (AIP) is required to be completed for each ELL student reported for ELL Supplemental Funding.
- The program area also includes Francization Language Learning (FLL) students in the Conseil scolaire francophone de la Colombie-Britannique (CSF).

Key Facts:

- ELL funding contains an eligibility category for English as a Second Dialect (ESD) which is intended to support students who speak variations of English that differ significantly from the English used in broader Canadian society and in school.
- In 2019/20, there were 5,574 Indigenous students receiving ESD services, representing approximately 8% of the total ELL student population.
- ESD funding is used inconsistently across the province. Some SDs use the funding for its intended purpose, while other school districts use the funding to support Indigenous students with lower than grade level literacy.
- Most ELL students were located at the Metro Vancouver/ Lower Mainland region of B.C. while most ESD students are located outside of the Metro Vancouver/ Lower Mainland region.

Statistics:

- In 2019/20, there were 69,780 ELL students in British Columbia, representing over 11% of the total student population.
- From 2013/14 to 2019/20, the number of ELL students increased by 8%.

B.C. is consistently in the top four Canadian jurisdictions attracting newcomers:

Admissions of Permanent Residents 2017- 2019 (incl. resettled refugees)*			
Province	2019 total	2018 total	2017 total
Ontario	144,715	137,435	111,955
BC	46,765	44,870	38,445
Quebec	37,385	51,125	52,405
Alberta	41,095	42,025	42,095

*Source: Immigration, Refugees and Citizenship Canada

Key Outcomes:

- The 2018/19 ELL student completion rates (88%) are slightly higher than Provincial rates (85%).
- In 2018 the ELL Standards document stand alone Quick Scales were posted to assist teachers with ELL student assessment, placement, and reporting.
- In 2018, the Ministry updated ELL specific guidelines for Board Authority Authorized courses and the ELL Policy Guidelines.

Funding:

- 2018/19, supplemental ELL funding totalled \$91.5M.
- \$1,495 per student/per year in SY 19/20 (\$1,420 in SY18/19) – for up to 5 years.
- Recommendation # 6 from the funding model Independent Review Panel recommended the creation of a single Inclusive Education Supplement that includes ELL funding.

**see breakdown by SD on next page

Services to Ministry:

- ELL students/families may also receive settlement supports through the federally funded Settlement Workers in School (SWIS) Program.
- IRCC estimate for SWIS spending for 2018-19 is \$9.92M through 19 Contribution Agreements with programming in over 60 cities, towns and districts across B.C.

ELL SUPPLEMENTAL FUNDING

School District	ELL/FLL			
	2018/19 Headcount	\$1,420	2019/20 Forecasted Headcount	\$1,495
		18/19 Funding		19/20 Forecasted Funding
5 Southeast Kootenay	75	\$106,500	88	\$131,560
6 Rocky Mountain	34	\$48,280	29	\$43,355
8 Kootenay Lake	57	\$80,940	64	\$95,680
10 Arrow Lakes	2	\$2,840	1	\$1,495
19 Revelstoke	38	\$53,960	37	\$55,315
20 Kootenay-Columbia	8	\$11,360	18	\$26,910
22 Vernon	42	\$59,640	148	\$221,260
23 Central Okanagan	604	\$857,680	756	\$1,130,220
27 Cariboo-Chilcotin	267	\$379,140	235	\$351,325
28 Quesnel	70	\$99,400	59	\$88,205
33 Chilliwack	552	\$783,840	588	\$879,060
34 Abbotsford	2,626	\$3,728,920	2,905	\$4,342,975
35 Langley	1,349	\$1,915,580	1,286	\$1,922,570
36 Surrey	17,676	\$25,099,920	18,563	\$27,751,685
37 Delta	1,619	\$2,298,980	1,725	\$2,578,875
38 Richmond	5,667	\$8,047,140	5,990	\$8,955,050
39 Vancouver	8,899	\$12,636,580	8,689	\$12,990,055
40 New Westminster	1,196	\$1,698,320	1,289	\$1,927,055
41 Burnaby	4,885	\$6,936,700	5,377	\$8,038,615
42 Maple Ridge-Pitt Meadows	655	\$930,100	739	\$1,104,805
43 Coquitlam	4,738	\$6,727,960	4,867	\$7,276,165
44 North Vancouver	986	\$1,400,120	1,023	\$1,529,385
45 West Vancouver	1,193	\$1,694,060	1,312	\$1,961,440
46 Sunshine Coast	159	\$225,780	134	\$200,330
47 Powell River	27	\$38,340	26	\$38,870
48 Sea to Sky	414	\$587,880	362	\$541,190
49 Central Coast	16	\$22,720	17	\$25,415
50 Haida Gwaii	49	\$69,580	46	\$68,770
51 Boundary	0	0	0	0
52 Prince Rupert	205	\$291,100	202	\$301,990
53 Okanagan Similkameen	175	\$248,500	185	\$276,575
54 Bulkley Valley	10	\$14,200	8	\$11,960
57 Prince George	1,430	\$2,030,600	1,478	\$2,209,610
58 Nicola-Similkameen	9	\$12,780	0	0
59 Peace River South	111	\$157,620	100	\$149,500
60 Peace River North	532	\$755,440	541	\$808,795
61 Greater Victoria	1,883	\$2,673,860	1,987	\$2,970,565
62 Sooke	551	\$782,420	681	\$1,018,095
63 Saanich	475	\$674,500	542	\$810,290
64 Gulf Islands	39	\$55,380	26	\$38,870
67 Okanagan Skaha	95	\$134,900	90	\$134,550
68 Nanaimo-Ladysmith	853	\$1,211,260	998	\$1,492,010
69 Qualicum	65	\$92,300	66	\$98,670
70 Alberni	164	\$232,880	167	\$249,665
71 Comox Valley	118	\$167,560	108	\$161,460
72 Campbell River	252	\$357,840	232	\$346,840
73 Kamloops/Thompson	215	\$305,300	257	\$384,215
74 Gold Trail	0	0	0	0
75 Mission	340	\$482,800	312	\$466,440
78 Fraser-Cascade	93	\$132,060	109	\$162,955
79 Cowichan Valley	383	\$543,860	379	\$566,605
81 Fort Nelson	10	\$14,200	12	\$17,940
82 Coast Mountains	214	\$303,880	252	\$376,740
83 North Okanagan-Shuswap	46	\$65,320	37	\$55,315
84 Vancouver Island West	73	\$103,660	72	\$107,640
85 Vancouver Island North	144	\$204,480	183	\$273,585
87 Stikine	22	\$31,240	1	\$1,495
91 Nechako Lakes	0	0	0	0
92 Nisga'a	136	\$193,120	58	\$86,710
93 Conseil scolaire francophone	1,857	\$2,636,940	1,666	\$2,490,670
Provincial Totals	64,403	\$91,452,260	67,122	\$100,347,390

PROVINCIAL RESOURCE PROGRAMS

updated October 2, 2020

Description:

- Provincial Resource Programs (PRPs) are specialized education programs and supports that provide:
 - *outreach supports and services* for educators working with students with diverse needs (i.e. Outreach for Autism, Fetal Alcohol Spectrum Disorder (FASD))
 - *education services* for students who cannot be in education settings (hospitals, treatment centres, custody programs)
 - *centralized programs* where it is not possible for school districts to meet student needs (i.e. School for the Deaf)

Key Facts:

- Provincial Resource Programs have been formally operating since 1989.
- PRPs are established by Ministerial Order, funded by the Ministry and hosted by school districts.
- In 2019/20 six programs underwent a quality review:
 - Maples Programs: Regular School Program, Complex Special Needs School Program, and Assessment School & Summer Program
 - Special Education Technology-BC (SET-BC)
 - Surrey Hospitals Programs: Adolescent Day Treatment Program and Adolescent Psychiatric Unit
- Positive changes for all programs resulting from the quality reviews include:
 - improving program data collection to inform program oversight and continuous improvement,
 - supporting teachers to align practice with new curriculum and core competencies,
 - consolidating budget submissions for programs operating within the same facility,
 - supporting efficiency by defining the roles of each partner, Ministry, Host District, and Program,
 - supporting programs to develop collaborative processes to improve efficiency and effectiveness of service delivery.
- Following recommendations from PRP reviews to combine components of programs operating within the same facility, Maples (previously listed as 3 programs), Fraser Park (previously listed as 2 programs), and BC School for the Deaf and the Oral Program for Deaf and Hard of Hearing (previously listed as 2 programs) are now listed as single programs, changing the number of reported PRPs to 38

Statistics:

- ~2,300 students receive services and supports from PRPs.
- ~ 6,000 classroom teachers receive supports from PRPs.
- There are 38 PRPs hosted by 16 school districts, these include:
 - 9 Provincial Outreach Programs that provide support for educators working with students with exceptional needs
 - 27 Provincial Support Services education programs for students who cannot be in education settings
 - 2 Provincial Educational Services

Funding:

- 2020/21 Fiscal Year
\$27.83M (Base)
\$3.97M (Block – wage increases)
\$31.80M Total
- Base funding for PRPs remains static.
- Block funding increases annually based on school district negotiated local collective agreements.

Delivery Partners:

1. Ministry of Children and Family Development (MCFD)
2. Ministry of Health (BC Health Authorities)
3. Host School Districts

Agreements:

Inter-Ministerial Protocols (IMPs)

- IMP - Education and MCFD regarding educational programs in Youth Custody Services Centres, the Maples Adolescent Treatment Centre and Court-Ordered Residential Attendance Programs.
- IMP – Education, MCFD and Health (through Health Authorities) to provide services for children and youth with mental health needs and/or substance use problems.
- IMP – Education and MCFD regarding educational programs for students while in in-hospital, hospital outpatient or residential treatment programs.

PROVINCIAL RESOURCE PROGRAMS

Full Listing of Provincial Resource Programs – by Cluster

Provincial Resource Programs	SD	Clusters
9 Provincial Outreach Services		
Auditory Outreach Program	47	Provincial Outreach Services
Inclusion Outreach Program	61	Provincial Outreach Services
Provincial Outreach for Autism and Related Disorders (POPARD)	37	Provincial Outreach Services
Provincial Outreach for Deafblindness (POPDB)	38	Provincial Outreach Services
Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD)	57	Provincial Outreach Services
Provincial Outreach Program for the Early Years	38	Provincial Outreach Services
Provincial Outreach Program: Deaf and Hard of Hearing (POPDHH)	41	Provincial Outreach Services
Provincial Resource Centre for the Visually Impaired (PRCVI)	39	Provincial Outreach Services
SET-BC Special Education Technology BC	39	Provincial Outreach Services
SET-BC Region 1 (Vancouver Island/Central Coast)	61	Provincial Outreach Services
SET-BC Region 3 (Kamloops-Thompson)	73	Provincial Outreach Services
27 Provincial Support Services		
Camp Trapping	57	Provincial Support Services - Custody
Fraser Park Secondary	41	Provincial Support Services - Custody
Headstart	72	Provincial Support Services - Custody
Oasis	72	Provincial Support Services - Custody
Two Wolves Centre	57	Provincial Support Services - Custody
AMUT	36	Provincial Support Services - Custody (Aboriginal)
Kackaamin Family Development Centre	70	Provincial Support Services - Drug & Alcohol
Peak House	39	Provincial Support Services - Drug & Alcohol
Nenqayni Wellness Centre	27	Provincial Support Services - Drug & Alcohol (Aboriginal)
Daughters & Sisters	36	Provincial Support Services - Drug & Alcohol (Female)
Waypoint	36	Provincial Support Services - Drug & Alcohol (Male)
BC Children's Hospital	39	Provincial Support Services - Hospital
BC Children's Hospital - Sunny Hill Program	39	Provincial Support Services - Hospital
Canuck Place	39	Provincial Support Services - Hospital
GF Strong Rehabilitation Centre	39	Provincial Support Services - Hospital
Abbotsford Adolescent Day Treatment	34	Provincial Support Services - Mental Health
BC Children's Hospital Adolescent Psychiatric Unit	39	Provincial Support Services - Mental Health
BC Children's Hospital Child Psychiatric	39	Provincial Support Services - Mental Health
BC Children's Hospital Eating Disorders In-Patient	39	Provincial Support Services - Mental Health
Carlile Inpatient Program	44	Provincial Support Services - Mental Health
Interior Health Adolescent Psychiatry Unit	23	Provincial Support Services - Mental Health
Ledger	61	Provincial Support Services - Mental Health
Maples Assessment, Regular & Complex	41	Provincial Support Services - Mental Health
North Fraser Youth Day Treatment	43	Provincial Support Services - Mental Health
Surrey Adolescent Day Treatment Program	36	Provincial Support Services - Mental Health
Surrey Adolescent Psychiatric Unit	36	Provincial Support Services - Mental Health
University Hospital of Northern British Columbia	57	Provincial Support Services - Mental Health
2 Provincial Educational Services		
School for the Deaf & Oral Program for the Deaf & Hard of Hearing	41	Provincial Services
Transition Program for Gifted Students	39	Provincial Services

Description:

- On December 10, 2018, the Representative for Children and Youth (RCY) released *Alone and Afraid: Lessons learned from the ordeal of a child with special needs and his family: an investigation into a critical injury of a child with autism spectrum disorder*.
- The report outlines eleven recommendations to Government; four are directed to EDUC:
 - Rec 3: MCFD work with the Ministries of Health and Education to develop an integrated service delivery model.
 - Rec 6: MCFD and the Ministry of Education develop practice guidelines and a joint protocol to address concerns of unexplained school absences and withdrawals.
 - Rec 7: EDUC establish mechanisms to enable local school districts to identify and do timely follow up when a school-age student is not registered in an educational program.
 - Rec 8: EDUC determine how many students with special needs designations are being homeschooled and determine whether they need additional supports.

Funding:

- School Districts and Independent School Authorities are eligible to receive supplemental, non-targeted, funding (\$\$20,400, SY 2020/2021) per student designated with ASD.
- Additional funding provided to guardians of students with ASD by MCFD

Delivery Partners: School districts, MCFD, Health

Key Facts:

- The RCY is a non-partisan, independent officer of the Legislature. The RCY publishes reports on critical injuries and deaths of children who receive reviewable services from MCFD.
- EDUC works with the RCY to ensure the recommendations are implemented.
- The Inclusive Education Branch develops provincial policy and strategies to improve education outcomes for children and youth in government care.
- The Branch works in partnership with MCFD, Advanced Education, Skills and Training (AEST), education partners and school districts.
- EDUC is committed to ensuring success of all learners and providing equitable access to quality education for learners with diverse abilities and disabilities.
- The Ministry has developed an action plan to address recommendations 7 and 8 addressed to the Ministry. RCY has accepted the Ministry's action plan.
- As a part of the annual progress report requested by RCY in January 2020, the Ministry also sent in action plans for the joint recommendations developed in collaboration with MCFD and Health.

Key Outcomes:

- Rec 3: A cross ministry reference committee supporting the development of the CYSN Service Framework has been established to support the coordination of services.
- Integrated service delivery models are being established under *A Pathway to Hope*, the provincial mental health and substance use strategy released in June 2019.
- Rec 6: The ministries of Education and MCFD are developing guidelines and a protocol to address unexplained absences or withdrawals from school, particularly those that may impact a student's well-being and educational outcomes.
- Rec 7: The Ministry is working on information sharing agreements to enable school districts to identify when a school-age child is not registered in an educational program.
- Rec 8: The Ministry is conducting a review of school district supports provided to home schoolers. In addition, the Ministry has convened a working group to draft guidelines and / or policy clarifications that will support the Ministry's response to the RCY's recommendations.

Statistics:

- Homeschooler Registrations
- 2019/20 – 2,455 (Public 548 students, Independent 1,907 students)

Services to Ministry:

- Health authorities provide autism assessments conducted by a specially trained pediatrician, psychologist, or psychiatrist.

Agreements:

Inter-ministerial Protocols for the Provision of Support Services to Schools

Description:

- In October 2017, the RCY released *Room for Improvement: Toward Better Education Outcomes for Children in Care*.
- The report highlighted lower academic achievement of children and youth under a Continuous Custody Order (CCO) compared to the rest of the student population. Children and youth with a CCO have delegated social workers as their legal guardians.
- The report outlined six recommendations for the Government, four of which were directed at the Ministry of Education (EDUC):
 1. allocate targeted funding for children and youth in care,
 2. strengthen the monitoring/reporting of education outcomes,
 3. develop a strategy for Aboriginal children and youth, and
 4. work with MCFD and school districts to create positions dedicated to improving outcomes of children and youth in care.

Statistics:

- In 2016/17, 6,324 students were identified as CYIC:
 - This represents approximately 1% of B.C. students between 5 and 19 years old who were at their authority schools as of September 30 in 2016/17 (the total number of B.C. students in the cohort was 630,009).
- Of these 6,324 students, approximately:
 - 50 % are designated in one of twelve Inclusive Education categories.
 - 64 % self-identify as Indigenous.
- Six-year completion rates:
 - Increased from 36.7% in 2012/13 to 45.9% in 2016/17 for all CYIC.
 - Increased from 28.6% in 2011/12 to 38.7% in 2016/17 for Indigenous CYIC.
 - Increased from 43.6% in 2011/12 to 53.6% in 2016/17 for Non-Indigenous CYIC.

Key Facts:

- British Columbia's Representative for Children and Youth (RCY) is a non-partisan, independent officer of the Legislature.
- The RCY issues reports and recommendations on education outcomes for children and youth in care.
- The Ministry of Education works with the RCY to ensure the recommendations are implemented.
- The Inclusive Education Branch develops provincial strategies to improve education outcomes for children and youth in government care.
- The Branch works in partnership with the Ministries of Children and Family Development (MCFD), Advanced Education, Skills and Training (AEST), education partners and school districts.

Key Outcomes:

- EDUC developed a plan to improve education outcomes and supports for children and youth in care.
- EDUC and MCFD collaborated to update the *Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines* and released the updated Guidelines in fall 2017.
- Updates on the recommendations from the Room for Improvement Report include:
 1. A review of the public-school funding formula to ensure funding is stable and equitable. Targeted funding for CYIC is not a recommendation in the final report from the Funding Review Committee however targeted funding for Indigenous students has been recommended to continue and 64% of CYIC self-identify as Indigenous.
 2. EDUC released the report *How are We Doing? Children and Youth in Government Care* in March 2019.
 3. The Ministry developed a position paper, *Meaningful Reconciliation* that outlines specific plans to support Indigenous students.
 4. Each school district has a contact in place to support CYIC. In addition, the Ministry is working with MCFD to develop a shared agreement on how the two ministries will work together, and an escalation protocol for school district and MCFD/Delegated Aboriginal Authority (DAA) leads.

Funding:

- Currently, the Ministry does not provide targeted funding for CYIC.
- EDUC and MCFD work together to ensure children in care have access to B.C. Training and Education Savings grants for their educational and training needs through the Learning Fund for Young Adults Charitable Trust. Approximately \$500k is paid annually to the Victoria Foundation , which manages the trust on behalf of children in care.
- Districts receive funding through CommunityLINK to support vulnerable students; being in government care is one of the indicators of vulnerability.

Delivery Partners:

- MCFD
- AEST
- School Districts

Description:

- The ministry focuses on ensuring equitable access to learning for *all* students including students with disabilities/diverse abilities.
- Students with disabilities/diverse abilities may be designated in one of 12 Inclusive Education categories, which recognise students' distinctive needs ranging from gifted to physically dependent.

Key Outcomes:

- Inclusive Education policy and procedures manual under development.
- Draft Parent Hand book is underway.
- All 60 School Districts have Restraint and Seclusion policies in place.
- New curriculum supports inclusion by providing flexibility, personalized learning and addressing the diverse needs and interests of students.

Funding: 2019/2020

Supplemental Funding: See Page 2

Agreements:

- *The Inter-Ministerial Protocols for the Provision of Support Services to School Age Children* support and guide coordinated delivery of effective services.

Key Facts:

- 12 Inclusive Education categories: 4 high incidence and 8 low incidences in 3 funding levels.
- Level 1: Physically Dependent, Deafblind; Level 2: Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Autism Spectrum Disorder, Visual Impairments, Deaf or Hard of Hearing; Level 3: Intensive Behaviour Supports or Serious Mental Illness.
- Funding for high incidence categories is incorporated in the basic per pupil allocation for all students.
- In 2019/2020, there are 14 independent schools that are designated Special Education Schools who exclusively serve students with disabilities/diverse abilities and have an educator: student ratio of 1:6 or less.
- The Independent Review Panel recommended the creation of a single Inclusive Education Supplement incorporating several current types of funding. The Inclusive Education Working Group submitted a report to the Minister outlining potential implications of implementation of Recommendation 6.
- In March 2020, government announced that it would move forward with 12 of the 22 recommendations from the Funding Model Review. Recommendation 6 was not one of the recommendations implemented as a part of phase one of the Funding Model Review.
- During phase two, the Ministry will continue working with partners to modernize inclusive education policies and the way services are delivered and funded, so all students have a level playing field.
- Public and independent schools undergo inclusive education (special education) financial audits to ensure compliance with Special Education Policy and funding.

2019/2020 Statistics:

- In 2019/2020, **12%** of B.C.'s student population were designated in an Inclusive Education category
 - 68,236 students with disabilities/diverse abilities (special needs) in public schools in 2019/2020, up 5.1% from 2018/19
 - 8,996 students with disabilities/diverse abilities (special needs) in independent schools in 2019/2020, up 9.1% from 2018/2019.
 - Chart on page 3 outlines the changes over the past five years.
- Categories with the largest increases in designated students were:
 - Autism Spectrum Disorder (G) **15,030** students (Public and Independent) in 2019/20, up from 13,099 students in 2018/2019 (14.7%).
 - Mild Intellectual Disability (K) **2,582** students (Public and Independent) in 2019/2020, up from 2,410 students in 2018/2019 (7.1%).
 - Moderate Behaviour Support/ Mental Illness (R) **7,187** students (Public and Independent) in 2019/2020, up from 6,773 students in 2018/2019 (6.1%).
- The 2018/2019 Six Year Completion rates for students with disabilities/diverse abilities (special needs) is 72% (71% Public, 78% Independent).

**STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES - PUBLIC AND INDEPENDENT
INCLUSIVE EDUCATION CATEGORIES TO REPORT STUDENTS FOR FUNDING (2019/2020)**

updated June 2, 2020

	Letter Descriptor	Name of Category	Funding Amount	Number of Students (Prov.)	Number of Students (Public)	Number of Students (Ind.)	Supplemental Funding		% of students with disabilities/ diverse abilities Students (Prov.)
							Public	Ind.	
LOW INCIDENCE CATEGORIES	(A)	Physically Dependent	LEVEL 1	605	522	83	\$24,676,800	\$4,009,000	0.88%
	(B)	Deafblind	\$42,400	75	63	12			
	(C)	Moderate to Profound Intellectual Disability		1,602	1,447	155	\$487,890,600	\$95,121,800	37.49%
	(D)	Physical Disability or Chronic Health Impairment	LEVEL 2	10,640	9,190	1,450			
	(E)	Visual Impairment	\$20,200	334	297	37			
	(F)	Deaf or Hard of Hearing		1,345	1,151	194			
	(G)	Autism Spectrum Disorder		15,030	12,178	2,852			
	(H)	Intensive Behaviour Interventions or Serious Mental Illness	LEVEL 3	9,429	8,718	711	\$89,175,000	\$7,559,375	12.21%
			\$10,250						
Low Incidence Sub Total				39,060	33,566	5,494	\$601,742,400	\$106,690,175	50.58%
HIGH INCIDENCE CATEGORIES	(K)	Mild Intellectual Disability	BLOCK \$7,468	2,582	2,458	124	N/A	N/A	50.18%
	(P)	Gifted		5,431	5,173	258			
	(Q)	Learning Disability		22,972	20,144	2,828			
	(R)	Moderate Behaviour Support/Mental Illness		7,187	6895	292			
	High Incidence Sub Total				38,172	34,670	3,502	N/A	N/A
Special Education School (Independent Only -All Categories)							N/A	\$1,935,000	
Total:				77,232	68,236	8,996	\$710,367,575		100%

STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES - PUBLIC AND INDEPENDENT

updated June 2, 2020

INCLUSIVE EDUCATION CATEGORIES Changes Year over Year 2014/15 to 2019/2020

Public Schools - Special Needs -Year Over Year

Year	All Public School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities / diverse abilities	All Students with disabilities / diverse abilities (% increase)	Students with disabilities / diverse abilities percentage of K-12 students
2014/15	552,786	586	18,057	7,136	31,281	57,060	0%	10.32%
2015/16	553,377	566	18,848	7,370	31,156	57,940	2%	10.47%
2016/17	557,627	560	19,659	7,975	31,060	59,254	2%	10.63%
2017/18	563,244	566	20,949	7,976	32,417	61,908	4%	10.99%
2018/19	568,983	573	22,458	8,412	33,421	64,864	5%	11.40%
2019/2020	575,986	585	24,263	8,718	34,670	68,236	5%	11.85%

Independent Schools - Special Needs -Year Over Year

Year	All Independent School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities / diverse abilities	All Students with disabilities / diverse abilities (% increase)	Students with disabilities / diverse abilities percentage of K-12 students
2014/15	80,614	77	3,088	7,136	2,474	6,060	19%	6.71%
2015/16	81,636	79	3,321	7,370	2,696	6,543	8%	7.52%
2016/17	83,470	97	3,768	7,975	3,068	7,410	13%	8.01%
2017/18	84,998	103	3,982	7,976	3,147	7,777	5%	8.88%
2018/19	86,080	107	4,224	649	3,263	8,243	6%	9.15%
2019/2020	87,222	95	4,688	711	3,502	8,996	9%	10.31%

Provincial - Public and Independent Schools- Special Needs -Year Over Year

Year	All K-12 School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities / diverse abilities	All Students with disabilities / diverse abilities (% increase)	Students with disabilities / diverse abilities percentage of K-12 students
2014/15	633,400	663	21,145	7,475	33,755	63,120	1%	9.97%
2015/16	635,013	645	22,169	7,557	33,852	64,483	2%	10.15%
2016/17	641,097	657	23,427	7,817	34,128	66,664	3%	10.40%
2017/18	648,242	669	24,931	8,452	35,564	69,685	5%	10.75%
2018/19	655,063	680	26,682	8,521	36,684	73,107	5%	11.16%
2019/2020	663,208	680	28,951	8,718	34,670	77,232	6%	11.65%

Indigenous Education

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Description:

- On November 26, 2019, government passed legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples.
- Bill 41, the *B.C. Declaration on the Rights of Indigenous Peoples Act*, aims to create a path forward respecting the human rights of Indigenous peoples while introducing better transparency and predictability in the work Indigenous people and government do together.
- The legislation requires:
 - Alignment of B.C.'s laws with the UN Declaration, and
 - An action plan that includes consistent public reporting.
- The Ministry of Indigenous Relations and Reconciliation is leading government's implementation of the Declaration Act.

Statistics:

- The UN Declaration has been adopted by 144 countries, including Canada.
- British Columbia is the first jurisdiction in Canada to put the UN Declaration into action through legislation. The Province worked with the First Nations Leadership Council to develop the Declaration Act.

Delivery Partners:

- First Nations Education Steering Committee (FNESC)
- Métis Nation British Columbia (MNBC)
- Ministry of Indigenous Relations and Reconciliation (MIRR)
- Ministry of Attorney General (AG)

Key Facts:

- In 2007, the United Nations General Assembly adopted the UN Declaration. It includes 46 articles covering all rights of Indigenous peoples such as culture, identity, religion, language, health, education and community. It was passed into law in BC in November of 2019.
- The UN Declaration emphasizes the Indigenous rights to live in dignity, to maintain and strengthen Indigenous institutions, cultures, traditions, and self-determined development.
- The UN Declaration does not create new rights. It upholds the same fundamental freedoms recognized in the UN Charter, the Universal Declaration of Human Rights and international human rights law.
- The Truth and Reconciliation Commission called on all governments in Canada to fully adopt and implement the UN Declaration as a framework for reconciliation.

Ministry Response:

- This law is an important step towards true and lasting reconciliation, which will uphold Indigenous rights and create stronger communities and families.
- Bringing provincial laws into alignment with the UN Declaration will lead by the Ministry of Attorney General.
- The Ministry of Education is engaging with Indigenous partners and Rightsholders to identify priorities for the action plan.
- B.C. is the only province to have equitable funding and quality service delivery to First Nation students no matter where they live. The Ministry, in collaboration with the First Nations Education Steering Committee and Canada are implementing the BC Tripartite Education Agreement (BCTEA) which was signed in 2018. This agreement brings with it \$100 million in federal funding over five years.
- Education is a critical part of reconciliation; B.C.'s new curriculum provides further opportunities to incorporate Indigenous connections across grades and subjects to reflect the rich history of Indigenous people in B.C.
- In addition to BCTEA and curriculum revision for cultural connectedness, the Ministry is undertaking other actions to support the Declaration Act through supporting First Nations jurisdiction over education, an anti-racism action plan, the Equity in Action project to address anti-racism and low achievement in school districts, the 9th Professional Standard on reconciliation for teachers, and annual professional teaching days on Indigenous Education.

Agreements:

- Education Jurisdiction Framework Agreement (EJFA)
- BC Tripartite Education Agreement (BCTEA)
- Métis Nation Relationship Accord 2.0

Description:

- The British Columbia Tripartite Education Agreement (BCTEA) carries forward B.C.'s commitments made in the 2012–2018 Tripartite Education Framework Agreement.
- Signed in July 2018, BCTEA is a five-year agreement expiring in June 2023. It is intended to initiate further systemic changes that will improve outcomes for First Nation students.
- Highlights:
 1. Creating a special grant to support transportation for First Nation students living on reserve to B.C. public schools;
 2. \$3M in funding (2019/20) to support capacity building with school districts and First Nations to sign local education agreements; and
 3. Dispatching First Nations Education Outcome Improvement Teams to support districts with historical equity gaps in First Nations student outcomes.

Delivery Partners:

1. (a) First Nations Education Steering Committee (FNESC)
(b) First Nations Schools Association (FNSA)
2. Department of Indigenous Services Canada (ISC)

Services to Ministry:

- Canada will provide transportation funding for First Nations students living on-reserve who attend B.C. public schools (\$3.8M in 2019/20).
- Canada will also reimburse the Province, in the absence of an LEA, for services provided by public schools to students living on-reserve.

Key Facts:

- BCTEA aligns with B.C.'s commitment to the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's calls to action, and the Draft Principles that guide the Province of British Columbia's Relationship with Indigenous Peoples.
- BCTEA is the only funding agreement of its kind in Canada, where by federal, provincial, and First Nations governments collaborate to improve outcomes for First Nations learners.

Expected Outcomes (Short Term):

- Accreditation process for First Nations to award the Adult Dogwood school graduation certificate to students in First Nations schools (25 Adult grads in 2018/19).
- Administration of First Nations Student Transportation Fund to support students living on-reserve to attend BC public schools (6,796 learners supported by \$5.2M in 2019/20).
- Creation of a First Nations student data committee to find strategies for providing individual First Nations and FNESC access to student-level data to inform decision making.
- Publication of a February count in the *How Are We Doing - Aboriginal* report.

Statistics:

- There are 5,000 school-age Status First Nation students living on reserves in B.C. attending band-operated First Nations schools.
- More than 8,200 Status First Nation students attended B.C. public schools and more than 2,700 Status First Nations students attended B.C. independent schools in 2019/20.
- More than 69,000 Indigenous students attended B.C. public schools, making up a portion of the 12% of the self-identified Indigenous students in that system.

Completion Rates:

B.C.'s six-year completion rate for public schools in 2018/19 is as follows:

- 87.0% for all non-Indigenous students;
- 69.5% for all Indigenous students; and,
- 58.1% for First Nations students living on reserve.

Funding:

- Through BCTEA, Canada funds on-reserve schools annually:
 - \$90M to First Nation schools; and
 - \$10M to FNESC for second- and third-level services.

Agreements:

- United Nations Declaration on the Rights of Indigenous Peoples and Act;
- Draft Principles Guiding Crown Indigenous Relations; and
- Education Jurisdiction Framework

Description:

- In May 2018, B.C. released the *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples* (Draft Principles).
- The Draft Principles consist of 10 statements:
 1. Relations with Indigenous peoples will be based on the inherent right of self-government.
 2. Reconciliation is a fundamental purpose of section 35 of the *Constitution Act*.
 3. The honour of the Crown guides conduct in all of its dealings with Indigenous peoples.
 4. Indigenous self-government is part of Canada's evolving system of cooperative federalism.
 5. Treaties, agreements are intended to be acts of reconciliation.
 6. Meaningful engagement is necessary to secure free, prior, and informed consent.
 7. Any infringement of section 35, by law, must meet a high threshold.
 8. Reconciliation and self-government require a renewed fiscal relationship, developed in collaboration with the federal government and Indigenous nations that promotes a mutually supportive climate for economic partnership and resource development.
 9. Reconciliation is an ongoing process of evolving Crown-Indigenous relationships.
 10. A distinctions-based approach is needed to ensure the unique rights, interests and circumstances of Indigenous peoples are acknowledged, affirmed, and implemented.

Key Facts:

- The Draft Principles are informed by the Supreme Court of Canada Tsilhqot'in decision, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Truth and Reconciliation Commission of Canada (TRC) Calls to Action.
- The Draft Principles were crafted to guide the work of the BC public service to create a new foundation for its relationship with Indigenous peoples as called for by the Truth and Reconciliation Commission.
- The Principles function as a framework for provincial consultative engagement and cooperation with Indigenous peoples, communities, First Nations leadership and governments and reflect the inherent rights of Indigenous peoples described in the Declaration of the Rights of Indigenous Peoples and its provincial legislation.

Key Outcomes:

- The Ministry completed a Draft Principles implementation plan in 2018/19; 2019 results include:
 - Staff Training and Cultural Safety – creation of land acknowledgment posters for all Minister boardrooms; linking of key resources to Ministry onboarding packages and Ministry intranet site; development of training sessions including how to incorporate Truth and Reconciliation into MyPerformance Goals, Promotion of Indigenous events, and a learning circle focus on Indigenous relations behavior competencies, and an Indigenous authors book club for Ministry employees.
 - Policy/Legislative Review – implementation of the BC Tripartite Education Agreement; establishment of 9th Professional Standard for BC Educators that captures a truthful commitment to reconciliation; amendment of the School Calendar to designate specific instructional days from 2019/20 to 2022/23 for enhancing Indigenous student achievement and incorporation of Indigenous perspectives, history and culture in the classroom.
 - Partnership/Engagement – extensive engagement with FNEC and partners to ensure B.C.'s new funding model for education will promote equity and accountability across the system and collaboration with the education sector on policy to support the success of Indigenous students.
 - In school year 2020/21, the total number of school districts participating in the Equity in Action project increased to 46 representing 88% of the Indigenous student population.
- The Ministry is supporting the right to self-government in education by supporting jurisdiction negotiations with those First Nations interested in sectoral self-government education agreements.

Description:

- Equity in Action is a response to the “racism of low expectations” outlined in the Auditor General’s report on Indigenous Education (2015/2019).
- Equity in Action is an anti-racism strategy that uses data to identify and address obstacles to educational success for Indigenous learners.
- Participating school districts assemble an Equity Scanning team to conduct a review of policy and governance, student experiences at the school and classroom level, educator practice and effective use of data.
- Districts then build Equity Action Plans, including strategic goals and targets to address equity gaps and challenges experienced by Indigenous learners.

Statistics:

- Over 59,000 Indigenous students are represented in participating Equity in Action districts, or 88% of the Indigenous student population in BC schools.
- Equity Districts’ six-year completion rates for Indigenous students are rising incrementally, from 62.8% in 2014/15 to 69.5% in 2018/19.
- The 2018/19 six-year completion rate has remained at or above 2014/15 levels for 27 of the 31 Equity Districts.
- None of the original 6 pilot equity districts’ six-year completion rates have gone below 2014/2015 levels since the project start date.

Agreements:

- Declaration on the Rights of Indigenous Peoples Act (DRIPPA) Truth and Reconciliation Commission Calls to Action (TRC)
- British Columbia Tripartite Education Agreement (BCTEA)

Key Facts:

- In 2017/18, the Ministry co-developed the project with FNEC and education partners and conducted a pilot process with 6 school districts.
- In 2018/19, 15 additional school districts engaged in the
- This year, there are currently 46 school districts in the Equity in Action Project with more interested in joining the project for the 2021/22 school year.

Key Outcomes:

- The Ministry provides districts a unique dashboard specific to Indigenous students; providing real-time data at the district, school and student level to inform educator practice and systemic interventions.
- Participating school districts are utilizing this project as the Indigenous accountability framework to address equity gaps and to increase outcomes for all Indigenous learners, in addition to Enhancement Agreements and Local Education Agreements.
- School districts are building capacity, using data, and engaging professional learning on equity, race, bias, privilege, and responding to the lived experience of racism felt by Indigenous learners.
- Participating school districts are required to submit an Equity Action Plan Report on an annual basis.
- In three years of the project, 31 Equity Action Plans have been developed by districts to accelerate Indigenous student achievement and decolonize the education system for Indigenous learners.

Funding:

- 2020/21 Budget: \$
- \$50,000 of these funds were provided directly to 15 school districts to:
 - 1) support project processes and deliverables.
 - 2) provide enhanced Indigenous community engagement funds.
 - 3) facilitate travel to remote Indigenous communities.

Description:

- The National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) was launched in Dec 2015 and the Commission's Final Report was released in June 2019.
- The Inquiry reported on:
 - Systemic causes of violence against Indigenous women and girls in Canada, including social, economic, cultural, institutional and historic causes; and,
 - Institutional policies and practices implemented in response to violence experienced by Indigenous women and girls in Canada, including the identification and examination of practices that have been effective in reducing violence and increasing safety.

Agreements:

- United Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Truth and Reconciliation Commission of Canada Calls to Action (TRC)

Delivery Partners:

- Ministry of Public Safety and Solicitor General (PSSG)
- Ministry of Advanced Education and Skills Training (AEST)
- Ministry of Health (MoH)

Statistics:

- The RCMP found that in the previous two decades, 1,017 Indigenous women had been murdered and 164 had disappeared.
- The Native Women's Association of Canada estimate the number to be much higher.

Key Facts:

- The Report delivers 231 "Calls for Justice" to all governments, including calls to implement the United Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission of Canada Calls to Action (TRC).
- The report also includes distinctions-based Calls for Justice focused on First Nations, Métis, Inuit, and 2SLGBTQQ1A peoples.
- The Ministry of Public Safety and Solicitor General is the provincial lead on the development of a National Action Plan in response to the Report.
- The Federal Government was unable to meet their timeframe of completing a National Action Plan by June of 2020. It is anticipated that this fall they will release a strategy; at which time provinces will learn about provincial and territorial involvement in the strategy.
- On the BC cross-government MMIWG working group, the Ministry of Education has been identified as lead as well as a main contributor on several Calls for Justice.

Status of Calls to Justice for Education:

- Equity of Funding and Education Service Delivery: Ensuring equity of funding for the provision of quality education services for all First Nations no matter where they live through collaborating with the First Nations Education Steering Committee (FNESC) and Canada on the BC Tripartite Education Agreement. (Call 1.6)
- Indigenous Language Policy: Working collaboratively with FNESC on a draft Indigenous Language Policy for public schools. (Call 2.3)
- Education and Curriculum: Creating an Indigenous Learning Strategy and developing 5 new teaching resources to support Indigenous knowledge and perspectives in the Curriculum. Three of these resources are completed, and the two teacher's guides to support personal and professional learning for teachers are in progress. (Call 11.1)
- Education for Students on Awareness of Grooming into Sex Trade: Released *Supporting Student Health* guides for K-12 teachers and published sexual health education resources in 2019. (Call 11.2)
- Education Programs Related to Consent: Developed *Respectful Futures Learning* resource to support youth in healthy relationships; cross-sector collaboration on a sexual health education framework, that includes teaching about consent. (Call 11.2)
- Fund and Establish Métis-Led Education Programs: The new provincial Social Studies curriculum includes references to Métis people throughout K-12 courses and Métis Nation BC is on the advisory group for the Indigenous Learning Strategy and is contributing to the development of teacher resources. (Call 17.24)
- Fund and Support Cultural Programming to Revitalize Métis Culture: The K-12 Social Studies curriculum, professional development resources, an Indigenous Education Resource Inventory, and Core Competency illustrations are supportive of Métis culture. (Call 17.26)
- Ensure that Students are Educated about Gender and Sexual Identity in Schools (2SLGBTQQ1A): Development of Sexual Identity and Gender Identification (SOGI) resources to support inclusive approaches for educators and parents and prioritizing Indigenous SOGI supports. (Call 18.20)

Description:

- Canada has jurisdiction over education on “First Nation land” under the *Constitution Act, 1867*. B.C. has constitutional jurisdiction over education in the Province. In 2006/07, Canada and B.C. both passed legislation to enable First Nations jurisdiction over education on First Nations lands. Jurisdiction agreements were originally negotiated in 2006 and are in the process of being updated in alignment with the *Declaration on the Rights of Indigenous Peoples Act*.
- Jurisdiction will establish a First Nations Education Authority and allow Participating First Nations (PFNs) to draw down full law-making authority for education.
- First Nations exercising jurisdiction will establish:
 - a community-tailored education system
 - a teacher certification and school certification process
 - graduation requirements and criteria for evaluating courses necessary to meet graduation requirements
 - accountability to parents and communities

Statistics:

- There are 13 confirmed Negotiating First Nations representing 18 First Nations schools, and approximately 1,900 students.
- Another 53 First Nations have expressed an interest in becoming PFNs.
- Since 2015/16, 112 Status First Nation students from First Nations schools have been issued the Dogwood by the Ministry and 61 have received the Adult Dogwood.

Key Facts:

- Implementing education jurisdiction is an important step towards addressing historical gaps in education and will allow First Nations to establish a community-tailored education system.
- Both Canada and B.C. have been updating bilateral jurisdiction agreements with FNEC (on behalf of negotiating First Nations) since 2018.
- Canada is negotiating with Negotiating First Nations to complete agreements for Nations to become Participating First Nations.
- First Nations expect that schools will switch from Federal jurisdiction to First Nation jurisdiction by September 2021.
- B.C. has engaged in ongoing jurisdiction discussions to finalize three draft jurisdiction agreements to replace the 2006 BC-First Nation Education Agreement. The key outstanding issue in the agreements is the process for teacher certification, conduct and discipline.

Key Outcomes:

- A dedicated internal Ministry team has been formed to lead this work and is working to have agreements in place within the current timeframe.
- A BC-FNEC technical table has been formed to collaborate on a possible governance model for teacher certification, conduct and discipline.
- Since the initial 2006 agreement, the province has implemented two significant initiatives: reciprocal tuition and English First Peoples 12.
- Under reciprocal tuition, the Province compensates First Nations for providing an education to students who reside off reserve, but who attend First Nation schools on reserve.
- The province developed English First Peoples 12 and also continues to update and modernize the curriculum to recognize the history of colonization, languages and cultures of First Peoples in B.C.

Funding:

- In 2019/20, the Ministry budgeted \$50,000 for Chief Negotiator costs. The Ministry has not renewed a Chief Negotiator contract in 2020/21.

Delivery Partners

1. Crown-Indigenous Relations and Northern Affairs Canada
2. Department of Indigenous Services Canada
3. FNEC as negotiator for NFNs
4. Ministry of Indigenous Relations and Reconciliation

Agreements & Legislation:

- Education Jurisdiction Framework Agreement, 2006
- First Nations Jurisdiction over Education in BC Act (SC 2006, Canada)
- First Nations Education Act (SBC 2007, B.C.)

Description:

- The Ministry is committed to improving results for Indigenous students and increasing the presence of Indigenous languages, culture, and history for all students.
- Efforts align with commitments to Bill 41 – the *Declaration on the Rights of Indigenous Peoples Act*, the calls to action of the Truth and Reconciliation Commission of Canada, and the Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples.

Key Outcomes:

- Indigenous perspectives are a focus within the revised curriculum including the history of residential schools.
- Provided First Nation schools with access to B.C. assessments and the Dogwood and Adult Dogwood certificates.
- Developed an equity scanning tool to support inclusive learning environments and address systemic barriers.
- Completed an environmental scan of Indigenous languages in B.C. public schools with FNEC to understand the localized challenges and opportunities to implementing Indigenous languages programs.
- Currently developing an Indigenous languages policy and curriculum framework to increase Indigenous language learning in public schools.

Delivery Partners:

1. School districts
2. First Nations Education Steering Committee (FNEC) & First Nations Schools Association (FNSA)
3. Métis Nation British Columbia
4. K–12 Indigenous education partners table
5. Department of Indigenous Services Canada (ISC)

Key Facts:

- All education partners have made improving Indigenous student outcomes a priority and there has been a significant increase in completion rates over the last 15 years.
- The First Nations Educational Outcome Improvement Team (FENOIT) was developed under BCTEA to build capacity and improve outcomes for First Nations students in public schools. School districts with consistently low outcomes are being prioritized to identify district specific issues that may be impacting educational outcomes.
- Prince George (57), Cowichan Valley (79) and Saanich (63) were the first school districts selected to work with Outcomes Teams
- School Completion Certificate (or Evergreen) is now restricted to students with a designated special need and individual education plan to end the practice of Indigenous students without a designation being awarded this recognition instead of a Dogwood graduation path.

Statistics (all 2019/20 unless otherwise stated):

- 73,256 Indigenous students in B.C. public and independent schools.
- 67,668 or 11.7% of public-school students self-identified as Indigenous.
- For public schools, that percentage has been stable at approximately 12% since 2006/07.
- Of the 67,668 students, approximately 8,207 were First Nations students living on reserve.
- 14,765 (21.8%) of Indigenous students attending public schools have diverse learning needs; this includes all special needs categories except the Gifted category. In contrast, the number for non-Indigenous students is 48,298 (9.5%).
- 4,374 (6.5%) Indigenous students attending public schools have behaviour disabilities. In contrast, the number for non-Indigenous students is 11,239 (2.2%).
- 3,937 (5.8%) Indigenous students attending public schools have learning disabilities. In contrast, the number for non-Indigenous students is 16,207 (3.2%).
- 4,026 (6.1%) Indigenous students attending public schools are CYIC care (2016/17). In contrast, the number for non-Indigenous students is 2,298 (0.5%).
- There are 134 active on-reserve First Nation Operated Schools across BC, which includes 29 that operate within the BC Independent school system. These schools serve 5,282 students, including adults.

Completion Rate (2018/19):

- 69.5% Indigenous completion rate in public schools, 27.0% increase compared to 2001/02.
- 87.0% non-Indigenous completion rate in public schools, 7.3% increase compared to 2001/02.

Agreements: Through the British Columbia Tripartite Education Agreement (BCTEA), BC, Canada, and First Nations collaborate to better serve First Nation students no matter what school type they choose.

Funding (2020/21):

- \$93.3M estimated in supplemental funding at \$1,500 per student who self-identifies as Indigenous and is participating in Indigenous education programs/services in a public school.
- \$165K forecasted for the Equity in Action project.
- \$50K forecasted for Equity in Action Funding to School Districts.
- Investments in Indigenous language learning in Spring 2019 totalled \$30K for the completion of the environment scan contracted through FNEC.

Description:

- Indigenous languages education in the K–12 system is a priority for many Indigenous peoples and communities.
- B.C. recognizes that all students, particularly those of Indigenous ancestry, should have the opportunity to learn an Indigenous language whenever possible, and should do so with the support of Indigenous communities.
- The Ministry is committed to supporting full course offerings in Indigenous languages.
- Currently, Boards of Education decide which languages will be offered in their school district.

Key Facts:

- The Ministry continues to support partnerships between school districts and Indigenous communities developing curriculum documents for Indigenous languages.
- Each curriculum document represents a separate Indigenous language and is the intellectual property of the community partner (i.e. school district, band council, or school district-community partnership) not the Ministry.
- The Ministry is in discussions with the Ministry of Indigenous Relations and Reconciliation, the Ministry of Advanced Education, Skills & Training (AEST), and education partners to enhance language education supports for teachers in schools. In June 2019, AEST announced a \$2.7 million investment in Indigenous teacher education training.
- The Ministry has an obligation to support government's full implementation of Bill 41, the *Declaration on the Rights of Indigenous Peoples Act*, particularly the articles that pertain to Indigenous languages and education.

Statistics:

- Canada is home to approximately 60 Indigenous languages spanning 10 separate and distinct language families.
- BC is home to approximately 34 of those Indigenous languages, spanning 7 of the 10 language families in Canada.
- 60% of Canada's First Nations languages are in British Columbia.
- In 2018/19, approximately 12,000 students in grades 8-12 were enrolled in Indigenous language and culture learning through targeted funds in public schools and 466 Indigenous students in grades 10–12 were enrolled in secondary Indigenous language elective courses.
- There are 18 provincially approved Indigenous language curriculum documents.

Funding:

- In 2019/20, \$30K was spent on Indigenous Languages.
- BC invested \$50M (2018) in First Nations languages through the First Peoples Cultural Council, which is committed to working with partners to ensure the community initiatives they fund complement work in education.
- In addition to core funding, the 2019/20 Indigenous education targeted funding, approximately \$90M, can be used to support culture and language learning.
- Canada has introduced Bill C-91, *Indigenous Languages Act*, which is to include a funding commitment.

Agreements:

- The BC Tripartite Education Agreement (BCTEA) commits B.C. to work with FNESC on implementing an Indigenous languages policy in the provincial school system.

Delivery Partners:

- FNESC, First Nations Schools Association, First People's Cultural Council, Indigenous Adult and Higher Learning Association, New Relationship Trust, Métis Nation British Columbia, and federal departments, including Indigenous Services Canada.

Key Outcomes:

- Engaged with the First Nations Education Steering Committee (FNESC) to complete a capacity and needs assessment with school districts that identified localized challenges and opportunities to implementing Indigenous languages programs in public schools. These findings are guiding the development of the K–12 provincial Indigenous languages education policy.
- A Ministry and FNESC working group is collaborating to develop a work plan for policy and Indigenous languages framework deliverables.

Moving Forward:

- Complete a standalone K–12 provincial Indigenous languages education policy.
- Build a framework with an improved language curriculum document template to better support districts/communities developing curriculum, resources and programs.
- Find new ways that Indigenous languages education teachers can be trained and certified.

Description:

- The Office of the Auditor General (OAG) released a report in November 2015 assessing the Ministry's actions to close the achievement gap between Indigenous and non-Indigenous students.
- The report had 12 recommendations for the Ministry, including providing the system with province-wide leadership, using data analysis systematically, reporting on what is effective, and ensuring culturally relevant learning through professional development.
- The Ministry accepted all recommendations.
- In June 2019, the OAG released a progress audit on the 2015 report. The progress audit found the Ministry had fully implemented 4 of the recommendations, was on track to fully implement 5 of the recommendations and needed to continue work to fully implement 3 of the recommendations.
- On September 12, 2019, the Ministry presented its responses to the June 2019 Progress Audit to the Select Standing Committee on Public Accounts.

Statistics:

- The public school six-year completion rate for all Indigenous students was 69.5% in 2018/19, a 0.1% decrease from 2017/18.
- The public school six-year completion rate for Status First Nation students living on reserve was 58.1% in 2018/19, a 4.5% decrease from 2017/18.
- By comparison, the public school completion rate for non- Indigenous students was 87.0.% in 2018/19.

Key Facts:

- The 12 recommendations included (A) a high-level provincial strategy, (B) an accountability framework focussed on Indigenous student success, (C) using data more effectively to track outcomes, (D) evaluation of strategies, and (E) support for school districts.
- The Ministry actioned all of the recommendations (e.g. strategic policy paper, supporting boards with data and training, improving analytics, reducing Evergreen misuse, implementing the new curriculum with Indigenous worldviews and perspectives, signing a new BC Tripartite Education Agreement and refreshing the Framework for Enhancing Student Learning).

Key Outcomes (2019/20) and beginning of school year 2020/21:

- Expanded the Equity in Action project to 46 school districts (representing involvement of 59,000 Indigenous students or 88% of the Indigenous student population) taking actions to address systemic barriers impacting Indigenous student achievement.
- Created First Nations Education Outcome Improvement Teams to help 3 school districts improve the success of First Nations students.
- In July 2020, Ministry created a Community Roundtable on anti-racism to support the development of an anti-racism action plan and to ensure the honouring and understanding of culture, beliefs and ancestry of all students.
- Priority funding to vulnerable students has been expanded to include low-income families and children and youth in care
- Engaged in an extensive review of the funding model, including targeted funding, including in depth analysis of recommendations for change.
- Implemented an annual non-instructional day specifically focussed on Indigenous student outcomes.

Previous Progress:

- Implemented a 9th Professional Standard for teachers which embraces reconciliation.
- Limited the use of Evergreen certificates to students with designated special needs and individual education plans.
- Required an annual non-instructional day for teachers focused on Indigenous education.

Reporting:

- Progress reports are on-going until all recommendations are fully implemented.
- The first report was made to the Select Standing Committee on Public Accounts in Feb 2016.
- The second was a written update (Oct/2017); a third report was made to the Committee on September 12, 2019.
- The Ministry submitted a Detailed Action Plan update on February 26, 2020.

Delivery Partners:

School Districts; FNESC / FNSA; Métis Nation BC

Description:

- In 2015, the Truth and Reconciliation Commission of Canada (TRC) released 94 Calls to Action. #62 and #64 relate to education.
- Call to Action #62:
 - Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for K-12 students;
 - Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
 - Provide the necessary funding to First Nations schools to utilize Indigenous knowledge and teaching methods in classrooms; and,
 - Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Indigenous content in curriculum.
- Call to Action #64: All levels of government that provide public funds to denominational schools require such schools to provide an education on comparative religious studies, which must include a segment on Indigenous spiritual beliefs and practices developed with Indigenous Elders.

Agreements:

- British Columbia Tripartite Education Agreement (BCTEA)
- Education Jurisdiction Framework Agreement (EJFA)

Key Facts:

- Prior to the release of the Calls to Action, the Ministry of Education had already begun work on actions directly related to reconciliation for education.
- In addition to the education specific actions, Call to Action #57 looks to governments to provide training for public servants on Indigenous history and cultural competency.
- To achieve this objective, the BC Public Service Agency created the Indigenous Cultural Safety Training (ICST) Program available to all B.C. public servants.
- The Ministry has also retained a secondee who provides leadership and capacity building within the Ministry and school districts on Call to Action #57.

Status of Call to Action #62:

Curriculum: In collaboration with Indigenous peoples, curriculum was revised and implemented in the 2019/20 school year. A dedicated non-instructional day for teacher professional development has been established to support improved Indigenous student outcomes and implementation of Indigenous worldviews and perspectives into classrooms.

Teacher Education - Post-Secondary: As of 2012, teachers graduating from BC teacher education programs must complete three credits related to the historical context of First Nations, Inuit, and Métis learners.

Funding for First Nations Schools - Indigenous knowledge and teaching methods in classrooms:

Although funding schools on reserve is a federal responsibility, the Province is contributing.

- B.C. pays reciprocal tuition to First Nation schools whenever they serve students otherwise eligible for a BC public school education.
- B.C., Canada, and FNEC are implementing BCTEA, which provides First Nations schools with equitable funding in alignment with B.C. public school funding.
- The Province shares expertise and resources through BCTEA with the federal government and First Nations to help build capacity in the First Nations education system, and BCTEA extends to improving the success of First Nation students in the public and independent education system in British Columbia.
- B.C. is implementing the Equity in Action project to improve Indigenous student outcomes and address racism experienced by Indigenous students.

Senior-level positions dedicated to Indigenous content in curriculum: The Assistant Deputy Ministers of the Learning Division and the Education Programs Division share the responsibility of ensuring that Indigenous content is supported across the curriculum.

Status of Call to Action #64:

Denominational Schools - curriculum: All faith-based schools in B.C. follow the B.C. curriculum, which

Delivery Partners:

- First Nations Education Steering Committee, First Nations Schools Association, Métis Nation British Columbia, and federal departments, including Indigenous Services Canada.

Public Libraries

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Description:

- The Province provides a portion of annual funding directly to B.C. public libraries and library sector partners.
- Funding supports:
 - Equitable access to information, programs and services across B.C.
 - Greater collaboration between libraries to share services and digital collections
 - Technical infrastructure, such as library catalogues, websites and basic library technology
 - Province-wide programs such as *BC OneCard*, resource sharing and the *BC Summer Reading Club*

Library and Service Delivery Partners

1. Public Libraries (direct)
2. BC Libraries Cooperative (BCLC)
3. BC Library Association (BCLA)
4. BC Library Trustees Association (BCLTA)
5. BC Electronic Library Network

Statistics:

1. Provincial funding represents 5% of the total public funding provided to B.C. public libraries.
2. In rural areas, provincial funding may make up between 6% and 53% of annual public funding to the library.
3. Public libraries serve 99% of B.C.'s population.
4. Interlibrary loan use has risen by 47% over the past five years. (158,359 items in 2019)

Key Facts:

- \$14M in 2019/20 was allocated to public libraries on March 31, 2020.
- \$3M in 2019/20 in one-time funding was allocated to support common collections, digital resource and connectivity initiatives.
- The ministry's Service Plan shows a one-time reduction in 2020/21, as a result of re-profiling the timing of funding for public libraries.
- The Ministry of Education distributes funding to public libraries through eight grants:
 - Four grants directly to Public Libraries include the *Per Capita Operating*, *Resource Sharing*, *BC OneCard*, and *Literacy/Equity* grants.
 - Four grants to partner associations and library federations for Operations, Technology and Alternate Formats in support of provincial services/programs and system-wide support.

Key Outcomes:

- Equitable access to library services for all British Columbians, including efforts to extend library programs services, and digital collections through all areas of the province.
- A collective approach to service delivery that removes barriers for people and communities to accessing library, internet and learning services.
- Effective program that is equitable, accountable, transparent and aligned to provincial priorities.
- More effective and coordinated technical support and interlibrary loan services across libraries.

2020 Funding (Note: allocated March 2020)

Recipient(s)	Grant Name	2020
Direct to Public Libraries Grants	Per Capita Operating	\$9.855 M
	BC OneCard	\$0.823 M
	Resource Sharing (Interlibrary Loan)	\$0.322 M
	Literacy/Equity	\$0.759 M
Provincial Services/Programs Grants	Library Partners/Programs	\$1.260 M
	Technology Grant	\$0.980 M
Grand Total		\$14.000 M

Specific Funding Changes in 2020:

- All direct funding to libraries remains unchanged. Libraries receive the same amount in 2020 as in 2019.
- Adjustments are being made to one-time grants (to partners) to address a policy change for Salt Spring Island Public Library (which has moved to a rural status) and to pay for increased the interlibrary loan software costs.

Description

- The Ministry contributes towards the coordination of community literacy by funding Decoda Literacy Solutions' *Literacy Outreach Coordinator (LOC)* program.
- The Ministry also contributes to Postmedia's annual *Raise a Reader* campaign, supporting local communities. Decoda manages the funds on behalf of the Postmedia program.

Key Facts:

- The *Literacy Outreach Coordinator (LOC)* program helps bring literacy organizations together to achieve their unified goal of improving literacy across the province.
- Literacy outreach coordinators work with local task groups to deliver community literacy programs.
- All school districts have at least one LOC working with service providers such as public libraries.
- Decoda ensures professional training opportunities for LOCs and literacy program practitioners.
- The province participates in the *Council of the Federation Literacy Awards*, which recognizes outstanding achievement, innovative practice and excellence in literacy.

Statistics:*Decoda Community Literacy Program (2019/2020)*

- 100 LOC Coordinators
 - 400 Communities impacted by services
 - 371 New community literacy initiatives
 - 1447 Orgs to deliver literacy initiatives
 - 155,348 Participants across all programs
- Raise a Reader Campaign (2018/2019 updated figures available in 2021)*
- 53,898 + Total participants across 2,974 programs.

Key Outcomes:

- Responsive local approaches to literacy development as each community's needs influence the programs available.
- Strong community networks and partnerships to enhance literacy programs.
- Growth of professional development opportunities for community-based literacy practitioners.
- Increased awareness for the need of essential and literacy skills at the community level.
- With other funding Decoda initiated a three-year pilot project (Fostering Literacy) (2016-2019) that offers literacy supports for children who are not reading at grade level, with preference given to children in care. Of the 137 students whose reading assessment results were reported through the Decoda Reading Level Coding Chart, 87% gained at least one reading level.

Services to Ministry:

- Decoda summarizes LOC literacy reports from across B.C. and in October provides the Ministry with an annual LOC program report highlighting the outcomes achieved.
- Decoda supports the LOC network to develop coordinated literacy programs based on community needs, including community facilitation and professional development.
- Decoda provides staff and overhead to support and coordinate the LOC network and reporting.

Annual Funding in 2020 :

- **Literacy Outreach Coordination (LOC) - \$2.185M**
 - Literacy Outreach Program - \$2M
 - LOC Administrative and Support Fees - \$185,000
- **Raise a Reader Campaign \$500,000 (September)**

Agreements:

- Decoda funding is managed through a Government Letter of Expectation and an Accountability Agreement which sets out the terms, conditions, and expectations of delivery.

Description:

- A new strategic plan for public library service was released on April 8, 2020.
- The plan aligns with government priorities and direction.
- A key focus is to improve access for British Columbians to intellectual, human, social and career development opportunities
- The plan was developed in consultation with the public library partners.

Key Facts:

- Public libraries are an important part of government's plan to make life better and more affordable for British Columbians of all ages.
- Government is committed to working with library partners and other stakeholders to ensure a stable public library system and services are responsive, inclusive and future-focused.
- The four key strategies are: 1. Improving Access; 2. Building Capacity; 3. Advancing Citizen Engagement; and 4. Enhancing Governance.
- These strategies will guide the Ministry's work while still being flexible enough to accommodate specific programs, services and policy changes.

Ministry will work with the following partners on delivery of projects:

- BC Libraries Cooperative
- BC Public Libraries and Federations
- BC Library Trustees Association
- Association of BC Public Libraries

Key Outcomes to be delivered over 3 years, 2020-2022: (see Appendix 1 for metrics)

- Better access to digital resources.
- Better availability of library materials in accessible formats.
- People and communities progress toward reconciliation by having improved access to tools, resources and programs.
- Improved access to training and development opportunities for the library community.
- Improved access to services people want through libraries.

Key projects for 2020/21:

- COVID-19 Guidance for Public Libraries
- Digital Initiatives implementation (Access) Data Renewal Project 2.0 (Building Capacity)

Funding:

- \$14M 2020 funding to public libraries and library partners
- \$3M 2019/20 one-time funding to support Strategy 1: Improving Access for British Columbians. Includes:
 - \$1.8M for digital resources, province-wide e-collections and connectivity initiatives
 - \$1.2 directly to public libraries to support local digital services

Appendix 1: Outcomes and Metrics Framework

Outcomes		Potential Metrics	Strategy 1 Improving Access	Strategy 2 Building Capacity	Strategy 3 Advancing Engagement	Strategy 4 Enhancing Governance
1	Better access to digital resources	Advice/Recommendations				
2	Better availability of library materials in accessible formats					
3	People and communities progress toward reconciliation by having improved access to tools, resources and programs					
4	Improved access to training and development opportunities for the library community					
5	Access to services people want through libraries					

Description:

- B.C. aims to support a province-wide library system with programs, resources and a technology infrastructure that benefits all libraries and communities.
- Province-wide library programs include:
 - Resource Sharing (interlibrary loans) and BC OneCard
 - BC Summer Reading Club (BC SRC)
 - National Network of Equitable Library Service (NNELS)
 - Coordinated licensing of e-resources
 - Sitka Integrated Library System, a library catalogue
 - Professional learning opportunities

Key Facts:

- Resource Sharing/Interlibrary Loan Program
 - 158,359 items lent in 2019, a 47% increase over five years
 - Enables British Columbians to find and access books and articles held by all B.C. public libraries and post-secondary libraries (these programs are on hiatus while libraries are closed to the public).
- BC Summer Reading Club Program
 - Encourages children to visit their local libraries participate in literacy and learning programs.
 - Children build self-confidence and improve their reading skills and enjoy free, local literacy programs.
 - Work is underway develop an online program for families to access remotely.
 - The BC SRC 2020 program theme is “**Explore Our Universe.**” Libraries develop their own programming based on their local communities’ needs. Summer 2020 Registration: 16,000 kids, 300,000 entries
- National Network of Equitable Library Service (NNELS)
 - Over 39,000 accessible titles were available in 2020
 - Provides access for people with print and perceptual impairments to downloadable, specially formatted digital resources through their local libraries.
 - Teachers, parents and students can sign up through their local library or directly through NNELS
- Coordinated licensing of e-resources, so that libraries of all sizes can provide access to online collections.
- Sitka library catalogue and account management system, used by 42 libraries, supports the lending of library materials and access to eBooks and audiobooks.
- Professional Learning---training and resources focused on building capacity of boards and staff.

Benefits:

- British Columbians can access resources from all B.C. public and post-secondary libraries.
- All British Columbians can borrow materials while visiting any public library in B.C. using their home library card, regardless of where they live.
- Children have access to free, local summer programs that maintains their literacy skills by encouraging reading and continued learning.
- British Columbians with print and perceptual disabilities have improved access to alternate format materials and an increased selection of resources.
- Library staff throughout B.C., including in rural areas, have more equitable access the training and resources needed to best support their communities.

Funding in 2019/2020:

- Resource Sharing Grants (Interlibrary Loan) \$456,764 and BC OneCard Grants – \$822,886
- BC Summer Reading Club Projects - \$65,000 (+\$65K for online program development (April 2020) (BC Libraries Cooperative partnership)
- NNELS Shared Services and Alternative Formats - \$125,000
- Coordinated licensing of electronic resources and Sitka ILS - \$980,100 (BC Libraries Cooperative supports)

Description:

- Public libraries are established under the *Library Act*.
- Public libraries are individual corporations governed by a board of appointed or elected trustees.
- There are five types of library systems:
 - Municipal Library Systems
 - Regional District Library Systems
 - Public Library Associations
 - Integrated Library Systems
 - Library Federations
- The first four types of libraries provide direct library service to their communities.
- A Library Federation is a quasi-library system that delivers shared services to two or more public libraries in a similar geographic region.

Key Facts:

- Most local governments, regional districts and municipalities provide the majority of the funding to B.C. public libraries.
- Library boards set the strategic priorities, determine and adopt policies governing the services and operation of the library, and determine the library's role in satisfying the needs of their community.
- The Ministry advises and consults with library boards and local governments on matters relating to the *Library Act*.
- The Ministry provides strategic direction through a provincial strategic plan – *Inspiring Libraries, Connecting Communities*. Strategic priorities are under review.
- Public Library Associations (a library type) often serve rural communities and are less integrated into the local government than municipal and regional library type systems.
- The Ministry mandate under the *Library Act* is:
 - Promoting the improvement and extension of public library service throughout British Columbia.
 - Apportioning grants to help library boards and public bodies that are engaged in promoting and improving public library service.

Statistics:

- 71 Public library systems with 249 branches:
 - 30 Municipal Library Systems
 - 3 Regional District Library Systems
 - 36 Public Library Associations
 - 2 Integrated Library Systems
- 6 Library Federations
- 700 Library trustees
- 2,260 full-time equivalent library employees
- 74,368 hours worked by volunteers
- Public library service is available to 99% of B.C.'s population.
- In 2018, 43% of B.C.'s population were active library cardholders.
- Libraries registered 282,508 new library cardholders in 2019.

Key Outcomes:

- Equitable access to library services for all British Columbians, including efforts to extend library programs and services throughout the province.
- Effective board governance, meaning that public libraries are accountable for the delivery of library services best suited for their community.

Annual Funding:

Recipient	2020 Amount
Public Libraries	\$11.76 M
Services/Partners	\$2.24 M
Total	\$14 M

(allocated in March 2020)

Key Stakeholders and Delivery Partners:

- Association of British Columbia Public Library Directors (ABCPLD)
- BC Libraries Cooperative (BCLC)
- British Columbia Library Association (BCLA)
- British Columbia Library Trustees Association (BCLTA)

Student Safety

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Description:

- Provide support to Boards of Education and Independent School Authorities on emergency preparedness and response.
- Emergencies can be categorized as either natural caused (e.g. earthquake, wildfire) or human caused (accident, violence).
- Natural causes: The Province has emergency management resources and provides direct support to school districts in crisis.
- Human causes: The Province supports schools and school districts via the *erase* strategy.

Statistics:

Natural causes:

- The 2018 wildfires caused evacuation orders or alerts for 29 schools in 8 school districts in August 2018.
- 3 schools in 2 school districts (Stikine and Nechako Lakes) were directly impacted in terms of temporary closures and/or student relocation - 117 students affected.
- The 2017 wildfires impacted 724 students in 8 schools across 3 school districts in terms of temporary closures and/or student relocation.

Human causes:

- In 2019, there were 377 *erase* case consults with schools involving threats to school, self or others.
- This is up from 289 case consults in 2018 (30% increase).
- Since 2012, over 22,000 educators and partners trained.

Delivery Partners:

1. TC Safer Schools Together Inc.
2. Emergency Management BC

Key Facts:

- In August 2015, the Ministry of Education released the *Emergency Management Planning Guide*, which established provincial standards for responding to all types of emergencies.
- All school districts and independent schools have a safe school coordinator who helps ensure emergency management best practices are followed province wide.
- School districts and independent schools are expected to develop emergency management plans.

Natural caused emergencies

- The Province has provided a rapid and comprehensive response to the 2017 and 2018 B.C. wildfires, including offering trauma recovery support to impacted school districts.
- In November 2017, the Ministry released the *British Columbia Education Sector Integrated Response Plan for Catastrophic Earthquake*.
- The Integrated Response Plan aligns communication and coordination between local and provincial emergency management responders and the K-12 education system.

Human caused emergencies and lockdowns

- The Ministry provides training and support to schools regarding human caused emergency response (including lockdowns), in addition to violence and threat risk assessment and trauma recovery.
- A lockdown is a specific emergency response where there is a high and immediate risk (e.g. someone with a weapon on school property) and is intended to minimize access and visibility.
- In a lockdown, all students and staff must immediately proceed to the nearest classroom or designated area, turn off all lights and lock all doors – no one is allowed to enter or exit the building except for emergency personnel.

Key Outcomes:

- All public and independent schools provided the Emergency Management Planning Guide.
- In 2018, SD91 – Nechako Lakes provided trauma recovery support to students and staff as part of their wildfire recovery strategy, with funding support from the Ministry of Education.

Funding:

- \$943K for 2019/20
- \$1.12M in 2018/19
- \$1.05M in 2017/18

Includes Emergency Response and erase student safety components. For 2019/20, includes \$50,000 grant to SD91 - Nechako Lakes for development of K-12 trauma recovery resources related to natural disasters.

Agreements:

- General Service Agreement with TC Safer Schools Together Inc.

Description:

- The Ministries of Education and Public Safety and Solicitor General have partnered to expand the provincial *erase* strategy to address gang and gun violence awareness and prevention.
- 19 priority communities are receiving intensive supports including training for school district staff and community partners, parent and student resources and grants to support at-risk youth.
- Additional components include monthly worrisome online behaviour reports; development of online resources for teachers, parents and students; and provincial school-police guidelines and online learning support.

Delivery Partners:

1. Ministry of Public Safety and Solicitor General (PSSG)
2. BC Schools Superintendents Association (BCSSA)
3. Safer Schools Together
4. First Nations Education Steering Committee

Agreements:

- 2020/21 Transfer Under Agreement with BCSSA of \$350K
- 2019/20 - Transfer Under Agreement with BCSSA of \$1.217M
- 2019/20 – General Services Agreement with TC Safer Schools Together Inc. for \$180K

Funding:

- 2020/21 - \$500K in funding from PSSG
- 2019/20 - \$1.75M in funding from PSSG
- 2018/19 - \$1.12M in funding from PSSG

Key Facts:

- The 19 priority communities include: Abbotsford, Burnaby, Campbell River, Chilliwack, Courtenay, Delta, Hope, Kamloops, Kelowna, Langley, Nanaimo, Prince George, Surrey, Vancouver, Victoria and Williams Lake – plus three rural/remote communities: Kitimat, Hazelton, Prince Rupert.
- Communities were selected in consultation with law enforcement and school safety experts.
- Multi-day gang and gun violence prevention sessions focused on training, assessment and planning. The sessions are led by Safer Schools Together, the Ministry's service delivery partner for the *erase* strategy.
- Priority communities are being supported to strengthen local partnerships and create after-school programs and curriculum focused on mentorship, career development and relationship-building for at-risk youth.
- In addition to funding from the Province, the Ministry of Public Safety and Solicitor General allocated \$580K in federal funding to BC School Superintendents Association for:
 - Expansion of intensive gang and gun violence prevention supports to the three rural/remote communities (Kitimat, Hazelton, Prince Rupert).
 - Development of a provincial gang and gun violence prevention strategy for Indigenous youth – led by First Nations Education Steering Committee.
- There is a correlation between gang presence and the availability of both guns and drugs in schools.

Key Outcomes:

- Thirty-three gang and gun violence prevention training/education sessions delivered throughout B.C. to over 1,600 school district staff and community partners, 7,100 students and 400 parents.
- 19 priority communities receive intensive gang prevention training and supports to help with early identification of youth on the pathway to violence.
- New provincial school-police guidelines to strengthen partnerships and information sharing.
- New school supports and curriculum resources for teachers that facilitate delivery of healthy relationships and substance use components of the provincial curriculum.
- Increased school/district capacity to prevent and respond to safety issues involving gang-related behavior, guns and illicit drug use.
- Increased parent/student knowledge related to gangs, illicit drug use, and available supports.
- Improved student attendance and school connectedness for at-risk students.

Statistics (Ministry of Public Safety and Solicitor General):

- 37% of B.C. homicides were suspected to be linked to organized crime/street gangs (2018).
- B.C. has the second-highest number of gang-related homicides in the country.
- Over 82% of gang-related homicides in Canada were committed with a firearm (2018).
- The average age when youth begin to associate with gangs is 13 years old, and there is a growing percentage of female gang membership in B.C.

Description:

- In 2019, the Ministry of Mental Health & Addictions released *A Pathway to Hope* – a 10-year vision and roadmap for mental health and addictions in BC.
- Education leads a variety of initiatives to support mental health and substance use (MH/SU) prevention in alignment with the *Pathway to Hope*:
 - The *Mental Health in Schools (MHIS) Strategy* (September 2020) taking a system-wide approach to mental health promotion with a focus on Compassionate Systems Leadership, Capacity Building, and Mental Health in the Classroom.
 - Mental health and substance use curriculum and resources for educators and schools;
 - Early Action Initiatives including capacity building grants, evaluation and systems leadership;
 - Supplemental funding for students with serious mental illness;
 - Through the Provincial Resource Program, children and youth are provided an educational program while in a provincial MH/SU facility
 - CommunityLINK (Learning includes Nutrition and Knowledge) funding to support nutrition, academic and social emotional needs of priority learners.
 - The Equity of Opportunity Supplement, which recognizes children and youth in care, mental health supports and low-income families.

Funding:

- \$172.8M on mental health supports (2020/21):
 - 2020/21 \$4.6M for MH/SU Provincial Resource Programs
 - \$90.9M estimated for students designated Intensive Behaviour Interventions/Serious Mental Illness
 - 2020/21 \$54.3M CommunityLINK
 - 2020/21 \$23.0M Equity of Opportunity Supplement
- \$3.13M Early Action Initiative (Additional Federal Funding 2020/21)
- \$2M Mental Health in Schools boost funding

Key Facts:

- Students who feel their teachers care about them are more likely to report good or excellent mental health (McCreary Centre Society, 2019).
- Mental well-being is a key area of the Physical and Health Education (PHE) curriculum; concepts related to substance use are found in K–10.
- The Ministry has developed Compassionate Learning Communities trauma-informed practice training resources for educators
- The Ministry collaborated with MMHA, HLTH, and MCFD to develop *A Pathway to Hope* – including the *Mental Health in Schools Strategy* and the establishment of integrated service delivery teams in five school districts over three years (Maple Ridge, Comox, Richmond, Okanagan Similkameen and Coast Mountains).

Key Outcomes:

- Improved mental wellness and connectedness among children and youth
- Improved school leader capacity to support positive mental health for students
- Data driven decisions to ensure effective activities and use of resources
- Enhanced positive mental health environments in schools

Statistics:

- Between 2013 and 2018, the number of students reporting a mental health condition has risen from 15% to 23% (females), 5% to 8% (males). The rate was 43% among non-binary youth (McCreary Adolescent Survey, 2019).
- 2019/20, 16,616 (2.5%) students were designated in two behaviour/mental illness categories – a 21% increase since 2014/15:
 - 9,429 students designated Intensive Behaviour Interventions/Serious Mental Illness
 - 7,187 students designated Moderate Behaviour Support/Mental Illness
- From April 1, 2020 to June 30th, 2020 (2019/20 Q4) there were 2,131 special education teachers (down 4.2% from 2018/19) and 145 school psychologists (down 8.0% from 2018/19), 734 teacher counsellors (up 6.7% from 2018/19). These are FTE counts for certified teachers only; there may be individuals other than teachers in these roles as well.
- 16 of the 38 Provincial Resource Programs (PRPs) provide direct support to students living with mental health and substance use disorders (approx. 1,900 students annually).
- Approximately 64% of CommunityLINK funding is expended annually on staffing (such as youth workers and counsellors) to support the social emotional well-being of students.

Description:

Comprehensive provincial safety action plan for the K-12 sector launched in 2012 that includes:

- A provincial training program for school district staff and community partners.
- An anonymous online reporting tool to report incidents.
- A provincial team of subject matter experts who provide direct support to school districts and independent schools.
- An online resource for parents, students and educators.

Statistics:

- Nine percent of B.C. (Grade 4, 7, 10, 12) students report being bullied or subjected to mean behaviour “Many Times” or “All of the Time” (2018/19 Student Learning Survey).
- Fourteen percent of B.C. students had been cyberbullied (including 23% of non-binary youth) in 2018 (Adolescent Health Survey, 2018).
- Over 1,900 incidents reported via online reporting tool since 2012.
- Top three issues reported via the online reporting tool in 2019/20 school year:
 - Bullying (including Cyberbullying) – 30%
 - Concerns about adults – 9%
 - Substance Use – 8%
- *erase* case consults with schools and school districts (areas include threat to school, self or others):

2019:	2018:	2017:	2016:	2015:
377	289	205	80	40

Agreements:

- General Service Agreement with TC Safer Schools Together Inc.

Key Facts:

- *erase* student safety training addresses school connectedness, bullying prevention, Violence and Threat Risk Assessment (including digital threat assessment and cyberbullying) and trauma response.
- Provincial subject matter experts are available to support schools with complex cases and critical incidents.
- Bullying and online exploitation are linked to harmful mental health consequences, alcohol and substance use, and decreased school connectedness.
- Students who have strong connections to school where they feel welcome and safe are healthier and do better academically.

Key Outcomes:

- Over 22,000 educators/partners have participated in *erase* training to date.
- New provincial school-police guidelines to support coordinated responses to school safety incidents. New online videos for parents to support safe and responsible use of technology.
- In 2019/20, 38 in-person and 8 virtual safety sessions were delivered to over 4,000 students.
- Two hundred and nineteen online safety education sessions delivered to over 26,000 students in 2018/19.
- Over 80 social media education sessions delivered to over 3,500 parents since 2017.
- Over 1,000 reports have been made by students since 2018 through the *erase* online reporting tool.
- Dedicated Safe School Coordinators and codes of conduct/anti-bullying policies in all 60 school districts and independent schools.

Work in Progress:

- Online *erase* training resources for educators, school district staff and community partners.
- *erase* training is being adapted to an online format to maintain availability to educators and partners during the pandemic.

Delivery Partners:

1. TC Safer Schools Together Incorporated
2. SDs and Independent Schools
3. Community partners (police, child and youth mental health workers, etc.)

Funding:

- \$510K budget for 2020/21
- \$940K budget for 2019/20
- \$7.24M from 2012 to 2019 (approx. \$1M per year)

Description:

- While B.C. continues to respond to the opioid overdose crisis as a public health emergency, the Province is committed to transforming the system of care for mental health and addictions through a coordinated government-wide approach.
- In 2019, the Ministry of Mental Health & Addictions released *A Pathway to Hope* – a 10-yr vision/roadmap for mental health and addictions in B.C., which recognizes that mental health and substance use are tied to the general social, economic and physical well-being of all citizens.
- The BC Public Health Officer (PHO) identified that a focus on education and prevention for youth aged 10-18 is integral.
- The Ministry is supporting schools and districts in awareness and prevention efforts related to opioid overdoses and substance use. The Ministry has also collaborated on and promoted a variety of initiatives aligned with the Physical and Health Education (PHE) curriculum for K-12.
- In addition, the *erase* strategy was expanded during the 2018/19 school year to include a focus on substance use. The website now provides information and resources about substance use and overdose.
- The decision to have naloxone, the anti-overdose medication, available in schools is made at a school/school district level. However, schools are not currently designated by the PHO as high-risk environments.
- All tobacco and vapour product use is banned in schools and on school grounds under the Tobacco and Vapour Products Control Act but vaping continues to be an issue during the 2020/21 school year.

Statistics:

- In 2020 (up to August 31), fourteen young people under age 19 died from illicit drug overdoses in B.C., 1.2% of 1,068 recorded overdoses (Coroner Report, September 2020) – no fatal overdoses reported in B.C. schools.
- All 60 School Districts have a tobacco and/or vaping/e-cigarette policy in place; some include this within their Code of Conduct.

Delivery Partners:

1. Ministry of Mental Health and Addictions (MMHA)
2. Ministry of Health (HLTH)
3. Ministry of Children and Family Development (MCFD)
4. Ministry of Public Safety and Solicitor General (PSSG)

Key Facts:

- In the K-12 curriculum, teachers have flexibility to explore substance use topics most relevant to their students and their local community.
 - Concepts related to substance use are found in every grade of the mandatory PHE curriculum from K-10.
 - Concepts related to physical health including analyzing health messages from a variety of sources and describing their potential influences on health and well-being are found in the non-mandatory PHE curriculum for Grades 11 and 12.
- The Ministry has distributed teacher resources on substance use education, including opioid overdose, developed by partner ministries and other organizations, such as the Canadian Institute for Substance Use Research (CISUR).
- The Ministry contributed to the development of a naloxone risk assessment tool that supports schools and districts in determining whether to stock naloxone, providing guidance on how to order kits, and accessing training on administering naloxone. Information on the toolkit is shared with schools and districts annually—last in Sept. 2019.
- On November 14, 2019, B.C. announced the launch of new regulations for vaping products, along with new taxes and a student-lead anti-vaping social media campaign, which was originally released in March 2020 and re-released in September 2020.
- The province has already partnered with the B.C. Lung Association and McCreary Centre Society to work with youth to build a vaping prevention toolkit that is available to all schools in B.C.
- The Ministries of Health and Education are collaborating to establish a Joint Ministry Youth Advisory Council with a key focus on vaping education, prevention and cessation.

Key Outcomes:

- Ministry staff contributed to the Provincial Cannabis Legalization and Regulation Framework led by the Ministry of Public Safety & Solicitor General. The provincial public education campaign included a youth focus (www.getcannabisclarity.ca).
- The Ministry shared teacher resources for substance use education including *Helping Schools Program* and *iMinds* (Grades 4 to 12), and a Vaping Prevention Toolkit (Grades 5 to 7).

Strategic Priorities

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Description:

- In May 2018, the Office of the Auditor General released *Promoting Healthy Eating and Physical Activity in K-12: An Independent Audit*.
- The audit examined whether the Ministries of Health and Education were working together to effectively oversee public school programs and policies that promote healthy eating and physical activity for children and youth in kindergarten to grade 12.
- The report concluded that the Ministries are not working together to effectively oversee healthy eating and physical activity initiatives in K-12, and provided eight recommendations to improve provincial oversight.
- Report recommendations include communicating shared direction to school districts and health authorities, maximizing access for vulnerable students, monitoring programs for effectiveness, and addressing barriers to the implementation of programs and policies.

Statistics:

- 7% of B.C. students experience hunger (*SRDC Report to Ministry of Education, March 2019*).
- 71% of schools have a meal program in B.C.
- Only 18% of students ages 12-17 meet the national physical activity guidelines of at least 60-minutes of moderate to vigorous daily physical activity. (*McCreary, 2018*)
- In 2018/19 the Ministry provided \$52.8M in CommunityLINK funding with \$13.2M (25%) spent on food or meal programs.

Key Facts:

- The Ministries of Education and Health accepted the OAG Report recommendations, developed an Action Plan, and continue to work together to support its implementation.
- Education initiatives within the scope of the audit include CommunityLINK funding for school meal programs, the Guidelines for Food and Beverage Sales in BC Schools, and development of the redesigned curriculum.
 - School meal programs in B.C. are designed and coordinated by individual school districts and funded provincially through CommunityLINK, and other sources. Not all school districts are operating school meal programs.
- New changes to the K-12 funding model include priority funding for vulnerable students, including children in care, students with mental health challenges and those living in low-income families.
 - School districts can use this new priority student funding to deliver services based on local needs including school meal programs and trauma counselling.
- In the 2019 Budget, the Federal government announced a new Canada Food Policy which included the intention to work with provinces and territories towards the creation of a National School Food Program (no financial commitment announced to date).
- Daily physical activity is now in the new Physical and Health Education curriculum for every grade level, from K-10, removing a separate daily physical activity policy and reporting requirement.

Key Outcomes:

- In July 2018, the Ministries of Education and Health signed a Memorandum of Understanding, outlining shared commitments, roles and responsibilities to address the recommendations.
- In partnership with the Ministry of Mental Health and Addictions, the Ministries have provided shared direction to school districts and health authorities regarding the cross-government priority of supporting child and youth mental well-being.
- The Ministries collaborated on the development of a new provincial physical literacy and physical activity initiative for K-12 schools, to be led by the Sport for Life Society, and co-developed a school food environment survey that was sent to school principals in January 2020.

Agreements:

- Memorandum of Understanding between the Ministries of Education and Health (signed July 18, 2018)
- Pan-Canadian Joint Consortium for School Health Agreement signed by the B.C. Ministers of Education and Health (2015-2020)

Delivery Partners:

- Ministry of Health
- School Districts
- Regional Health Authorities

Description:

- Leadership and supports to schools/school districts to create safe and inclusive learning environments for students of all sexual orientations and gender identities.
- All school districts and independent schools have SOGI inclusive codes of conduct/anti-bullying policies.
- SOGI 1 2 3 website provides resources for educators and parents, to build awareness of SOGI inclusive education and support classroom instruction and school policy development.

Key Facts:

- July 2016: B.C. Human Rights Code amended to prohibit discrimination based on sexual orientation and gender identity/expression.
- September 7, 2016: Ministry required all boards and independent schools to have SOGI inclusive codes of conduct/anti-bullying policies through an amendment to the Provincial Standards for Codes of Conduct and Harassment and Bullying Prevention Order.
- August 2017: Provincial SOGI Education Lead position established.
- February 2019: Ministry, K-12 education partners and ARC Foundation formed a Provincial K-12 SOGI Collaborative to develop and implement a three-year action plan for SOGI-inclusive education.
- Lesbian, Gay, Bisexual, Transgender, Two-Spirited, Queer (LGBT2SQ) students are subject to higher levels of bullying, cyberbullying and discrimination, and are at higher risk of mental health issues, including suicide.

Statistics (all McCreary Centre Society, 2018):

- 11% of male and 22% of female B.C. high school students identify as gay, lesbian, bi or not exclusively heterosexual.
- 0.5% of B.C. high school students identify as transgender and 2% identify as neither male or female (ie. non-binary).
- 54% of B.C. gay and lesbian high school students report experiencing discrimination because of their sexual orientation.
- 43% of B.C. non-binary high school students report having a mental health condition compared to 15% of students who identify as male or female.

Key Outcomes:

- All Boards of Education and Independent School Authorities have updated their codes of conduct and anti-bullying policies to incorporate SOGI.
- BC SOGI Educator Network has all 60 school districts involved, in addition to 21 independent schools and 4 First Nations schools.
- SOGI 1 2 3 website has reached over 260,000 unique visitors since Oct 2016.
- SOGI 1 2 3 Learning Modules have received over 72,000 views since Nov/17.
- SOGI 1 2 3 Lesson Plans have been downloaded 33,600 times from TeachBC.
- SOGI 1 2 3 parent resources have been translated into French, Mandarin & Punjabi.

Agreements:

- MOU with ARC Foundation to June 30, 2022. Commitments include:
 - Ministry will lead a provincial SOGI strategy.
 - ARC will create a SOGI Education Lead position to support the strategy, with financial support from the Ministry.
 - ARC will provide SOGI expertise and resources to support boards and schools in developing SOGI inclusive policies and procedures.
 - ARC will provide secretariat support for the Provincial K-12 SOGI Collaborative.

Funding:

- 2020/21 - \$350K (Provincial SOGI Lead, SOGI Network support/expansion, SOGI Education Leadership Summit – provincial and regional events, provincial K-12 SOGI guidelines implementation)
- 2019/20 - \$380K (Provincial SOGI Lead, SOGI Network support/expansion, SOGI Education Leadership Summit, provincial K-12 SOGI guidelines development)
- 2018/19 - \$278K
- 2017/18 - \$167K

Delivery Partners:

1. ARC Foundation
2. UBC Faculty of Education
3. K-12 Education Partners (incl. BCTF, BCSTA, BCSSA, BCPVPA, BCCPAC, FNESC, FISA, BCASBO and CUPE)

RESOURCE MANAGEMENT DIVISION

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CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: **Reg Bawa**

Core Business/ Program Area Description/Critical Business Processes:

The **Resource Management Division** is responsible for the oversight and management of approximately \$7 billion in operating funding to the K-12 sector; the K-12 funding formula; and establishes and administers the Ministry of Education's Capital Program, estimated at \$880 million annually. In addition, the division is responsible for the ministry's overall budget and financial oversight and a wide range of corporate services: financial services; strategic human resources; risk management; and planning/reporting. There are four branches within this division:

- **Capital Management Branch** – enables school districts to provide safe and effective learning environments for students and teachers by prioritizing projects and allocating capital funding to build, upgrade, renovate and maintain schools. This includes capital planning, capital project approvals, capital project funding, project implementation oversight and condition assessment.
- **Funding and Financial Accountability Branch** – has oversight for the allocation and management of approximately \$6B of operating and special purpose funding to BC's 60 Boards of Education and more than 300 independent school authorities. This includes K-12 operating funding, implementation of elements of the BC Tripartite Education Agreement (BCTEA), funding compliance and oversight, school district financial oversight and collective bargaining and negotiations support.
- **Management Services Branch** – provides corporate services to Ministry staff through financial and procurement support. This includes financial planning and budget development and management, strategic financial planning, management of facilities and workspaces, business continuity, procurement and contracts, and risk management.
- **Strategic Human Resources Branch** – supports learning and development for employees, including implementing ministry-specific Leadership Development Programs. Supports include developing and implementing strategies to address diversity and inclusion, reconciliation, employee wellness, new employee onboarding, succession management, mentoring and employee performance. Also included is the provision of advisory services to staff, managers and executive.

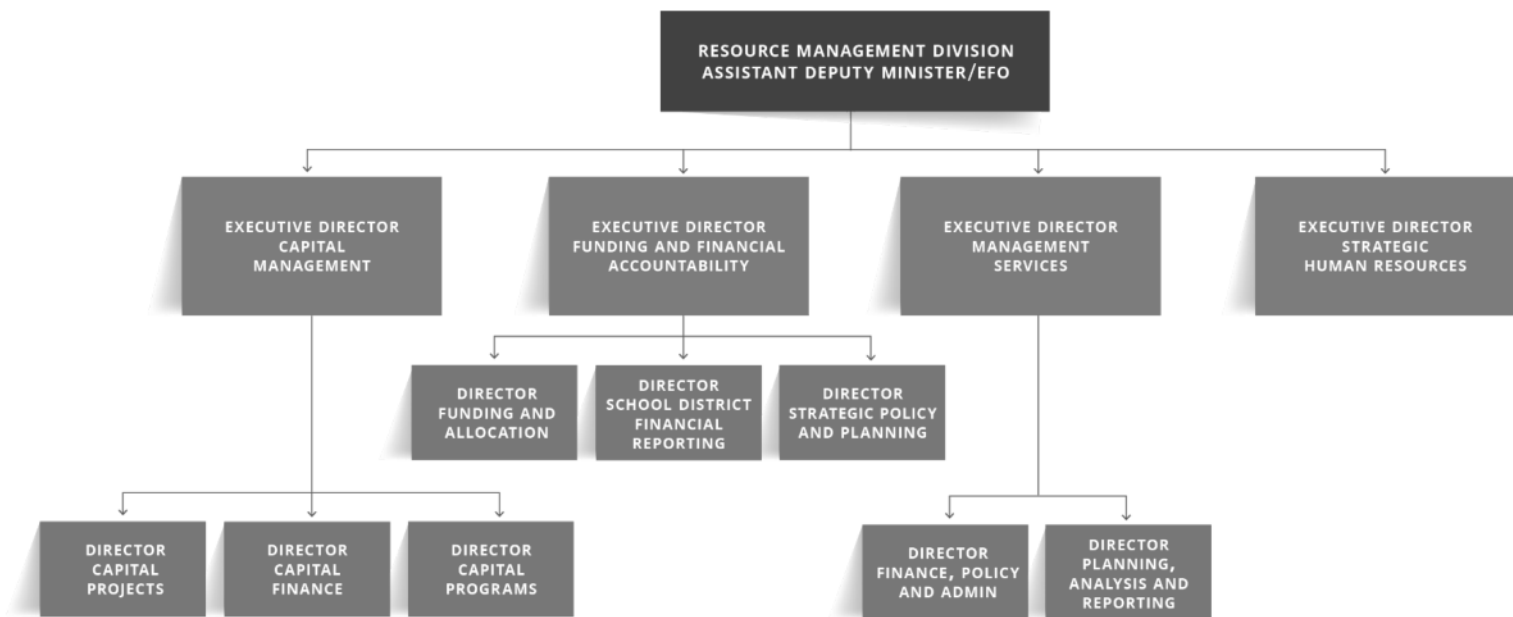
Budget: Government Financial Information

Full Time Equivalents (FTEs): **75**

Related Legislation: ***School Act; Independent School Act; Teacher's Act***

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Organizational Chart:



FACT SHEETS

RESOURCE MANAGEMENT DIVISION	
List of Fact Sheets	
Capital	
	Annual Facility Grant (AFG)
	Building Envelope Program (BEP)
	Bus Acquisition Program (BUS)
	Capital Budget
	Carbon Neutral Capital Program (CNCP)
	Enrolment Growth Program
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Capital

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Description:

- The Annual Facility Grant (AFG) is part of the Asset Rehabilitation and Maintenance suite of funding programs, which is in addition to the Building Envelope Program (BEP), the Carbon Neutral Capital Program (CNCP) and the School Enhancement Program (SEP).
- The AFG amount allocated to each school district is based on a formula factoring in student enrolment and average age of facilities, with an adjustment for unique geographic factors.
- AFG funding is provided to boards of education to be used at their discretion for eligible expenditures to address maintenance priorities and ensure schools are safe and well-functioning.

Statistics:

- All 60 school districts receive AFG funding each year.
- Each year, school districts are successful in completely spending their AFG funds on required routine maintenance projects, as per their annual data maintenance reports back to EDUC.

Funding:

- AFG funding was static from 04/05 to 18/19 at \$110M. During the same time, costs had escalated by ~18.5%.
- From 18/19 onwards, funding increased to \$115.5 million.

Key Facts:

- School districts must provide an AFG project expenditure plan for review by Capital Management Branch staff identifying where funding will be directed.
- The Ministry of Finance requires boards of education to expend the capital portion of AFG, as unspent AFG capital funds may not be carried into the next fiscal year, without an extension to the AFG Certificate of Approval by the Ministry.
- There are 12 categories of eligible AFG expenditures:
 1. **Roof Replacements** (scheduled roof replacements and major roof repairs)
 2. **Mechanical System Upgrades** (improvements, replacements or provision of heating, ventilation, air conditioning or plumbing systems)
 3. **Electrical System Upgrades** (improvements or replacements of power supply and distribution systems)
 4. **Facility Upgrades** (improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation)
 5. **Loss Prevention** (improvements, replacements or provision of fire protection system)
 6. **Functional Improvements** (improvements of school facilities related to the provision of educational programming)
 7. **Technology Infrastructure Upgrades** (improvements to accommodate computer and telecommunications networks)
 8. **Site Upgrades** (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal)
 9. **Disabled Access** (improvements related to access for persons with physical disabilities)
 10. **Asbestos Abatement** (mitigation and/or remediation of asbestos affected areas)
 11. **Health and Safety Upgrades** (improvements related to indoor air quality, traffic safety, and non-structural upgrades)
 12. **Site Servicing** (improvements, replacements or provision of sewer, drainage or water services; underground irrigation systems)

Key Outcomes:

- EDUC undertakes annual updates of Facility Condition Index (FCI) data to capture those AFG projects completed in the past fiscal at individual facilities that could significantly impact its FCI in three specific major building categories; Substructure (ex: footings, foundations, etc.); Exterior Shell (ex: roofing, windows, etc.); and Services (ex: plumbing, HVAC, electrical systems, etc.). Upon uploading into the VFA database, these requirements would be closed out which would generate a reduced FCI for a facility that indicates an improved building condition.

Description:

- The Building Envelope Program (BEP) was established in 2002 to help B.C. school districts with remediation of schools suffering damage from water ingress due to premature building envelope failure.
- School facilities eligible for BEP funding were built between 1985 and 2000, and have a Building Envelope Condition Assessment (BECA) completed by B.C. Housing.
- B.C. Housing has established an industry-accepted repair process, and has an experienced team to effectively assess, prioritize, and project manage repairs to buildings currently affected by moisture ingress, and premature building envelope failure.

Key Facts:

- Government assessed 686 public schools and additions built between 1985 - 2000 and determined that 182 required building envelope remediation. As of Fiscal Year 2019/20, 86 schools have been completed and there are 96 schools remaining to be addressed.
- BC Housing has been retained to manage the BEP since April 1, 2005, with the contract transferring from the Risk Management Branch to the Ministry of Education on April 1, 2009.
- BC Housing's services include management and administration of the remediation programs of work. This includes the identification, assessment, prioritization, budgeting, and project management of repairs at schools that are eligible within the program protocol.
- BEP is currently funded and administered by the Ministry of Education.
- The Ministry of Education uses BC Housing's ranking of BEP projects as a guide to plan for funding future BEP projects.
- At the current rate of program funding, it will take over 20 years to complete the remaining 96 schools enrolled in the BEP. A Program budget increase is required to expedite program completion.

Statistics:

- As of the end of the 2019/20 Fiscal Year, 86 projects have been completed at a cost of \$124M, and 96 projects still require funding at an estimated cost of \$91M in today's dollars.
- For Fiscal Year 2020/21, the Ministry is forecasting to complete a further 6 projects, with approximately 12 additional projects moving into design and/or construction.

Funding:

- The Ministry allocates up to \$8M/year to address building envelope remediation.

Delivery Partners:

1. BC Housing
2. School Districts

Key Outcomes:

Schools Built 1985-2000	686		
Schools in BEP	182		
	As of March 31, 2018	As of March 31, 2019	As of March 31, 2020
Completed Schools	79	82	86
Schools in Construction	5	2	4
Schools in Design	1	3	12
Remaining Schools	97	95	80
Total	182	182	182

Agreements:

BC Housing has been retained to manage the Program since April 1, 2005, with the contract transferring from the Risk Management Branch to the Ministry of Education on April 1, 2009.

Description:

- EDUC's Bus Acquisition Program (BUS) provides funding to school districts (SDs) to replace school buses that meet specific mileage and/or age thresholds, have demonstrated significant repair/maintenance issues, to support newly established bus routes for areas of enrolment growth that previously did not have student transportation services, and for school districts intending to develop in-house transportation services as opposed to contracting out to third-party providers.

Statistics:

- From 2011/12 to 2020/21 inclusive, the BUS has allocated an estimated \$110M to SDs for the purchase of approximately 800 buses.

Key Outcomes:

- EDUC maintains a provincial bus fleet inventory database in order to help forecast future bus replacement demands for aging buses at school districts.

Delivery Partners:

- The Association of School Transportation Services of British Columbia (ASTSBC) provides bus procurement services to EDUC by facilitating a Request for Standing Offer opportunity with eligible school bus manufacturers/vendors for SDs to purchase new school buses from at preferential pricing, and works with the manufacturers/vendors and SDs to troubleshoot any ordering or delivery issues.

Key Facts:

- The BUS was originally launched in 1985 and has had the following historic annual program budgets: 1985-2000 (variable \$ amounts/year), 2001-2017 (\$10M/yr), 2018-current (\$13M/yr).
- Of the 60 SDs in the province, only 46 SDs maintain their own bus routes and fleets. Private contractors provide bussing services to the other 14 SDs.
- Transport Canada (TC) is currently reviewing potential safety enhancement standards via a federal task force, which EDUC and ASTSBC is participating on. Automatic braking systems, extended stop-arms, infraction, interior and 360-degree camera systems, and seatbelts are being considered.
- TC has requested provinces to volunteer for a school bus Seatbelt Pilot Project. B.C. has 2 buses in SD68 – Nanaimo-Ladysmith and 1 bus in SD79 – Fraser Cascade participating in this Pilot in the 2020-21 school year. Ontario's District of Sudbury has 3 buses participating.
- EDUC standardized "seatbelt-ready" seats for all school buses as of April 1, 2019.
- The First Nations Education Steering Committee (FNESC), Canada Government, and EDUC partnered to provide one-time funding in provision of 12 new buses to 9 SDs to transport First Nations students living on-reserve to public schools. Buses are in use as of the 2020-21 school year.
- EDUC, ASTSBC and Ministry of Energy, Mines and Petroleum Resources (EMPR) launched an electric school bus option in support of the CleanBC Plan. Thirteen school districts have purchased 18 electric buses for the 2020/21 FY.

Funding:

- For FY 2020/21, 31 SDs were approved for 101 buses valued at approx.\$14.5M (incl. \$1.5M for BCTEA initiative).
- For FY 2020/21, EDUC provided approx. \$1.5M funding to 9 SDs for 12 school bus purchases in support of the BCTEA First Nation Students Transportation Agreement.
- For FY 2020/21, EMPR supported EDUC's BUS program with \$2.3M supplementary funding through ASTSBC for the purchase of electric school buses.

Agreements:

- A Memorandum of Understanding has been developed between EDUC, EMPR and ASTSBC for services related to the electric bus program.
- A tripartite agreement has been established between Canada, FNESC, and EDUC to provide bussing services to First Nation students living on-reserve to public schools.
- A Letter of Agreement has been established between EDUC and the Ministry of Transportation regarding data collection services for the Seatbelt Pilot Project.

CAPITAL BUDGET

updated September 29, 2020

Description:

- Budget 2020 includes \$2.5B in provincial capital funding for priority projects over the next three years (\$2.8B including school district capital spending)
- The priorities for capital investment include:
 - Making schools safer by accelerating the Seismic Mitigation Program,
 - Building and upgrading schools in every region of the province, and
 - Building more student spaces in growing communities to reduce the reliance on portables.

Statistics:

- There are about 1,600 public schools, owned by 60 school districts in B.C.
- There are 74 major capital projects currently **in progress (funding approved)**
 - 14 new schools,
 - 15 additions/renovations,
 - 4 school replacements
 - 41 seismic upgrades, and
- There are 491 total projects across 33 school districts in the **Seismic Mitigation Program**;
 - 183 schools have been completed,
 - 27 are under construction,
 - 14 are proceeding to construction,
 - 23 are in business case development,
 - 244 are future priorities.
- 4 school districts have completed all of their high-risk schools,
- 12 school districts have 50% or more of their high-risk schools completed, and
- 17 school districts have less than 50% complete.

Key Facts:

- B.C.'s total capital budget for education is \$880M in fiscal year 2020/21, which is a \$92M increase from 2019/20
- The Ministry is investing \$534M over 3 years to upgrade and rehabilitate schools throughout the province through the Annual Facilities Grants, School Enhancement Program, Building Envelope Program and Carbon Neutral Capital Program
- Established a capital fund for school playgrounds in Budget 2018 (\$5M annually) and the Rural District Program in Budget 2019 (\$5M annually)
- Budget 2020 provides:
 - an increase to the Carbon Neutral Capital Program of \$12.2M annually
 - increased investment for projects to keep pace with construction cost escalation
 - funding to manage emergent Schools Protection Program claims (\$3M annually)
 - New priority projects to address enrolment growth pressures across the province

Key Outcomes:

- Continue accelerating the seismic mitigation program
- Increase capacity in Surrey and other school districts experiencing enrolment growth pressure
- Relieve pressure on local PACs to fund playground equipment
- Support rural communities across the province by funding district-identified efficiencies through school consolidations and demolitions

Funding:

- K-12 provincial capital investment is \$2.47B over the fiscal plan and includes:
 - Expansion and replacement (\$1.01B)
 - Seismic Mitigation Program (\$925M)
 - Routine Capital (\$534M)
- Capital spending by fiscal year includes:
 - 2020/21- \$880M
 - 2021/22- \$884M
 - 2022/23 - \$705M

Delivery Partners:

1. School Districts

Description:

- Initiated in 2012, the CNCP is an ongoing program which provides capital funding to school districts on an application basis for projects that have the greatest impact on reducing GHG emissions and providing energy cost savings.
- The CNCP is one of two routine capital programs EDUC funds that contribute to school energy efficiency upgrading and carbon reduction (with the other being the School Enhancement Program (SEP)).
- The CNCP fund was established to recognize the cost of carbon offsets purchased by school districts, and to further enable GHG reductions.

Statistics:

- 2020/21: 67 projects in 34 school districts
- 2019/20: 19 projects in 19 school districts
- 2018/19: 19 projects in 15 school districts
- 2017/18: 15 projects in 15 school districts
- 2016/17: 25 projects in 25 school districts
- 2015/16: 24 projects in 24 school districts
- 2014/15: 9 projects (plus 41 energy studies) in 50 school districts
- 2013/14: 25 projects (plus 31 energy studies) in 54 school districts
- 2012/13: 29 projects (plus 24 energy studies) in 54 school districts
- Major recipients since Fiscal Year 2012/13:
 - Surrey (\$4.1M)
 - Abbotsford (\$2.8M)
 - Coquitlam (\$2.4M)
 - Vancouver (\$2.4M)
 - Maple Ridge-Pitt Meadows (\$2.2M)

Key Facts:

- The CNCP compensates school districts for the cost of carbon offsets they pay in order to be carbon neutral, but it's important to note that the CNCP is a discretionary application-based capital grant program, not a direct reimbursement for the cost of carbon offsets.
- Under a separate program, all 60 boards of education signed on to the Climate Action Charter, providing eligibility for full reimbursement of their annual expenditures on carbon taxes. Boards of education are reimbursed directly with operating funding for every dollar spent on carbon taxes through the Climate Action Revenue Incentive Program (CARIP).
- Each board of education is requested to make funding requests for high priority CNCP projects as part of its annual Five-Year Capital plan submission to EDUC.
- The evaluation criteria used by EDUC to rank priorities for the program compares the CNCP project submissions on the basis of total emissions reduced, energy cost savings, school district priority, changing facility condition index, school districts cost of carbon offsets paid, and VFA priority assessment.
- To supplement the historical \$5 million annual funding, EDUC received an additional \$12.2 million for 2020/21 to help support the CleanBC Plan targets for public sector organizations to reduce their GHG emissions by 40% by 2030. The same evaluation process for these CNCP projects was used as mentioned above.

Key Outcomes:

- From Fiscal Year 2012/13 to Fiscal Year 2020/21 inclusive, approximately \$57M has been provided to school districts to undertake carbon reduction improvements resulting in an estimated reduction of 8,275 tonnes CO2 equivalent and \$2.75M in annual operating cost savings.
- For 2020/21, EDUC received 128 project requests for CNCP funding valued at \$41M.

Funding:

- 2012/13 – 2019/20: \$5M annually
- 2020/21 onward: \$17.2M annually

Description:

- The Ministry has established an enrolment growth program that will fund school additions projects help to reduce the use of portables in all growing communities.
- The funding is intended for elementary additions projects that can be completed quickly, at low cost and with low risk.
- The Ministry is encouraging school districts to accelerate the completion of business cases for new schools and additions projects that are supported in the Ministry capital plan, so they can be reviewed for approval.
- The Ministry has established a Capital Project Office for Surrey to provide them the resources necessary to accelerate projects.

Statistics:

- Number of portables used for general instruction in all school districts, as of September 2019: 1,632.
- Number of portables in SD36 as of September 2019: 364, including 310 for general instruction.
- Total value of all additions requests from July 2020 School District Capital Plan submissions, Surrey included: \$1.6 billion (120 projects).
- Total value of all additions requests from July 2020 School District Capital Plan submissions, not including Surrey: \$1.1 billion (101 projects).

Key Facts:

- After many years of decline, provincial K-12 student enrolment is increasing.
- Some of the fastest growing school districts include, but are not limited to, Sooke, Greater Victoria, Surrey, Chilliwack, Abbotsford, Langley, Central Okanagan and the Conseil scolaire francophone (CSF).
- Pressures from enrolment growth were compounded by the Memorandum of Agreement (MOA) with the BCTF that restored language regarding class size and composition.
- Currently, many school districts are relying on portables for educational purposes because the approval and construction of new space has not kept up with the pace of enrolment growth.
- To reduce the use of portables to accommodate enrolment growth, in the coming years school districts will require new sites, new schools and additions to existing schools.
- Possible projects for EGP funding are identified from school districts' annual five-year capital plan submission requests for additions.

Key Outcomes:

- Reduce the use of portables being used as permanent instructional spaces across the province, in school districts experiencing capacity pressures, resulting from enrolment growth and the MOA.
- Since 2018/19 the ministry has supported business case development for 15 additions projects under the EGP, which are expected to create almost 2700 new student spaces.

Funding:

PROJECTS UNDERWAY			PROV (\$M)
22	Vernon	B X Elementary	11.1
33	Chilliwack	Vedder Elementary	11.8
36	Surrey	Morgan Elementary	10.4
36	Surrey	White Rock Elementary	7.6
43	Coquitlam	Dr. Charles Best Secondary	8.4
43	Coquitlam	École Panorama Heights Elementary	6.2
68	Nanaimo-Ladysmith	Hammond Bay Elementary	14.6

PROJECTS IN BUSINESS CASE DEVELOPMENT

5	Southeast Kootenay	Isabella Dicken Elementary
36	Surrey	Semiahmoo Trail Elementary
36	Surrey	South Meridian Elementary
40	New Westminster	Queen Elizabeth Elementary (Queensborough)
42	Maple Ridge - Pitt Meadows	Eric Langton Elementary
68	Nanaimo-Ladysmith	Dover Bay Secondary

Description:

- Since 2009, EDUC has contracted VFA Canada Corporation Ltd. to perform condition inspections of schools every 5 years (approx. 20% of all schools are inspected annually).
- Inspections generate detailed reports identifying systems and components exceeding manufacturer's suggested replacement periods, creating Facility Condition Index (FCI) ratings used for planning and forecasting purposes by school districts and EDUC.
- The higher the FCI, the greater the cost of requirements for that facility, where the FCI of a new school is equal to 0.00.

Statistics:

- There are approx. 1,812 facilities, including 1,558 schools, in the 60 school districts located across BC, with approx. 7.3 million m2 of area, with an estimated replacement value of \$15 billion.
- Average age: ~45 years:
- Average FCI: 0.47
- Oldest school: 1897 (Lord Strathcona Elementary – Vancouver, FCI: 0.32)
- Largest school: 30,394 m2 - New Westminster Secondary – New Westminster, FCI 0.76)
- Percentage schools <40 years: 40%
- Average FCI schools <40: 0.34 (better than provincial avg)
- Percentage schools >40 years: 60%
- Average FCI schools >40 years: 0.53 (worse than provincial avg)

Key Facts:

- EDUC, HLTH, AEST, CITZ currently contract VFA to do Facility Condition Assessments, using FCI information to assist with funding decisions on the routine maintenance and renewal of the Province's public sector inventory.
- School districts submit an annual Five-Year Capital Plan that includes requests for maintenance needs under the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), and Annual Facility Grant (AFG), all having an impact on FCI.
- VFA's assessments identify deferred maintenance recommended to be addressed within **one year at a value of \$541M**; and total long term deferred maintenance concerns that should be addressed within five years **at a value of \$7.94B**. This is based on the premise that all school components (e.g. boilers, roofs, floors, etc.) must be replaced at the manufacturers' suggested "end of life" date, as such, the assessment assumes full replacement costs the year after the "end of life" date.
- In 2020/21 EDUC provided \$181M in routine maintenance capital funding through SEP, CNCP, BEP, and AFG to the 60 school districts in BC.

Key Outcomes:

- For 2017/18 & 2018/19 EDUC had an annual data maintenance plan capturing completed maintenance projects at individual school facilities, which allowed for up-to-date FCI calculations in-between the scheduled five-year assessment cycles of school facilities. This demonstrated return on investment from EDUC routine capital programs such as SEP, CNCP, BEP and AFG, as tracked against changes in FCI for school district facility assets. This annual data maintenance plan was cancelled from 2019/20 onwards due to Branch operational budget cutbacks.

Funding:

- AFG was \$110M/yr from 2004-18 while inflation increased by approx. 18.5%.
- AFG increased to \$115.5M (combined capital and operating portions) from 2018/19 onwards.
- For 2020/21 EDUC provided \$64M SEP, \$8M BEP, and \$17M CNCP funding to school districts for capital maintenance projects.

Agreements:

- VFA is currently in its third five-year contract (expires March 31, 2024) with EDUC, to conduct Facility Condition Assessments producing Facility Condition Index (FCI) scores for school district owned assets.

Services to Ministry and Delivery Partners:

1. VFA Canada Corporation Ltd. (as per Agreement information).

FACILITY CONDITION ASSESSMENT

updated September 30, 2020

SD#	School District Name	Average FCI as of Sept. 30				
		2016	2017	2018	2019	2020
5	Southeast Kootenay	0.21	0.34	0.48	0.52	0.59
6	Rocky Mountain	0.33	0.46	0.50	0.31	0.37
8	Kootenay Lake	0.40	0.50	0.56	0.40	0.44
10	Arrow Lakes	0.44	0.51	0.51	0.39	0.50
19	Revelstoke	0.25	0.37	0.23	0.23	0.27
20	Kootenay Columbia	0.30	0.40	0.56	0.53	0.56
22	Vernon	0.27	0.35	0.45	0.44	0.47
23	Central Okanagan	0.32	0.27	0.51	0.51	0.55
27	Cariboo-Chilcotin	0.48	0.46	0.53	0.38	0.49
28	Quesnel	0.37	0.39	0.45	0.29	0.37
33	Chilliwack	0.38	0.18	0.39	0.39	0.47
34	Abbotsford	0.45	0.31	0.48	0.48	0.51
35	Langley	0.52	0.58	0.40	0.37	0.47
36	Surrey	0.32	0.33	0.44	0.39	0.39
37	Delta	0.43	0.48	0.54	0.55	0.47
38	Richmond	0.47	0.49	0.44	0.44	0.55
39	Vancouver	0.40	0.53	0.55	0.55	0.51
40	New Westminster	0.57	0.43	0.20	0.20	0.28
41	Burnaby	0.59	0.62	0.30	0.30	0.43
42	Maple Ridge-Pitt Meadows	0.47	0.37	0.44	0.44	0.56
43	Coquitlam	0.39	0.34	0.56	0.57	0.36
44	North Vancouver	0.54	0.58	0.45	0.45	0.50
45	West Vancouver	0.51	0.52	0.40	0.42	0.50
46	Sunshine Coast	0.48	0.47	0.34	0.34	0.44
47	Powell River	0.57	0.54	0.33	0.33	0.42
48	Sea to Sky	0.38	0.42	0.39	0.39	0.50
49	Central Coast	0.44	0.47	0.35	0.35	0.39
50	Haida Gwaii	0.38	0.47	0.49	0.49	0.51
51	Boundary	0.55	0.53	0.50	0.50	0.51
52	Prince Rupert	0.59	0.65	0.65	0.65	0.61
53	Okanagan Similkameen	0.39	0.44	0.25	0.25	0.28

SD#	School District Name	Average FCI as of Sept. 30				
		2016	2017	2018	2019	2020
54	Bulkley Valley	0.59	0.60	0.38	0.37	0.46
57	Prince George	0.34	0.36	0.56	0.56	0.61
58	Nicola-Similkameen	0.61	0.59	0.46	0.42	0.51
59	Peace River South	0.40	0.45	0.59	0.59	0.63
60	Peace River North	0.25	0.40	0.57	0.57	0.59
61	Greater Victoria	0.32	0.41	0.49	0.48	0.53
62	Sooke	0.47	0.46	0.35	0.32	0.38
63	Saanich	0.35	0.42	0.38	0.40	0.46
64	Gulf Islands	0.43	0.48	0.32	0.33	0.38
67	Okanagan Skaha	0.32	0.39	0.48	0.48	0.50
68	Nanaimo-Ladysmith	0.54	0.60	0.43	0.39	0.42
69	Qualicum	0.39	0.46	0.30	0.30	0.37
70	Pacific Rim (formerly Alberni)	0.49	0.32	0.45	0.41	0.46
71	Comox Valley	0.23	0.29	0.47	0.47	0.50
72	Campbell River	0.45	0.45	0.57	0.57	0.44
73	Kamloops-Thompson	0.57	0.60	0.36	0.35	0.38
74	Gold Trail	0.46	0.44	0.59	0.53	0.55
75	Mission	0.51	0.54	0.44	0.45	0.51
78	Fraser-Cascade	0.46	0.54	0.41	0.38	0.48
79	Cowichan Valley	0.41	0.35	0.59	0.57	0.49
81	Fort Nelson	0.51	0.49	0.58	0.43	0.45
82	Coast Mountains	0.44	0.44	0.56	0.38	0.54
83	North Okanagan-Shuswap	0.44	0.41	0.34	0.33	0.40
84	Vancouver Island West	0.27	0.36	0.47	0.45	0.46
85	Vancouver Island North	0.30	0.36	0.48	0.48	0.63
87	Stikine	0.46	0.37	0.46	0.21	0.21
91	Nechako Lakes	0.52	0.37	0.46	0.45	0.52
92	Nisga'a	0.25	0.33	0.51	0.49	0.51
93	Conseil Scolaire Francophone	0.34	0.28	0.35	0.37	0.36
	Provincial Average	0.42	0.43	0.43	0.44	0.47

Year	EDUC Routine Capital Program Allocations (AFG, BEP, CNCP, SEP)	Immediate Deferred Maintenance (Cost of repairs and upgrades required within 1 year)	Total Deferred Maintenance (Cost of repairs and upgrades required within 5 years)	Average Provincial FCI - New Condition (0.00) to Very Poor Condition (1.00)
2020	\$181M	\$541M	\$7.94B	0.47
2019	\$169M	\$591M	\$7.64B	0.44
2018	\$170M	\$396M	\$6.70B	0.43
2017	\$155M	\$343M	\$6.28B	0.43
2016	\$172M	\$332M	\$6.26B	0.42
2015	\$152M	\$305M	\$6.09B	0.42
2014	\$98M	\$296M	\$5.98B	0.41
2013	\$98M	\$254M	\$5.41B	0.38
2012	\$96M	\$236M	\$5.38B	0.37

PLAYGROUND EQUIPMENT PROGRAM (PEP)

updated September 30, 2020

Description:

- Fulfilling a Ministerial Mandate Letter key deliverable, EDUC launched a new Playground Equipment Program (PEP) starting in 2018/19.
- The PEP is an ongoing annual program with **\$5M** available to school districts.
- School districts request PEP funding as part of EDUC's annual Five-Year Capital Plan process.
- To date, allocations have been **\$90,000** for standard playground equipment and **\$105,000** for universal accessible playground equipment.
- Effective FY 2020/21, only universally accessible playground equipment will be funded for **\$125,000**
- Only schools with a majority of elementary grades are eligible for program funding.
- School districts prioritize eligible schools requiring new or replacement playground equipment, where greatest need exists.
- PACs will not be reimbursed for previous or subsequent playground equipment fundraising.
- EDUC had provided **\$4M** for playground equipment each year of 2011/12 and 2012/13:
 - **\$50,000** for new adventure-style equipment
 - Up to **\$50,000** in PAC reimbursement for playground equipment purchases made prior to the introduction of program
 - **\$25,000** for the partial replacement, repair or upgrade of existing equipment.

Key Facts:

- Supporting inclusion and accessibility for all school-age children, EDUC will fund only universally accessible playground equipment effective FY 2020/21.
- School districts may choose to make discounted purchases of playground equipment through Government's Corporate Supply Arrangement (CSA) for Playground Equipment.
- The CSA for Playground Equipment was renewed in July 2018 to capture new and diverse types of playground equipment.
- In FY 2018/19, the PEP funding was distributed on an **equality basis**, so each school district received approval for one project until the program budget was exhausted.
- In FY 2019/20 and onwards, the PEP funding is being distributed on an **equitability basis**, so school districts with larger student populations will receive more projects (as they have more schools and playgrounds).

Key Outcomes:

- For FY 2018/19, 51 projects in 51 school districts were approved for PEP funding. As noted above, this distribution was based on an **equality basis**. The nine school districts that did not receive funding in 2018/19 were prioritized for funding in 2019/20.
- For FY 2019/20, 50 projects in 34 school districts were approved for PEP funding, including the previously unfunded nine school districts that were carried over from FY 2018/19. This distribution was based on an **equitability basis**, with larger school districts eligible for more projects than small districts.
- For FY 2020/21, 40 projects in 33 school districts approved for PEP funding, distributed on an **equitability basis**.

Funding:

- **\$5M** annual capital program.

Agreements:

- CSA for Playground Equipment, CITZ, as sponsored by EDUC.

Statistics:

- **870** potentially eligible schools with a majority of elementary grades
- In 2018/19, **51 projects** approved in 51 SDs
- In 2019/20, **50 projects** approved in 34 SDs
- In 2020/21, **40 projects** approved in 33 SDs

Services to Ministry:

- Districts are wholly responsible for the purchase and installation of playground equipment and appropriate ground cover and must meet all applicable codes and standards.

Delivery Partners:

1. All school districts
2. Procurement Services Branch, Ministry of Citizens' Services

Description:

- The *School Act* provides a board of education with the authority to close a school in its school district, either temporarily or permanently.
- Permanent school closures are also subject to the School Opening and Closure Order.
- Under the Order, closing a school building that is used for the purposes of providing an educational program to students for a period exceeding 12 months is considered a permanent closure.
- If a board decides to permanently close a school, it must provide the Minister with written notification.
- Announced in June 2016 and discontinued in the 2020/21 school year, the Rural Education Enhancement Fund (REEF) was intended to keep public schools open in small rural communities (i.e., having a population <15,000) where impacts on the community were a concern.

Statistics:

- In 2018/19, three schools were permanently closed:
 - Chance Alternate, SD33 (Chilliwack)
 - Rutherford Elementary, SD68 (Nanaimo-Ladysmith)
 - Esperanza Elementary Secondary, SD84 (Vancouver Island West)
- In 2019/20, three schools were permanently closed:
 - Sea Island Elementary, SD38 (Richmond)
 - Buick Creek Elementary, SD60 (Peace River North)
 - Sk'il' Mountain Community School, SD74 (Gold Trail)
- Between 2001/02 and 2019/20, **269** public schools have been closed due to declining enrolment.

Key Facts:School Closure Process:

- The School Opening and Closure Order requires each board of education to develop and implement a school closure policy for its school district.
- That school closure policy must be made available to the public.
- The policy must include a public consultation process regarding permanent school closures.
- The process has to provide an adequate opportunity for the community to respond to a board's proposal to close a school and allow for the fair consideration by the board of the community's input.
- The proposal must have addressed possible alternative community uses for the school.

REEF Application Process:

- The Ministry will not be accepting new or updated applications for the 2020/21 school year as the REEF program has been discontinued.
- REEF funding has been added to the Small Community Supplement under the Supplement for Unique Geographic Factors; in the 2020/21 school year funding through Unique Geographic factors increased by \$26.5M to \$321.6M.
- In previous years, eligible school districts were required to apply to the Ministry to access REEF operating funds.
- Approved funding may only be used to help keep a rural school open.
- Eligibility criteria and timelines were revised for **new** 2018/19 applications and included:
 - Community is located outside of the Greater Victoria, Lower Mainland or Kelowna areas;
 - Population of the community is under 15,000 residents;
 - The isolated location of the community poses demonstrable challenges;
 - The school closure would leave the community with no public school;
 - The school closure would have a detrimental educational impact on local students; or a negative social or economic impact on the community;
 - A school closure where the primary driver is facility condition will not be considered.

Key Outcomes:

- REEF has enabled boards of education to keep open small rural schools which might otherwise have been closed.
- Boards normally close schools to allow for more efficient student space utilization, and to save operating and maintenance costs.

School Opening and Closure Order - Notification to Ministry

- If a board decides to permanently close a school, it must promptly notify the Ministry in writing and provide the following information:
 - the school's name
 - the school's facility number
 - the school's address
 - the date of school closure

REEF Funding (school year)

- REEF is funded outside of the operating block.
- In 2017/18, \$3.37M was allocated for 11 schools in eight (8) school districts.
- In 2018/19, \$4.06M was allocated for 14 schools in nine (9) school districts. The three (3) additional schools are from the same school district, SD27 – Cariboo-Chilcotin.
- In 2019/20, \$4.29M is being allocated for 16 schools in ten (10) school districts. The two (2) additional schools are from the same school district, SD50 – Haida Gwaii.
- In 2020/21 REEF is discontinued and included in the Unique Geographic Supplements.

REEF-Funded Schools 2019/20 school year:

SD	School	2018/19 Approvals	Increase Requested	2019/20 New School Requests	Approved 2019/20
8	Jewett Elementary	\$46,947	\$45,330	0	\$92,277
	Winlaw Elementary	\$357,677	0	0	\$357,677
22	Cherryville Elementary	\$443,320	\$32,360	0	\$475,680
27	Big Lake Elementary	\$235,609	-\$22,215	0	\$213,394
	Likely Elementary	\$191,277	\$24,983	0	\$216,259
	Dog Creek Elementary/Secondary	\$174,161	\$21,116	0	\$195,277
28	Kersley Elementary	\$305,590	0	0	\$305,590
	Parkland Elementary	\$378,168	0	0	\$378,168
47	Texada Elementary	\$260,000	0	0	\$260,000
53	Osoyoos Secondary	\$437,075	\$29,525	0	\$466,600
62	Port Renfrew Elementary	\$230,000	\$12,000	0	\$242,000
67	Trout Creek Elementary	\$397,333	\$13,487	0	\$410,820
	West Bench Elementary	\$389,305	\$10,470	0	\$399,775
83	Silver Creek Elementary	\$213,353	0	0	\$213,353
50	Port Clements Elementary	0	0	\$34,520	\$34,520
	Agnes L. Mathers Elementary	0	0	\$25,817	\$25,817
TOTAL:		\$4,059,815	\$167,056	\$60,337	\$4,287,207

Description:

- The School Enhancement Program (SEP) was implemented in August 2015 to provide capital funding to address larger maintenance needs in schools, thereby extending the life of existing assets.
- Eligible SEP projects must be greater than \$100,000, but less than \$2M. If greater than \$2M, projects must be phased over more than one year.
- SEP projects eligible for funding include:
 - Electrical (ex: power supply, distribution systems)
 - Energy (ex: LED lighting, high-efficiency boilers)
 - Health and Safety (ex: fire safety systems, indoor air quality, drinking water quality)
 - Mechanical (ex: heating, ventilation, plumbing)
 - Building Enclosure (ex: roofing, exterior walls, windows)
 - Washrooms (ex: SOGI)
 - Flooring (ex: gymnasiums, hallways)
- SEP projects ineligible for funding include, but are not limited to:
 - Daily wear and tear (ex: painting)
 - Parking lot and driveway repairs
 - Ground-work and playfield repairs
- Ineligible SEP projects may be completed using Annual Facility Grant (AFG) funding, operating funds, or local capital funds.
- SEP projects must meet Generally Accepted Accounting Principles (GAAP) for capital improvements.

Key Facts:

- Each board of education is encouraged to make funding requests for high priority SEP projects as part of its annual Five-Year Capital Plan submission to EDUC.
- EDUC reviews all eligible SEP project requests from the 60 school districts, evaluating them against meeting program criteria, and using a qualitative and quantitative pairwise methodology that helps determine which projects are approved within the available SEP budget for that capital year.
- A maximum of five projects may be submitted annually by each school district. Smaller projects for a number of various schools, as part of a wider school district SEP project, may be grouped to form a single project proposal.
- Each year the overall value of SEP project requests from school districts typically exceeds the available SEP budget, as shown in the “Key Outcomes” section below.
- In April 2020, EDUC issued the Capital Plan Instructions for the 2021/22 fiscal year to all school districts, including a call for SEP projects to be submitted to EDUC by end of July 2020.
- Ministry staff have been evaluating SEP submissions for potential project approvals in 2021/22, throughout July-October 2020. Approvals will be announced in March 2021.

Funding:

- **\$182M** has been notionally budgeted for SEP within the current 3 year fiscal cycle:
 - 2020/21 - \$64M
 - 2021/22 - \$59M
 - 2022/23 - \$59M

Key Outcomes:

- For 2019/20, EDUC received **366** project requests for SEP funding valued at **\$210M** and approved a total of **138** projects with an overall dollar value of **\$65M**.
- For 2020/21, EDUC received **440** project requests for SEP funding valued at **\$283M**, and approved **164** projects valued at **\$64M**.

Statistics:

- For 2020/21, EDUC approved **165** SEP projects with an overall value of **\$64,257,892** in the following categories:

PROJECT TYPE	No. of PROJECTS	VALUE
Energy Upgrade	3	\$2,910,000
Health & Safety Upgrade	28	\$10,495,356
Mechanical Upgrade	47	\$22,885,488
Building Enclosure Upgrades	43	\$20,764,211
Electrical Upgrade	23	\$3,607,837
Washroom Upgrade	7	\$1,025,000
Flooring Upgrade	14	\$2,570,000
TOTAL:	165	\$64,257,892

SCHOOLS PROTECTION PROGRAM (SPP)

updated September 30, 2020

Description:

- Risk Management Branch (RMB), FIN, started provincial self-insurance in March 1987
- Self-insurance has saved the SUCH sector hundreds of millions of dollars in commercial insurance premium costs
- SPP provides self-insurance for the public K-12 education system
- Under authority of the *School Act*, the Minister has designated SPP as the insurer for boards of education to be administered by RMB
- School districts are covered for claims from:
 - Property Loss/Damage
 - Boiler and Machinery Loss/Damage
 - Crime
 - General Liability
 - Employment Practices Liability
 - Directors' & Officers' Liability
- SPP acquires ICBC coverage on behalf of all school districts for their vehicles
- Districts may also purchase Optional Property Program coverage through RMB for surplus buildings leased to other parties (e.g., local government, community groups, Government)

Statistics:

- 24 "excess of pool" losses over the last 10 years:
 - 9 claims between \$250,000 and \$500,000
 - 9 claims between \$500,000 and \$1M
 - 6 claims greater than \$1M
- Includes 14 fire losses; 9 water losses; 1 sewer back-up loss
- Average of 2.5 claims per year with average value = \$1.7M

Key Facts:

Property - Loss and Damage Coverage

- SPP covers all board-owned property being used for educational purposes against loss and damage
- A property premium is set annually to fund a Property Risk Pool managed by RMB
- This premium is recovered directly from school district operating funds allocated by EDUC
- A school district's *pro-rata* share is based on the EDUC replacement cost for its facilities inventory against the total EDUC replacement cost for all facilities in the K-12 system
- Limits for property loss and damage claims involving existing buildings changed in 2020/21:
 - Claims **under \$500,000 (previously \$250,000)** are funded from the Property Risk Pool
 - Claims **over \$500,000 (previously \$250,000)** are funded as emergent SPP projects under the current EDUC Capital Plan
- School districts must pay a **\$10,000** deductible for each instance of property loss and damage funded from the Property Risk Pool.

Property - Course of Construction Coverage

- For property loss and damage claims during active construction projects:
 - if under \$50,000, claims are funded from the Course of Construction Pool created using funds recovered from other at-fault parties by RMB
 - if equal to or over \$50,000, claims funded as emergent projects in the EDUC Capital Plan

Liability

- SPP covers all board of education employees against liability claims while performing district duties
- School trustees, volunteers, parent advisory councils, student teachers, and students are also covered, to the extent that liability arises from participation in board-approved activities
- Liability coverage premiums are calculated by an actuary under contract to RMB
- The liability program is backed by a provincial indemnity
- The *pro-rata* cost to a school district is based on its share of total FTE students in the K-12 system
- No deductible applies to liability claims, with RMB managing legal representation for Government

Key Outcomes:

- Successful annual insurance programming for boards of education, EDUC & Government

SCHOOLS PROTECTION PROGRAM (SPP)

updated September 30, 2020

Schools Protection Program Cost:

- 2019/20 Total = **\$6.926M**, incl. \$4.45M general liability, \$2.23M property loss, \$245K other expenses
- 2018/19 Total = **\$6.691M**, incl. \$4.37M general liability, \$2M property loss, \$417K other expenses

Services to Ministry:

- Claims and underwriting services
- Optional Property Program administration
- Contract review
- Risk management advice

Agreements:

- MOU between Capital Management Branch, EDUC, and Risk Management Branch, FIN

Delivery Partners:

- Risk Management Branch, Ministry of Finance

Description:

- In 2004, the Ministry of Education launched the Seismic Mitigation Program (SMP) in partnership with UBC's Seismic Research Faculty and the Engineers and Geoscientists of BC (EGBC) with a commitment to mitigate all seismic high-risk schools by 2020.
- The primary objective of the SMP is to achieve a life-safety standard for public schools by minimizing the probability of local structural collapse as a result of a seismic event (for assessment purposes, a magnitude 7.0 event is used).
- The Ministry has a Mandate Letter requirement to accelerate the approval of projects in the seismic mitigation program.
- The Ministry completed reassessments of schools on Vancouver Island, Haida Gwaii and in Richmond that resulted in 151 more schools being added to the SMP.

Funding:

- The current fiscal plan provides \$925 million for the SMP.
- To date, government has spent \$1.8 billion to seismically upgrade or replace seismically high-risk schools.

Delivery Partners:

1. Engineers and Geoscientists of BC
2. UBC's Earthquake Engineering Research Facility
3. School Districts

Key Facts:

- Since September 2017, 51 SMP projects have been approved with a total value of \$1,030 million.
- In 2015, Natural Resources Canada updated seismic risk mapping and increased the expected magnitude and duration of a Cascadia fault event in B.C.
 - Triggered updates to National Building Code of Canada (2015) and Seismic Retrofit Guidelines (SRG) (developed by EGBC), which came into effect as of July 1, 2017.
 - This has changed the seismic ratings of schools primarily across Vancouver Island, Richmond, Haida Gwaii and some areas on the Sunshine Coast, which have been reassessed.
 - The results of the assessments were communicated to school districts in July 2019.
 - School Districts are expected to identify and prioritize projects for mitigation in their annual 5-year capital plan submission due each year in June.

Key Outcomes:

- The Ministry has committed to accelerate the pace of seismic project funding approvals and delivery. Since September 2017, 51 SMP projects have been approved.
- Previously, only 7 projects were approved in 15/16, and 9 projects were approved in 16/17.
- The rate of approvals in the past two fiscal years is nearly double that of the previous years, with 15 projects approved in 17/18, 13 projects approved in 18/19 and 18 in 2019/20.

Statistics:

- As of September 28, 2020, there are 491 total projects in the SMP, of these:
 - 183 schools completed;
 - 27 under construction;
 - 14 proceeding to construction
 - 23 in business case development; and
 - 244 future priorities.
- 50% of the program has been advanced since 2004, which equates to approximately 15 projects/year or 3% of the program annually.

Background/History:

- In March 2004, the Ministry initiated seismic assessments of 877 schools within 37 school districts located in high-risk seismic zones.
- In November 2004, Government committed to a \$1.5 billion plan for the seismic upgrading of 749 schools (Phase 1) over 15 years to make B.C. schools earthquake safe.
- Since 2005, a technical team with members from the EGBC and UBC's 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.
- Although the SMP had been continually worked on with schools being seismically mitigated since 2005, EGBC'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 (H1)** - Most vulnerable structures; at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural upgrades required.
 - **High 2 (H2)** - Vulnerable structures; at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural upgrades required.
 - **High 3 (H3)** - Isolated failure to building elements such as walls are expected; building likely not repairable after event. Structural and non-structural upgrades required.
 - **Medium** - Isolated damage 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.
- In May 2012, EGBC's new reassessment results were made public, along with the role EGBC had been fulfilling under contract with the Ministry. The results reduced the number of projects to be addressed in the SMP 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. Since 2012, the SMP has focused on addressing schools with high-risk (H1/H2/H3) blocks.
- By late 2014, feedback from school districts increased the number of remaining Phase 2 projects from 152 to 183. At that point in time there were a total of 342 schools (both Phase 1 and Phase 2) in the SMP. Since 2016, feedback from school districts added 5 more high-risk schools to the SMP, for a total of 347.
- Changes to the 2015 National Building Code identified significant increases to the expected intensity and duration of earthquakes in Haida Gwaii and on Vancouver Island, and increased amplifications of ground motions for buildings built on soft soils, such as in Richmond. In June 2016, Engineers and Geoscientists of British Columbia (EGBC) provided updated Seismic Retrofit Guidelines to the Province that could be used to assess the potential increased risks to schools as a result. In 2018 government reassessed the seismic safety of identified schools within these districts. These re-assessments identified 151 schools that now have one or more high seismic risk blocks under the new Seismic Retrofit Guidelines. These 151 schools were added to the SMP in July 2019. There are now 247 schools identified as future priorities.

Description:

Disposal of Land or Improvements Order

- The Order was amended in September 2008 to require Minister of Education approval for the disposal of board-owned properties.
- A disposal under the Order includes a sale and transfer in fee simple (including a property exchange); or a lease of greater than 10 years.
- The Order applies to the disposal of all board-owned properties (in whole or in part), including schools, administrative offices, bus garages, maintenance yards, teacherages, and vacant sites.
- A disposal of property to another board of education (i.e., CSF) or an independent school does not require ministerial approval.
- Properties that are the subject of a Crown grant are exempt from the Order.

Surplus Properties Program (SPP)

- SPP was introduced in July 2018, replacing the Release of Assets for Economic Generation (RAEG).
- CITZ administers SPP with reports made to TB.
- SPP provides oversight of the disposal of public assets by ministries and Broader Public Sector Entities (BPSE), which includes boards of education.
- Prior to receiving ministerial approval, a school district must first undergo the Enhanced Referral Process (ERP) provided under the SPP.
- A Surplus Declaration and Readiness Checklist is completed, demonstrating due diligence was applied in the consideration of disposing a surplus board-owned property.
- The ERP provides CITZ with 90 days to match a surplus property to the needs of a ministry or another BPSE.

Key Facts:

Surplus Properties Program (SPP)

- Boards of education are part of the Government Reporting Entity (GRE), which allows net proceeds from the sale of board-owned assets to be booked by the Province as revenue.
- All proceeds are retained by individual boards for capital reinvestment in their districts.
- SPP reporting to TB shows EDUC's forecasted net proceeds (only for property sales >\$1M) as:
2019/20 = **\$0.98M**; 2020/21 = **\$0.77M**; 2021/22 = **\$41.8M**

Property Disposal

- Prior to seeking ministerial approval for the disposal of a property, a board of education must first undertake a broad public consultation process.
- This process must be conducted in accordance with published policies and procedures for disposals of land or improvements as established by a board of education.
- Ministerial approval is not granted for a particular sales transaction with a specific purchaser; rather, a board of education is allowed to pursue a disposition process for a surplus property.
- The Disposal Approval Form signed by the Minister or designate is required by Land Title Office to allow transfer of title from a board of education to the new property owner.
- When a board completes the disposal of land or improvements, it must promptly provide the Minister with written notification of the disposition and the final proceeds amount.

Delivery Partners:

1. Real Property Division, Ministry of Citizens' Services
2. New Westminster Land Title Office (Vancouver/New Westminster Land Title Districts)
3. Kamloops Land Title Office (Kamloops/Nelson Land Title Districts)
4. Victoria Land Title Office (Victoria/Prince Rupert/Prince George Land Title Districts)

Key Outcomes:

- GRE reporting by school districts received net proceeds totalling \$42.82M for FY19/20.
- 2019/20 property sales >\$1.0M included:
 - Anniedale Elementary, SD 36 (Surrey) - \$4.67M
 - Big Eddie School site, SD19 (Revelstoke) – \$1.56M
 - McNicholl Park, SD67 (Okanagan-Skaha) - \$11.20M
 - Glen Elementary land, SD43 (Coquitlam) - \$8.47M
 - Lincoln Elementary, SD43 (Coquitlam) - \$16.19M

GRE Completed Property Disposals for 2019/20 Fiscal Year (To-Date)

			Property (original purchase)	Purchaser	Net Proceeds	MED-Restricted-Capital	%	Local Capital	%
Q3	SD36	Surrey	Former Anniedale Elementary	Pentecostal of Tabernacle of BC	4,835,000	0	0.00%	4,835,000	100.00%
TOTAL:					4,835,000	0	0.00%	4,835,000	100.00%

Approved Property Disposals - Expected Completions**2019/20**

SD19 (Revelstoke)	Former Big Eddy Elementary	City of Revelstoke	\$0.58M
SD 93 (Nechako Lakes)	Former Sowchea Elementary	District of Fort St. James	\$0.40M
TOTAL:			\$0.98M

2020/21

SD 33 (Chilliwack)	Huston Road Lot	City of Chilliwack	\$0.51M
SD 75 (Mission)	Former Cade Barr Elementary	City of Mission	\$0.26M
TOTAL:			\$0.77M

2021/22

SD36 (Surrey)	Old Board Office Parking Lot	City of Surrey	\$27.3M
SD41 (Burnaby)	Former Board Office	City of Burnaby	\$14.5M
TOTAL:			\$41.8M

Financial Services

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BUDGET 2020 OVERVIEW

updated February 6, 2020

Description:

- The Ministry of Education's 2020/21 budget is \$6.7B in operating funding and \$880M in capital for the K-12 education sector.

Statistics:

- The Ministry of Education's **2020/21 operating budget of \$6.7B** includes:
 - \$6.1B for public schools (92%)
 - \$449M for independent schools (7%)
 - \$43M for other partners (<1%)
 - \$42M for ministry administration (<1%)
 - \$30M for the BC Training and Education Savings Program (<1%)
 - \$9M for the Teachers Act Special Account (<1%)
- The Ministry of Education's **2020/21 capital budget of \$880M** includes:
 - \$366M for school expansion and replacement
 - \$310M for the Seismic Mitigation Program
 - \$92M for the Annual Facilities Grant
 - \$64M for The School Enhancement Program
 - \$13M for the Bus Replacement Program
 - \$8M for the Building Envelope Program
 - \$17M for the Carbon Neutral Program
 - \$5M for Playgrounds
 - \$5M for the Rural District Program

Delivery Partners:

1. Boards of Education
2. Federation of Independent Schools Association
3. Public Libraries
4. Other Education Sector Partners (such as FNEC, BCCPAC, BCSTA, BCPSEA, etc.)

Key Facts:

- B.C.'s K-12 education operating budget is \$6.7B in 2020/21; a \$128M year-over-year increase.
- *Budget 2020* provides \$546M in operating funding and \$2.5B in provincial capital funding over the three-year fiscal plan.
- Since its formation, the current Government has provided \$2.2B in new operating funding for K-12 education – this includes \$552M in *Budget 2019*, \$409M in *Budget 2018* and \$681M in the *Budget 2017 Update*.

Key Outcomes:

- *Budget 2020* provides funding for the known enrolment cost pressures in public schools due to the realized September 2019 enrolment growth; funding is flatlined in 2021/22 and 2022/23, as the forecast for enrolment growth is more uncertain in future years.
- Additional funding is provided for district-reported costs under the Classroom Enhancement Fund for the restoration of clauses in local teacher collective agreements regarding class size and composition.
- With its capital envelope, Government is committed to accelerating the seismic mitigation program and investing in expansion and replacement projects in school districts.
- On February 7, 2020, government announced the immediate implementation of 12 of the recommendations made by the Independent Panel for the Funding Model Review. These include recommendations for improving Indigenous education as well as improving accountability, financial management and equity.

Funding:

- The three-year **operating lift of \$546 million** in *Budget 2020* includes:
 - \$205 million to fund public school enrolment growth;
 - \$218 million for the *Sustainable Services Negotiated Mandate* (SSNM) for CUPE staff;
 - \$98 million to fund additional hiring costs under the Classroom Enhancement Fund;
 - \$36 million for independent schools;
 - \$2 million for the *Sustainable Services Negotiating Mandate* for ministry staff;
 - \$2 million for the *Teachers Act* Special Account; and,
 - \$15 million reduction in Executive and Support Services and Transfers to Other Partners for ministry administration savings.
- The **\$2.47 billion three-year capital plan** in *Budget 2020* includes:
 - \$996M to invest in expansion and replacement projects in school districts;
 - \$925M to accelerate the Seismic Mitigation Program;
 - \$534M to invest in asset rehabilitation and maintenance (routine capital); and,
 - \$15M for the annual \$5M Playground Equipment Program.

Description:

- SD93 Conseil scolaire francophone (CSF) helps ensure those with constitutional rights to minority language education under Section 23 of the Canadian Charter of Rights and Freedoms receive it.
- SD93 is the only school district in the province that serves the entire province.
- SD93 was established in 1996 and is now in its 24th school year.
- Operating funding for SD93 is calculated in the same way as other Boards of Education, but it receives an additional 5% on its Student Location Factor and 15% on its overall allocation to recognize its unique role as a provincial service provider.

Statistics:

- SD93 enrolled 6,228 FTE in Sept 2019, an increase of 110 FTE (1.8%) compared to 2018/19.
- The district estimates it will enrol 6,398 FTE in Sept 2020, an increase of 170 FTE (2.7%) compared to 2019/20.
- Enrolment has increased in all but one of the 24 years the CSF has been in operation and has nearly quadrupled since the CSF was established in 1996.
- Since inception, CSF's enrolment has increased by about 1,000 FTE every five years.
- Operating grants in SD93 have increased by an average of \$3.3M annually since its inception in 1996.

Key Facts:

- In 2013 the CSF, together with parents' groups, launched a legal action against the B.C. government alleging breaches of *Section 23 of the Canadian Charter of Rights and Freedoms* for failure to provide equivalent education for the francophone minority in B.C.
- Justice Russell found in favour of the CSF on many aspects of their action on capital funding. For operating funding, the CSF was awarded Charter damages of \$6M, payable over 10 years, representing the perceived deficit in transportation funding to the CSF for its transportation services between 2002/03 and 2011/12.
- In 2018 the BC Court of Appeal allowed the Province's cross-appeal of the trial judge's \$6M Charter damages award for historical underfunding of transportation. The Court set aside the order requiring the Province to pay the CSF \$6M in Charter damages over 10 years.
- On June 12, 2020 the Supreme Court of Canada restored the trial judge's \$6M Charter damages award for historical underfunding of transportation.
- In summer 2016, the Province announced the Student Transportation Fund (STF); \$14.8M of funding to address inflationary pressures since 2002 and remove bussing fees. Once allocations had been made to eliminate fees for eligible riders, funding was allocated according to the Student Location Factor (SLF).
- SD93 has its SLF increased by a factor of five, the only district in the province to which this applies.
- The 2016/17 STF allocation for the CSF (\$150,415) was made according to their base SLF, not their factor of five multiple. The STF was increased to \$750,000 in 2018/19 to resolve the Charter damages.
- This increase has been continued, despite the BC Court of Appeal overturning the Charter damages.
- SD93 is currently operating 43 schools, one of which is a distributed learning school.
- SD93 received \$87.6M for its 2019/20 enrolment, a \$3.6M increase over the previous year.
- SD93 is estimated to receive \$92.2M for its 2020/21 enrolment, a \$4.6M increase over 2019/20.

Key Outcomes:

- SD93 is receiving \$87.6M for its 2019/20 enrolment, a \$3.6M increase over the previous year.
- SD93 is estimated to receive \$92.2M for its 2020/21 enrolment, a \$4.6M increase over 2019/20.
- SD93 enrolled 6,228 FTE in Sept 2019, an increase of 110 FTE or 1.8% compared to 2018/19.
- SD93 is estimated to enrol 6,398 FTE in Sept 2020, an increase of 170 FTE or 2.7% compared to 2019/20.
- SD93 had its Student Transportation Fund allocation increased by \$600,000 for the 2018/19 school year and beyond to resolve the Charter damages; this payment continued despite the 2018 BC Court of Appeal decision.

Funding:

- SD93 is receiving \$87.6M for its 2019/20 enrolment, a \$3.6M increase over the previous year.
- Operating grants in SD93 have increased every year since its inception in 1996.
- The CSF is the only district in the province that receives a supplementary grant to assist cultural and linguistic programs – this is an additional 15% of SD93's September operating grant, totalling \$11.4M in 2019/20.

Description:

- Agreements are used to obtain services that help the ministry fulfil its responsibilities to the K-12 education sector.
- Ministry procurement and contract processes and practices align with core policy requirements.
- The Ministry has a central procurement and contracts team that (i) provides subject matter expertise and assistance to program areas and (ii) supports efficient, effective and compliant procurement practices.

Key Facts - Procurements:

- Year to date, the Ministry has awarded 40 new service contracts valued at \$4.74M:
 - **Direct awards:** 3 contracts (8% of total contracts) valued at \$569K (12% of total value).
 - **Open or limited competitions:** 7 contracts (17%) valued at \$552K (12%).
 - **Qualified Supplier Lists:** 20 contracts (50%) valued at \$425K (9%).
 - **Shared Cost Arrangements:** 10 contracts (25%) valued at \$3.2M (67%).
- In addition, the Ministry has created 164 teacher agreements (\$281K) for marking services, facilitation, assessment development and other services.

Key Outcomes

- Ministry procurement policies, directives and procedures support compliance with government policy and help the Ministry deliver on its strategic priorities.
- 8 Qualified Supplier Lists and a Secondment Expression of Interest pool were established to support the Ministry with more efficient and compliant procurement practices.
- Procurement education, training, support and risk management is an ongoing priority area for Management Services Branch.

New Service Contracts by STOB

- 13 contracts (\$186K) are for professional advisory or operational services (STOB 60 & 61).
- In addition, there are 13 contracts (\$317K) for Open School BC operational services.
- 3 contracts (\$498K) are for information systems operating (STOB 63).
- 10 contracts (\$3.42M) are for Transfers – Entitlements (STOB 79).
- 1 contract (\$325K) is for Transfers Under Agreements (STOB 80).

Direct Awards:

- The Ministry has issued 3 direct award service contracts valued at \$569K:
 - Perfectworld Innovations Inc – Network services for 10 school district sites (\$545K for 3 years).
 - Shelley Anne Moore – Videos to support students with complex needs at home during COVID 19 pandemic (\$15K for 2 months).
 - Dean Rodney Shareski – Consulting/ advisory services for webinar series capacity building project (\$9K for 5 months).

Top 5 Highest Value New Contracts Awarded YTD

Value	Supplier	Description	Procurement
\$900K	School District 67 Okanagan Skaha	Provide network services to SD site	Shared Cost Arrangement
\$647K	School District 73 Kamloops-Thompson	Provide network services to SD site	Shared Cost Arrangement
\$545K	Perfectworld Innovations Inc	Provide network services to 10 sites located in various School Districts.	Direct Award
\$375K	School District 43 Coquitlam	Provide network services to SD site	Shared Cost Arrangement
\$335K	School District 91 Nechako Lakes	Provide network services to SD site	Shared Cost Arrangement

Description:

- Teacher regulation in B.C. has been established to be delivered on a cost recovery basis.
- The *Teachers Act* Special Account was created as the mechanism through which the application and annual practice fees paid by teachers would fund all operating costs associated with the regulatory structure for the teaching profession.

Statistics:

- \$80 – annual practice fees paid by ~ 72,500 certificate holders
- \$3.27M – total funds in Special Account surplus as of April 1st 2019
- \$7.1M – average revenue generated by fees each fiscal year and held in the *Teachers Act* Special Account
- The Treasury Board approved budget for 2019/20 was \$8.95M. Forecasted expenses and revenue are \$8.21M and \$7.29M respectively, supplemented with \$0.920M- from the Special Account surplus.
- The Treasury Board approved budget for 2020/21 is \$8.98M. Forecasted expenses and revenue are \$8.86M and \$7.10M respectively, supplemented with \$1.76M- from the Special Account surplus.
- \$0.59M– funds in Special Account surplus for which Treasury Board approval to access will be sought in fiscal 2020/21.

Key Facts:

- When the new regulatory model was established in January 2012:
 - the former BC College of Teachers' accumulated surplus (or funding balance) was transferred to the Special Account; and
 - the annual practice fee was reduced from \$120 to \$80 resulting in decreased revenue of \$2.5 million per year.
- The Special Account surplus cannot be accessed without approval from Treasury Board.
- Current annual practice fees do not fully cover the cost of operations.
- This surplus or funding balance is drawn down when there is a gap between annual practice fees and the total cost to administer the regulatory function.
- Prudent fiscal management of the Special Account is paramount to minimize expenses and mitigate the need to increase annual practice fees. Operational efficiencies are being examined – including IT investments – to further streamline operations and reduce costs. Minimizing impacts to the annual practice fees is a common goal and accountability of all responsible ADMs, as is retaining the same level of quality and standards for teachers.
- The annual practice fee for educators in B.C. is substantially lower than other professional annual practice fees in B.C. and lower than the Ontario College of Teachers fees (\$150), the only other teacher regulator in Canada that currently charges an annual practice fee.
- The forecasted revenue generated by the current \$80 annual practice fee is insufficient to cover forecasted expenses, requiring a drawdown of the account balance over time. This drawdown is expected to be complete by fiscal year 2020/21. If forecasted expenses are not reduced it may be necessary to increase revenue through a change to the annual practice fee.

Key Outcomes:

- To lessen the impact of the reduction of the annual practice fee that occurred in 2012, all aspects of the regulatory structure have been reviewed to find administrative cost savings where possible. New efforts are underway to examine processes used in teacher certification that may result in reduced costs for Teachers Act Special Account operations.
- Options for increasing the annual practice fees of certificate holders to create long term sustainability of teacher regulation operations may be considered within the Ministry, if necessary.

Key Facts:

- As of September 26, 2020, EDUC has 328.2 Ministry FTEs and 57.7 FTEs in Teacher's Act Special Account for a total of 385.9 FTEs.
- EDUC has a ratio of 41% excluded staff compared to 59% bargaining unit staff. This includes Teacher's Act Special Account positions, which are almost entirely excluded.
- EDUC has 5 Assistant Deputy Minister positions.
- The number of FTEs at EDUC has decreased by 1.7% since February 1, 2020 (6.6 less FTEs).

Description:

- A summary of the Ministry of Education's workforce, including a breakdown of FTE burn by division (averaged over six months) and the number of excluded positions.

Funding:

- Current FTE complement will be funded from within the ministry's 2020/21 Executive and Support Services appropriation of \$46,899,000.

Statistics

Ministry of Education FTEs – September 26, 2020

Organization	FTEs	% of EDUC Total	% Included	% Excluded
Minister's Office	4.5	1.2%	0%	100.0%
Deputy Minister's Office	12.6	3.3%	68.3%	31.7%
Resource Management Division (minus Teacher's Act Special Account)	70.5	18.3%	59.1%	40.9%
Governance & Analytics Division (minus Teacher's Act Special Account)	65.7	17.0%	69.6%	30.4%
Learning Division	48.2	12.5%	66.3%	33.7%
Services & Technology Division (minus Teacher's Act Special Account)	85.7	22.2%	82.0%	17.0%
Education Programs Division	41.0	10.6%	70.4%	29.6%
Ministry Total	328.2	85.1%	68.7% (227.1)	31.3% (101.1)
Teacher's Act Special Account	57.7	14.9%	1.6% (0.9)	98.4% (56.8)
EDUC Total	385.9	100.0%	58.8% (228.0)	41.2% (157.9)

**Ministry Excluded Staff, by Position – Sept 26, 2020
(not including Minister's Office)**

Position	FTEs
Deputy Minister	1
Assistant Deputy Ministers	5
Excluded Employees (Management, Schedule A staff and SEA/EAA's)	95.1
Ministry Total Excluded Staff	101.1

Teacher's Act Special Account Staff, by Position – Sept 26, 2020

Position	FTEs
Special Advisor – Teacher's Act Special Account	0.5
Management Employees – Teacher's Act Special Account	29.7
Schedule A Employees – Teacher's Act Special Account	26.6
EDUC Total Excluded Staff (Ministry + Teacher's Act Special Account)	157.9

Funding and Allocation

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Description:

- On March 3, 2017, the BC Public School Employers' Association (BCPSEA), the Public Sector Employers' Council (PSEC), Ministry of Education, and the BC Teachers' Federation (BCTF) signed a Memorandum of Agreement (MoA) that fully and finally resolves all matters related to the implementation of the Supreme Court of Canada's decision regarding restoration of class size and composition language in effect before 2002.
- In order to be compliant with the MoA – and the Supreme Court decision – the province's 60 school districts must meet class size and composition requirements as specified in the MoA and their respective local teacher collective agreements. Government has committed to fully funding the staffing and overhead/administration required for full compliance with the MoA through the Classroom Enhancement Fund (CEF).

Statistics:

- For the 2019/20 school year the CEF funding totals \$465.2M, supporting:
 - 4,223 teacher FTEs at a cost of \$398.9M:
 - 2,743 enrolling teacher FTEs
 - 1,480 non-enrolling (specialist) teacher FTEs
 - \$46M of overhead costs, including the hiring of more than 300 educational assistants
 - An estimated \$20.3M for remedies based on actual remedy costs incurred in October 2019
- Preliminary CEF funding of \$400M has been announced for the 2020/21 school year:
 - \$359M for teacher hiring
 - \$41M of overhead funding
 - \$0 for remedies (TBC in the fall of 2020)

Key Facts:

- The MoA implements the restoration of over 1,600 clauses to collective agreements across the province, together with process around the interpretation of the restored clauses.
- CEF has three components:
 - **Staffing** (for classroom and specialist teachers);
 - **Overhead** (for the ancillary costs of employing these teachers, including support staff dictated by collective agreement language); and
 - **Remedies** (where school districts are unable to implement the restored language despite best efforts).
- Based on preliminary estimates, the Ministry will recover \$5.5M in funding for 2019/20, which will be reallocated to minimize 2020/21 costs.
- Preliminary CEF funding of \$400M has been announced for the 2020/21 school year and will be finalized in the fall of 2020.
- Funding is based on actual hiring and costs as reported to the Ministry in the fall, based on actual hiring as of September 30 of the school year, and actual remedy costs for October.
- Funding for the 2020/21 school year will be adjusted based upon school districts' reporting of actual spending during the school year, which should generally align with their audited financial statements. Underspend in staffing, overhead and remedies will be recovered; overspend in remedies only will be funded.

Key Outcomes:

- Funding for an additional 4,223 teacher FTEs in B.C.'s classrooms.

Delivery Partners:

- BCPSEA has advised the Ministry on the interpretation of the restored collective agreement language in their position as official bargaining agent.
- Boards of Education are responsible for meeting the terms and conditions of their collective agreements, including the MoA.

Description:

- The *School Act* requires a public board of education to provide an educational program free of charge to every student of school age who is resident in B.C.
- A student is considered resident in B.C. if both the student and their parent/legal guardian are “ordinarily resident.” The term is not defined in the *School Act* but is defined in the Eligibility of Operating Grant Funding Policy using court interpretation which established criteria for determining residency for the purpose of receiving free public education.
- Boards are responsible for determining whether a prospective student is ordinarily resident for the purposes of receiving a funded public education. Boards set local policies and procedures to determine ordinary residence, guided by high-level Ministry policy.
- If a student and parent are not ordinarily resident, a board may enrol that student but are not eligible to receive funding from the Province for the education. In these cases, boards could provide an educational program based on compassionate considerations (through their own funds without reporting student[s]) or require fees to be paid at a rate set by the District (typically ranging from \$10,000 to \$14,500).
- The *Independent School Act* also provides funding to eligible resident students in Group 1 and Group 2 independent schools.
- Eligible students are defined in the *Independent School Regulations* as being resident in B.C. if the student is ordinarily resident and if the parent is a citizen or permanent resident of Canada and ordinarily resident in B.C. Independent schools are responsible for documenting funding eligibility.

Key Facts:

- To determine ordinary residence, boards typically ask parents for documentation demonstrating that they are in B.C. for a settled purpose, for example, proof of dwelling ownership or long-term rental of a property, B.C. driver’s license, and income tax returns, to name a few. Citizenship may be an indicator, but is not a determinative factor, of ordinary residence.
- Ministry policy sets out that certain individuals are deemed ordinarily resident for the purposes of receiving a free public education, despite not meeting the residency indicators. Examples include:
 - A person who resides in B.C. and has made a refugee claim;
 - A person who resides in B.C. and is detained in custody; and
 - Youth who have entered into a director assigned agreement through the Child Family and Community Service Act, the legislative authority for the Ministry of Children and Family Development’s Child Protection Services (in this instance the guardian of the student is also deemed resident).
- Requiring a student and their parent or legal guardian to be ordinarily resident prevents individuals coming to B.C. for the sole purpose of receiving a publicly funded education. Other Canadian provinces, such as Alberta and Ontario, take a similar approach to B.C.
- The Ministry has been fielding calls for many years from individuals who wish to enrol as adults, or their children, from out of province and who strongly object to tuition fees, especially if they are Canadian citizens.
- Changing the requirement for ordinary residence for school age and adult students would have financial implications for the Ministry.

Funding and Financial Implications:

- In the 2018/19 school year there were an estimated 16,155 non-resident student FTE in the public school system and 5,603 non-resident student FTE in Group 1 and Group 2 independent schools. These numbers would likely increase were there to be a change in the requirement for ordinary residence.
- If all these students were funded at the published rates it is estimated that an additional \$165.8M in education funding would be required (\$144.4M for public schools and \$21.4M for independent schools). This excludes any additional funding required for students with special needs.
- Public school districts who charge fees for non-resident students received gross revenue of \$257.7M from these students in the 2019/20 school year, with net revenue of \$110.2M, a significant contribution to school district operating budgets.
- The five school districts with the highest gross revenues are SD36 (Surrey), SD38 (Richmond), SD39 (Vancouver), SD41 (Burnaby), and SD43 (Coquitlam). These five districts have earned revenues of \$121.6M (47% of provincial total) and net revenues of \$53.2M (48% of provincial total) in 2019/20.
- In August 2019 government announced an International Student Health Fee of \$37.50 per month effective September 1, 2019, rising to \$75 per month on January 1, 2020. Should non-resident students have this fee waived the revenues from the ISHF would fall by \$13.8M in the 2019/20 school year and \$16.3M in the 20/21 school year.

Description:

- Objective: to develop a sustainable funding allocation model for K-12 public education.
- Capital funding and independent school funding were not in scope.
- Launched October 2017; the Minister named an Independent Review Panel (February 2018).
- Panel's review included consultation from all 60 school districts, system stakeholders, and submissions.
- All major educational partners were consulted including FNEBC, BCSTA, BCASBO, BCSSA, BCTF, and CUPEBC.
- The Panel's report, *Improving Equity and Accountability*, was released in December 2018 with 22 recommendations along 3 key themes:
 - Equity of Educational Opportunity for All Students,
 - Accountability, and
 - Financial Management

Update:

- Following the completion of the review, Government announced in February 2020 the Ministry will implement the recommendations in a two-phase plan.
- For the 2020/21 school year, the Ministry will:
 - Implement 2 recommendations for improving equity of educational opportunity
 - Implement 10 recommendations for improving accountability and financial management
 - Improve the recognition of vulnerable student populations within the existing funding model
- Remaining recommendations will focus on policy development and further engagement with partners to develop capacity for change.
- B.C.'s children and youth in care are being recognized through the Equity of Opportunity supplement when funding was allocated to school districts in March 2020.
- Implementation timelines for Phase 1 have been delayed as a result of the Ministry and sector needing to respond to the pandemic but will primarily still be met by the end of the 2020/21 school year.

Working Groups:

- Four Working Groups with representation from all education partners were formed in March 2019 following the release of the Panel's report; Adult and Continuing Education, Online Learning, Inclusive Education and Financial Management.
- Working Groups met 4 to 6 times between March and August to identify implications of implementing assigned recommendations and potential strategies for success. Working Group Reports were released to the public in October 2019 when the Ministry held a second partner forum to provide an update on the reports, Framework for Enhancing Student Learning, and next steps.

Background:

- The current model was implemented in 2002 during an era of enrolment decline. After 18 years of decline, provincial public-school enrolment increased in 2015 through 2018.
- The model has been substantially unchanged, despite changing educational, social, cultural, technological and economic trends. The current model is not linked to student outcomes.

Funding Model Review: Approximately \$1.05M

- Expenses included a cross-jurisdictional scan, perspective and technical surveys, contracted independent experts, report preparation, travel engagement, administrative review, and attendance support for stakeholders.
- Total costs do not include salaries for Ministry staff supporting, only travel for partner engagements.
- The Funding Model Review spanned a 3-year period from January 2017 to January 2020.

Next Steps:**October 2020 – June 2021**

- Regular meetings of the new Funding Equity and Financial Management committees to focus on supporting sector capacity building; work with key management partner groups to receive feedback on an ongoing basis
- Continued development of final policies and associated implementation guidelines on targeted funding for Indigenous learners and financial management; July 1, 2021 implementation
- Development of a new Financial Management policy which will focus on transparency of financial reporting and alignment of financial planning with strategic plans and improving student outcomes
- Confirm Online Learning transition/planning team, start process for selecting an online platform vendor and policy updates
- Continue engagement on career education and inclusive education
- Maintain positive engagement with parents, developing tools and resources to help support parents' groups in engaging effectively with Boards

Note: Refer to factsheets for Inclusive Education, Online Learning and the Framework for Enhancing Learning for further details on those specific policies.

Description:

- The Ministry of Education allocates operating grants to boards of education.
- Operating funding is primarily based on the number of full-time equivalent (FTE) students determined by course registration.
- Each year, operating grants are recalculated following the September and February enrolment count and finalised following the May enrolment count.

Statistics:

- Operating grants total an estimated \$5.533B in 2020/21 (an increase of \$133.6M over 2019/20).
- Outside of the operating grants, an estimated additional \$716M of special purpose grants goes to boards, including an estimated \$400M for the Classroom Enhancement Fund.
- In addition, the province is providing \$42.5M in one-time funding through the Safe Return to School Grant, while the Federal Safe Return to Class Fund is providing \$101M to school districts
- Student enrolment is estimated to increase in 2020/21 for the sixth year in a row following 17 consecutive years of enrolment decline.
- Full-year 2020/21 enrolment is estimated to increase by 2,757 FTE this year, which follows a combined increase of nearly 25,800 over the past five years.
- 42 of BC's 60 school districts expect to serve more school-age students as of September 2020 compared to the previous September.

Key Facts:

- 76% of operating grant funding is based on enrolment (per student amount).
- 24% is distributed through a series of supplements for students with special needs, English Language Learning, Indigenous Education, promoting equity of student opportunities, educator salary differentials, and geographic factors.
- Estimated operating grants are released by March 15 before the school year begins, based on estimated enrolment submitted by school districts.
- Funding is adjusted throughout the school year as actual enrolment is counted:
 - July (Summer Learning);
 - September (all students);
 - February (continuing education (CE), distributed learning (DL), refugees, special needs growth); and
 - May (CE and DL).
- \$5.461B of the \$5.533B in 2020/21 operating grants is being allocated based on estimated September 2020 enrolment.
- The per pupil Operating Grant average funding amount for the estimated 2020/21 operating grants is \$9,748, an increase of \$201 or 2.1% compared to 2019/20.
- Including special grants, total operating funding per student is estimated at \$11,011 for the 2020/21 school year, 15.5% higher than in 2016/17.
- The following changes are being made to the operating grant formula in 2020/21:
 - Labour settlement funding for support staff is being allocated throughout the formula with a number of rates being increased, including the Basic Allocation increasing by \$92 (\$55.2M).
 - Labour settlement funding for teachers is being allocated through a special grant. \$151.5M is being allocated proportionately between school districts based on teacher wage costs.
 - The Equity of Opportunity Supplement (\$23M) is being implemented to support youth in care, low income families, and youth mental health, replacing the Supplement for Vulnerable Students and a portion of the Curriculum and Learning Support Fund.
 - Funding for the Employer Health Tax, Rural Education Enhancement Fund and Carbon Tax Reimbursement (total of \$31M) is now allocated within the operating block instead of as special grants.

Key Outcomes:

- The provincial operating grant block is currently estimated to increase by \$133.6M in 2020/21, the combined result of labour settlement funding and an estimated enrolment increase of 2,757 FTE.
- The above totals are for the entire school year and include estimated for the July and September 2020 enrolment counts, and the February and May 2021 counts.

SD Financial Reporting

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Description:

- Government's current Cash Management Strategy requires school districts to cost-share new capital projects (excluding seismic upgrades) by using their surplus cash reserves.
- Suggested target of 50% cost-sharing set by Treasury Board staff, to be assessed on a case-by-case basis, with lesser proportions requiring justification by the ministry.
- An Auditor General's report in 2010 found there was too much cash being held by a variety of public sector agencies – including school districts.
- In 2014, the Ministry of Finance launched the Cash Management Strategy which required school districts to cost-share capital projects. This initiative was launched with the rationale that this would lower the Province's overall debt costs by utilizing cash deposited by school districts into Provincial Treasury's Central Deposit Program (CDP) to offset external borrowing requirements.

Key Facts:

- Ministry of Finance piloted the CDP in 2011 and 2012.
- During the 2011 school year, the timing of grant payments to school districts was adjusted to more closely match spending patterns.
- Balance sheet management involves the review of existing cash balances across all government organizations to identify amounts not required for ongoing operational needs.
- Ongoing balance sheet management will involve discussions with school districts on the eventual use of their surplus cash, if any, to address jointly-determined objectives.
- Government pays school districts 1.45% interest (Prime less 1%) on their deposits in the CDP.
- Government funds both operating and capital spending requirements for school districts. Under the current process, school districts are expected to contribute surplus cash to upcoming non-seismic capital project budgets, thereby reducing provincial capital requirements. Capital grants are still anticipated to fund the majority of capital projects in the K-12 sector.
- When a school district is directed to utilize available cash for a capital project, it may require the cancellation of pre-established plans for these funds, such as:
 - IT systems upgrades;
 - minor capital maintenance projects to be funded from local capital;
 - other capital priorities not funded by the Ministry (e.g. portables, administration offices or maintenance facilities).

Statistics:

- As at June 30, 2020, school districts had a combined total of \$1.92B in cash and short-term investments.
- For the 2019/20 fiscal year, the estimated savings to the Province in debt service costs that could be attributed to school district participation in the CDP was \$4.2 million.
- The Central Deposit Program (CDP) was launched by Provincial Treasury in February 2013. Since February 2013, deposits to the program have grown from \$40M to a current total of \$1.062B (October 13, 2020) deposited from 59 school districts.

Key Outcomes:

- After accounting for cash held to meet short-term obligations (i.e. payroll and accounts payable), contributions restricted by an external contributor (ie. tuition paid in advance by non-resident students), school generated funds, and cash restricted for capital projects, school districts had a combined total of approximately \$682M in available cash and short-term investments as at June 30, 2020.
- School districts have set aside some of the available cash for future self-financed capital projects (\$240M as at June 30, 2020). A component of cash balances is represented by the accumulated Operating surplus (\$389M as at June 30, 2020), a portion of which (\$307M) has been restricted by Boards of Education for future uses.

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Withheld pursuant to/removed as
Government Financial Information

Description:

- An accumulated surplus indicates that a school district has net resources that can be used to provide future services in a consistent and stable manner. It is achieved by spending less than the revenue it earns. The accumulated surplus is the sum of its net financial performance – good and bad – since Day 1.
- Boards of Education are required by legislation to prepare balanced annual operating budgets, which may include use of prior year accumulated surplus.
- During a school year, Boards may experience exceptional circumstances such as unforeseen expenditures or reduced revenue due to unexpected enrolment declines. Surpluses can help buffer fluctuations in revenues and expenditures.
- Boards expecting to incur a deficit must seek the Minister's approval to incur a deficit. Audited financial statements must be submitted by September 30.
- Boards of Education must retire the deficit from future operations, and the Ministry provides no additional funding.

Key Outcomes:

- As at July 1, 2020, there are no school districts in an accumulated deficit position.
- As at July 1, 2020, no school district has an Unfunded Employee Future Benefits Liability. On June 30, 2005 there was a \$98M Unfunded EFB.

Key Facts:

- Operating Fund surpluses are one component of overall school district cash balances (current cash balances approximately \$1.88B), but there are other components as well, such as short-term and long-term accounts payable, school-generated funds, etc.
- The balance of Operating Fund surpluses and deficits for all school districts totaled more than \$389M as at June 30, 2020, of which Boards have internally restricted \$307M of the Operating Fund surpluses to be used in years 2020/21 and beyond.
- School districts have historically managed their finances in a prudent manner. Accumulating surpluses in some years permits flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to unexpected enrolment declines. School districts' use of accumulated surpluses from prior years, which is permitted by the *School Act*, results in minor pressure to the overall fiscal plan.
- School districts collectively appropriated \$96M of accumulated surplus from prior school years to balance their 2020/21 annual budgets. This is normal and accepted practice for school districts.
- School districts can transfer Operating funds into Local Capital. Primary purpose of these transfers are to pay for purchases of tangible capital assets (ie. Board office renovations) and capital lease payments (ie. photocopier and IT equipment leases). These transfers from Operating to Local Capital provide a conduit to lowering Accumulated Operating Surplus.

Statistics:

- Since 2008/09, the cumulative Operating Fund surplus increased by \$281.9M
 - 52 districts increased surplus – \$294.6M
 - Remaining 8 districts decreased cumulative surplus – \$12.7M
- Since 2008/09, the unspent Local Capital surplus increased by \$145.3M
 - 39 districts increased surplus – \$186.6M
 - Remaining 21 districts decreased cumulative surplus – \$41.3M
- Comparing the combined amounts of Accumulated Operating Surplus and Local Capital surplus, the growth of these surpluses since 2008/09 is \$427.3M (210% increase).
 - June 30, 2020 – \$630.6M
 - June 30, 2009 – \$203.3M
- One-year change in accumulated operating surplus was an increase of \$82.5M to end the year at \$389.7M. This increase is in addition to the one-year increase in Local Capital (\$7.8M) to end the year at \$240.8M.

History of School District Operating Fund Surplus/(Deficit) Positions at June 30 each year

School District	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019				2020			School District
	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances		
5 South East Kootenay	2,224,416	2,076,883	2,690,993	3,642,115	2,244,213	2,341,663	2,454,595	2,241,410	4,091,602	4,454,132	0	3,708,148	3,708,148	0	6,235,960	6,235,960	5 South East Kootenay	
6 Rocky Mountain	3,196,575	3,245,775	2,874,974	2,670,616	3,084,371	3,588,063	3,115,646	2,419,917	2,710,279	3,579,607	0	2,867,605	2,867,605	0	3,379,012	3,379,012	6 Rocky Mountain	
8 Kootenay Lake	252,965	346,904	529,120	596,871	1,891,413	2,373,090	2,302,905	2,194,191	2,028,857	2,050,540	0	1,847,393	1,847,393	0	1,533,162	1,533,162	8 Kootenay Lake	
10 Arrow Lakes	504,826	877,991	1,317,191	1,466,078	1,611,694	1,863,389	1,813,314	1,433,093	1,559,621	1,453,913	0	1,472,138	1,472,138	0	1,652,707	1,652,707	10 Arrow Lakes	
19 Revelstoke	223,028	194,607	198,107	248,801	357,380	639,057	723,585	852,180	921,451	1,086,705	0	1,379,874	1,379,874	0	1,548,485	1,548,485	19 Revelstoke	
20 Kootenay-Columbia	2,245,168	1,707,910	657,963	803,845	1,379,275	2,718,345	1,910,854	1,854,860	2,714,376	3,243,610	0	2,825,404	2,825,404	0	3,754,278	3,754,278	20 Kootenay-Columbia	
22 Vernon	2,327,515	2,654,342	4,160,258	6,403,759	6,167,409	4,814,249	4,285,027	2,373,697	1,602,957	2,463,425	0	3,905,864	3,905,864	0	5,176,022	5,176,022	22 Vernon	
23 Central Okanagan	5,878,207	6,483,847	9,733,945	11,701,217	8,794,562	7,678,629	6,352,608	5,563,459	7,898,559	7,389,336	0	5,890,059	5,890,059	0	8,290,141	8,290,141	23 Central Okanagan	
27 Cariboo-Chilcotin	2,426,529	2,131,911	2,763,688	3,204,510	3,161,174	4,154,870	3,604,485	3,738,428	2,375,090	1,918,022	0	1,123,334	1,123,334	0	4,946,527	4,946,527	27 Cariboo-Chilcotin	
28 Quesnel	176,365	113,443	282,215	718,746	673,430	661,863	662,430	663,969	1,370,891	1,808,767	0	1,533,437	1,533,437	0	2,064,842	2,064,842	28 Quesnel	
33 Chilliwack	2,817,766	3,968,919	6,017,660	5,564,645	3,621,808	3,075,665	4,529,677	6,632,110	7,665,339	7,179,930	0	2,971,033	2,971,033	0	3,275,782	3,275,782	33 Chilliwack	
34 Abbotsford	9,337,576	6,075,743	12,204,741	12,327,785	12,544,553	14,606,426	12,106,598	8,732,963	11,880,499	8,815,901	0	7,724,644	7,724,644	0	7,810,991	7,810,991	34 Abbotsford	
35 Langley	(8,194,138)	(13,470,940)	(7,065,701)	839,206	9,812,343	12,295,877	13,669,909	14,139,650	16,895,718	16,216,875	0	12,683,827	12,683,827	0	16,047,379	16,047,379	35 Langley	
36 Surrey	11,150,844	13,744,409	21,861,965	25,549,554	20,022,402	23,361,593	18,804,248	21,408,660	36,102,107	27,387,541	0	25,556,097	25,556,097	0	30,353,273	30,353,273	36 Surrey	
37 Delta	5,251,702	6,260,378	7,312,913	11,598,682	14,713,132	14,760,886	11,349,991	9,831,474	11,996,498	17,031,693	0	15,548,429	15,548,429	0	18,859,948	18,859,948	37 Delta	
38 Richmond	1,499,164	(405,604)	1,645,487	3,079,794	5,365,619	6,766,700	9,790,949	7,316,796	7,868,506	16,403,043	0	18,234,014	18,234,014	0	18,995,686	18,995,686	38 Richmond	
39 Vancouver	13,938,986	7,424,011	10,371,193	15,915,448	22,100,636	28,429,726	24,056,254	10,396,089	9,954,335	12,455,067	0	19,868,931	19,868,931	0	30,129,688	30,129,688	39 Vancouver	
40 New Westminster	(1,468,811)	(779,123)	(1,090,760)	(3,354,575)	(4,150,431)	(341,510)	1,856,771	3,157,784	4,034,903	5,609,945	0	4,940,089	4,940,089	0	3,978,341	3,978,341	40 New Westminster	
41 Burnaby	5,230,934	4,920,005	6,094,958	7,891,968	8,032,466	9,596,459	9,976,949	9,066,403	11,204,901	12,338,386	0	13,731,542	13,731,542	0	21,293,709	21,293,709	41 Burnaby	
42 Maple Ridge	3,595,642	2,914,948	2,674,114	4,142,456	2,521,986	2,684,619	4,165,899	5,302,514	5,186,468	4,354,095	0	4,652,841	4,652,841	0	7,512,650	7,512,650	42 Maple Ridge	
43 Coquitlam	(38,783,010)	(38,460,259)	(37,900,490)	(38,413,676)	(36,854,908)	(31,554,575)	(24,473,860)	(14,358,612)	21,301,123	24,044,277	0	26,356,123	26,356,123	0	33,013,306	33,013,306	43 Coquitlam	
44 North Vancouver	36,550	1,047,313	4,448,462	4,772,047	5,134,753	7,357,283	8,502,533	8,856,089	6,162,327	10,018,731	0	8,798,471	8,798,471	0	11,083,840	11,083,840	44 North Vancouver	
45 West Vancouver	864,407	1,907,922	3,406,515	4,568,963	4,494,229	4,102,643	3,817,569	2,652,547	2,571,950	1,966,221	0	2,279,453	2,279,453	0	4,434,586	4,434,586	45 West Vancouver	
46 Sunshine Coast	1,793,927	1,216,038	2,321,872	2,417,462	3,130,150	3,722,709	3,123,052	2,515,503	2,966,212	4,221,145	(511,406)	6,284,809	5,773,403	0	7,544,307	7,544,307	46 Sunshine Coast	
47 Powell River	699,726	661,457	555,134	646,850	534,399	622,297	1,483,666	1,350,744	829,957	995,693	0	912,796	912,796	0	2,023,163	2,023,163	47 Powell River	
48 Sea to Sky	2,306,873	1,536,861	1,840,466	2,116,047	2,208,765	2,511,900	2,154,327	1,671,351	2,756,743	3,873,607	0	4,163,689	4,163,689	0	4,518,544	4,518,544	48 Sea to Sky	
49 Central Coast	1,426,617	1,607,136	1,729,262	1,356,073	1,159,059	1,788,034	1,688,834	1,475,841	1,681,729	1,744,144	0	1,497,141	1,497,141	0	1,375,271	1,375,271	49 Central Coast	
50 Haida Gwaii	(205,879)	(42,106)	(24,904)	(41,501)	331,520	370,652	59,109	1,711	350,672	366,221	0	405,309	405,309	0	637,866	637,866	50 Haida Gwaii	
51 Boundary	1,251,676	1,157,471	986,634	1,034,848	1,410,058	1,720,930	1,727,291	1,478,598	1,504,342	1,055,596	0	1,109,104	1,109,104	0	948,000	948,000	51 Boundary	
52 Prince Rupert	707,587	757,862	952,598	1,405,052	1,555,744	1,786,305	1,675,339	505,990	1,894,350	2,324,352	0	2,187,898	2,187,898	0	1,073,345	1,073,345	52 Prince Rupert	
53 Okanagan-Similkameen	470,693	592,311	1,133,693	1,352,918	1,324,192	2,125,004	1,431,263	980,951	2,306,583	3,324,090	0	2,033,129	2,033,129	0	1,772,326	1,772,326	53 Okanagan-Similkameen	
54 Bulkley Valley	1,660,801	1,455,961	1,002,636	1,446,435	1,787,279	1,979,072	1,876,519	1,631,186	2,153,533	3,129,780	0	3,335,408	3,335,408	0	3,688,074	3,688,074	54 Bulkley Valley	
57 Prince George	12,137,732	9,330,718	11,122,940	13,152,011	13,872,164	13,408,531	14,317,615	11,977,503	15,124,398	17,060,076	0	12,227,900	12,227,900	0	6,078,000	6,078,000	57 Prince George	
58 Nicola-Similkameen	5,445,289	5,458,763	5,183,785	5,748,251	6,470,275	6,436,949	6,436,949	5,640,769	4,999,628	4,657,865	0	4,298,930	4,298,930	0	3,003,406	3,003,406	58 Nicola-Similkameen	
59 Peace River South	3,557,100	3,143,802	2,896,519	3,624,843	3,878,605	4,886,753	5,676,814	5,950,838	6,652,388	6,977,265	0	6,396,612	6,396,612	0	7,138,663	7,138,663	59 Peace River South	
60 Peace River North	2,156,665	2,352,420	2,728,548	3,274,159	2,794,080	3,950,503	3,971,388	4,206,210	4,638,287	6,291,948	0	4,811,526	4,811,526	0	3,859,483	3,859,483	60 Peace River North	
61 Greater Victoria	17,668,766	17,814,706	18,284,471	18,887,387	17,350,653	18,555,980	21,775,666	22,800,427	19,769,564	16,859,357	0	14,827,885	14,827,885	0	17,979,328	17,979,328	61 Greater Victoria	

History of School District Operating Fund Surplus/(Deficit) Positions at June 30 each year

School District	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		2020		School District		
	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	
62 Sooke	1,796,075	346,947	420,120	1,061,286	1,201,789	48,012	568,518	(573,046)	1,187,618	4,385,348	0	4,715,615	4,715,615	0	7,192,890	7,192,890	62 Sooke
63 Saanich	7,642,462	6,503,026	4,396,035	3,925,876	2,525,996	2,797,861	1,666,531	1,428,565	2,096,208	4,197,991	0	5,240,553	5,240,553	0	6,678,078	6,678,078	63 Saanich
64 Gulf Islands	103,174	441,163	304,530	410,341	784,787	816,949	1,249,015	928,351	273,131	(250,498)	0	165,976	165,976	0	2,034,767	2,034,767	64 Gulf Islands
67 Okanagan-Skaha	513,272	1,427,879	2,001,608	1,994,328	1,463,588	2,439,910	1,978,384	620,600	900,022	580,242	0	(240,980)	(240,980)	0	1,457,829	1,457,829	67 Okanagan-Skaha
68 Nanaimo-Ladysmith	1,022,936	746,021	1,239,685	3,217,366	4,582,994	7,837,609	5,123,143	5,224,350	5,364,699	7,181,685	0	4,461,657	4,461,657	0	7,846,745	7,846,745	68 Nanaimo-Ladysmith
69 Qualicum	(1,904,556)	(1,845,401)	(902,460)	102,215	615,658	795,120	1,257,148	1,005,156	1,266,993	2,133,654	0	1,984,302	1,984,302	0	1,993,248	1,993,248	69 Qualicum
70 Alberni	4,204	626,709	726,121	42,296	1,134,376	2,062,097	2,104,761	1,005,601	131,449	157,907	0	26,967	26,967	0	636,920	636,920	70 Alberni
71 Comox Valley	1,682,785	2,027,618	2,472,333	2,406,543	2,690,113	1,575,060	704,641	585,582	2,656,789	6,007,764	0	5,330,580	5,330,580	0	4,080,530	4,080,530	71 Comox Valley
72 Campbell River	3,286,780	2,482,661	2,561,456	3,536,866	5,271,898	6,589,406	7,474,981	7,126,904	7,759,140	6,951,860	0	6,423,471	6,423,471	0	5,832,679	5,832,679	72 Campbell River
73 Kamloops/Thompson	882,163	2,191,449	3,134,013	3,612,315	5,323,770	7,441,410	7,256,624	5,163,821	6,195,717	5,619,433	0	4,631,352	4,631,352	0	6,961,931	6,961,931	73 Kamloops/Thompson
74 Gold Trail	127,289	1,036,795	1,102,901	1,613,287	2,222,956	1,237,114	844,698	556,930	854,722	963,482	0	1,834,046	1,834,046	0	2,177,115	2,177,115	74 Gold Trail
75 Mission	143,637	(355,395)	(972,975)	(1,455,249)	(122,176)	812,235	1,507,249	1,526,408	2,629,279	914,371	0	506,156	506,156	0	1,515,599	1,515,599	75 Mission
78 Fraser-Cascade	311,986	870,979	1,870,824	2,753,314	4,267,383	4,829,212	4,986,103	5,083,264	5,110,637	4,605,491	0	4,486,402	4,486,402	0	4,619,241	4,619,241	78 Fraser-Cascade
79 Cowichan Valley	(635,617)	(458,792)	(222,512)	561,190	426,641	869,654	2,036,346	2,031,632	3,852,583	4,469,064	(67,014)	3,412,193	3,345,179	0	5,140,366	5,140,366	79 Cowichan Valley
81 Fort Nelson	553,691	638,526	1,043,091	1,177,404	900,159	922,884	537,896	257,940	473,087	282,765	0	336,125	336,125	0	546,535	546,535	81 Fort Nelson
82 Coast Mountains	1,500,093	0	0	478,104	381,726	472,443	1,066,701	0	554,527	1,004,985	0	312,644	312,644	0	1,673,327	1,673,327	82 Coast Mountains
83 North Okanagan-Shuswap	1,296,389	2,956,107	1,887,091	508,268	1,057,245	1,460,485	1,200,935	1,493,693	1,279,663	630,718	0	548,371	548,371	0	1,349,398	1,349,398	83 North Okanagan-Shuswap
84 Vancouver Island West	972,532	988,064	908,458	751,463	1,078,865	1,052,832	1,035,406	1,091,870	1,047,807	1,036,442	0	1,003,741	1,003,741	0	1,328,010	1,328,010	84 Vancouver Island West
85 Vancouver Island North	1,902,899	1,610,517	1,815,265	1,829,280	1,731,171	1,790,704	1,819,196	1,176,005	859,027	1,521,652	0	1,860,601	1,860,601	0	2,829,924	2,829,924	85 Vancouver Island North
87 Stikine	1,199,591	1,280,879	1,982,573	2,398,593	2,496,135	2,597,018	2,621,628	2,986,443	3,401,758	3,417,844	0	3,653,653	3,653,653	0	3,945,610	3,945,610	87 Stikine
91 Nechako Lakes	3,381,681	2,112,048	2,318,163	3,179,444	4,041,507	4,658,554	2,983,967	2,353,598	1,057,338	527,568	0	867,639	867,639	0	2,083,026	2,083,026	91 Nechako Lakes
92 Nisga'a	429,869	441,647	504,365	403,165	40,192	66,775	513,655	107,014	8,850	0	0	318,480	318,480	0	1,433,650	1,433,650	92 Nisga'a
93 Conseil Scolaire Francophone	5,793,403	4,242,349	1,853,493	2,680,336	1,837,208	1,058,719	1,278,216	2,131,403	1,727,361	1,639,664	0	915,768	915,768	0	9,392,847	9,392,847	93 Conseil Scolaire Francophone
Total	107,817,517	92,336,531	136,347,343	179,547,721	200,484,433	244,072,692	244,592,510	221,969,377	298,415,148	324,130,333	(578,420)	307,186,198	306,607,778	0	389,760,356	389,760,356	Total
# Districts with Accumulated Deficits	3	3	3	3	3	2	1	2	0	1		1	1		0	0	
Data Source: School District Audited Financial Statements																	

Data Source: School District Audited Financial Statements

Description:

- In the 2020/21 school year, the interim operating grant (as at March 2020) is calculated at \$5.523 billion. In addition, more than \$700 million is provided in special purpose grants such as the Classroom Enhancement Funding and CommunityLINK.
- School districts across the province face challenging budgetary decisions. Despite pressures that have been created over the past 10 years of approximately \$300 million (cumulative), school districts have managed their financial affairs well.
- Through the Funding Model review and ongoing assessment of financial pressures, the Ministry of Education will be able to chart the best way forward to create a sustainable fiscal environment that supports well-performing school districts.

Statistics:

- 2019/20 year end results for the public education system are as follows:
 - Accumulated operating surplus increased by \$82.5M to end the year at \$389.7M. The increase in operating surplus is in addition to the one-year increase in Local Capital (\$7.8M) to end the year at \$240.8M
 - Cash and s-t investments increased by \$130.8M to end the year at \$1.92B
 - Administration spending as a % of total operating expenses increased slightly, to 7.70% (7.06% in 2018/19)
 - For 2019/20, there are no districts in an accumulated operating deficit position

Key Facts:

Cost pressures school districts are facing, now and/or in the future:

- The BC Association of School Business Officials (BCASBO) and other sector stakeholder organizations have been working with Ministry of Education staff to identify and prioritize the pressures being managed by school districts across the Province.
- Inflationary pressures continue to be an area of concern for school districts – inflation, benefit plan rate increases, etc. The current funding model, and the processes that support it, do not account for these increasing pressures.
- School districts continue to voice opposition to the downloading of NGN costs (\$21M), year one of administrative savings (\$29M), and exempt compensation (approx. \$20M to get all exempt employees to step 0 on the new salary grids).
- Deferred maintenance is another area of pressure for school districts, with aging school facilities.
- Many growing districts have to reduce operating expenditures (i.e. on educational programming) in order to fund portables to accommodate their growing student populations. For example, Surrey has been spending approximately \$5M/year on portables.
- One emerging issue that the ministry is monitoring is mental health, both in terms of services to students as well as WorkSafe requirements for employers. School districts report being ill-prepared and under-resourced to manage growing mental health program requirements, and some are receiving fines from WorkSafeBC as a result of their inability to accommodate employees.
- Parents often complain about subsidizing costs for transportation, field trips, sports teams, supplies, etc. Teachers also complain about having to pay for classroom supplies on their own.
- For 2020/21, many of the pressures are unknown due to impact of COVID-19. However, 2019/20 estimated pressures can be used as a proxy for current year pressures.
- BCASBO is also reporting Deferred Maintenance costs of \$399M for 2020/21.
- The Province has provided \$42.47M in Safe Return to School Grants in 2020/21.
- Through the Federal government, new funding builds on plans for a safe back to school. \$101.1M has been distributed to school districts in September 2020. Allocations for a second phase of funding will be announced later in the year when confirmation has been received from the Federal government that the funding is forthcoming.

Statistics (Continued):

- School districts collectively appropriated \$96M of accumulated surplus to balance their 2020/21 annual budgets.

Key Outcomes:

- School districts have historically managed their finances in a prudent manner. Accumulating surpluses in some years permits flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to unexpected enrolment declines.
- Provincially, administration spending as a % of districts' operating budgets is 7.70% – it's lean, and districts continue to maintain a lean mindset around administration spending.

Key Facts (Continued):

Assessment of unfunded cost pressures for 2020/21 is unknown due to impacts of COVID-19. However, 2019/20 amounts can be used as a proxy for current year pressures:

- There is no single source of agreed-upon information.
- 90% of school district costs are wages and benefits. These cost increases are fully funded through labour settlement funding and enrolment growth.
- The following pressures are generally considered “unfunded” by the sector (\$70.1M):
 - Cost increases for non-wage items are estimated at an incremental \$10M in 2019/20
 - NGN – an incremental \$21M in 2019/20
 - CPP, EI, and WCB contribution increases – incremental \$4.5M in 2019/20
 - Restructuring of exempt staff wage grids – approximately \$20.6M in 2019/20
 - Exempt compensation – approximately \$10M in 2019/20
 - Access Copyright and BCPSEA Chargeback – \$1.5M and \$2.5M respectively in 2019/20
- MPP and TPP rate **decreases** mitigate unfunded cost pressures – \$86.4M in 2019/20.
- Growing districts with increasing funding are better-able to manage these pressures – those in funding protection and experiencing flat enrolment are comparatively worse-off.
- Generally speaking, the results of recent reviews have indicated that school districts are doing well, but there is room for improvement in the following areas:
 - Strategic planning, aligning spending with strategic priorities, risk management, engaging with their communities, long-range facilities planning, and performance evaluations of senior staff.

Ministry has provided guidance to Boards of Education and school district senior administration on best practices for strengthening financial governance and accountability practices.

Government Financial Information

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Withheld pursuant to/removed as
Government Financial Information

SERVICES AND TECHNOLOGY DIVISION

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CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: **Eleanor Liddy**

Core Business/ Program Area Description/Critical Business Processes:

The Services & Technology Division (S&T) provides digital services to the Ministry, the education sector, and cross-government partners by working in collaboration with school districts, Independent School Authorities, post-secondary institutions and other education sector organizations and jurisdiction such as the Yukon. The Division is also responsible for data collection, security and privacy and includes the Chief Information Officer function. There are three branches within the division:

Student Information Data and Educational Networks provides four services directly to the sector: MyEducation BC, Data Management, Student Certification and the Next Generation Network.

- **MyEducation BC** is the provincial student information service that provides secure access to a single educational record for students, no matter where they learn in British Columbia.
- The **Data Management** unit is responsible for the administration of the Personal Education Number and multiple data collections on behalf of the ministry.
- **Student certification** is responsible for achievement data collection, reporting examination results, certifying BC secondary school graduates and issuing transcripts. It also manages the BC Training and Education Savings grant program
- The K-12 **Next Generation Network** (NGN) provides reliable high-speed internet connectivity to every public school and school district offices in the Province of BC.

Online Learning & Education Resources branch is focussed on the modernization and delivery of online learning in both public and independent schools. It also develops and delivers learning resources to teachers through Open School BC and the new service, ShareEd BC.

The **Digital Strategies and Services** branch provides leadership and support for the re-engineering, improvement and protection of the ministry's information technology (IT) assets, data and workplace technologies. It has three key areas of service:

- **Workplace technology** services provides information technology helpdesk, advice and support on protecting and optimizing the ministry's information assets, and support services for workstations, mobile devices and managed printing. It also responsible for ministry privacy and information security.
- **Digital transformation** is accountable for delivering a portfolio of transformative projects for data reporting and analytics and modernization of legacy IT applications.
- **Application and infrastructure** management is responsible for business analysis, application and infrastructure management that ensures stable and reliable IT solutions and services are provided for the ministry. They run all the IT operational services.

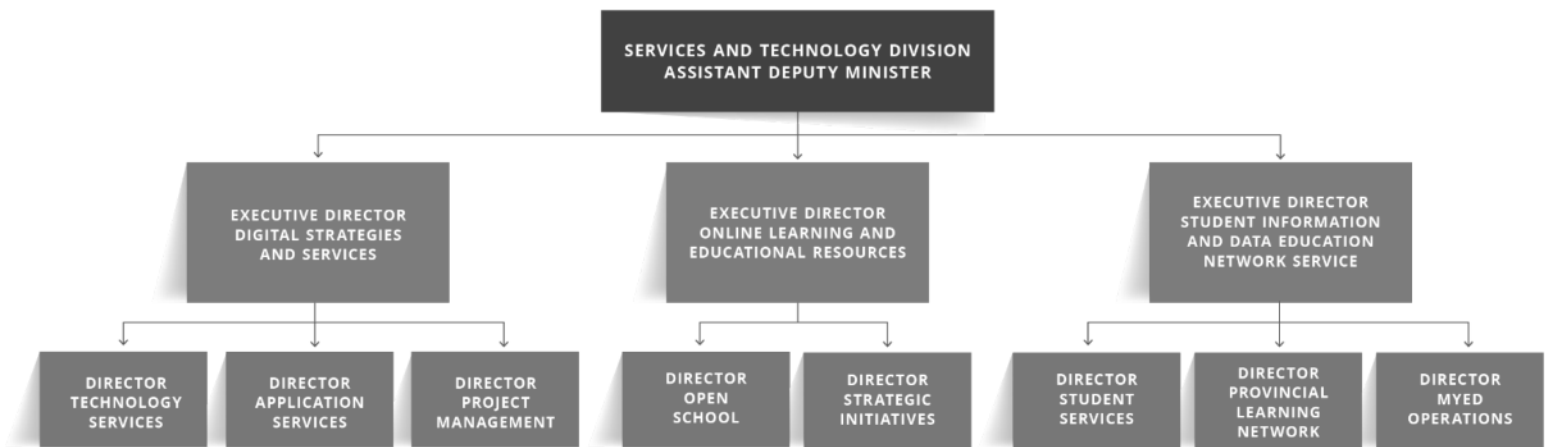
Budget Government
Financial

Full Time Equivalents (FTEs): **90**

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Related Legislation: ***School Act; Freedom of Information and Protection of Privacy Act (FOIPPA)***

Organizational Chart:



FACT SHEETS

SERVICES AND TECHNOLOGY DIVISION
List of Fact Sheets
Digital Strategies and Services
Education Data Warehouse 2.0
Information Security and Privacy
IT Application Management Services
Open VMS Modernization
Workplace Technology Services
Online Learning and Resources
Distributed Learning / Online Learning
Open School BC
Resources to Support Remote Learning in Response to COVID-19
ShareEdBC
Student Information, Data & Education Network Services
BC Training and Education Savings Program (BCTESP)
Digital Services Recoveries
K-12 Next Generation Network (NGN)
MyEducation BC
Ombudsperson Report Compensation Program
Personal Education Number
Student Transcripts and Graduation Certification

Digital Strategies and Services

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Description:

- The Education Data Warehouse (EDW) supplies data to support policy development and decision making, and for the analysis and reporting of K-12 performance.
- The EDW was built on a proprietary platform that can no longer support ministry priorities including the use of advanced analytic tools.
- Government's Capital Investment Board has approved capital IT funding, commencing 2017/18, for the Ministry to modernize its data warehouse and analytics tools to better support K-12 sector needs and priorities.

Key Facts:

- The Education Data Warehouse (EDW) has been in use since 2003.
- The EDW 2.0 project will result in a modernized platform with new key data sources and improved analytical tools to support evidence-informed decision making.
- The EDW 2.0 project provides the Ministry with a more secure, reliable, and complete access to data to support decision making through industry-leading advanced analytics tools, effective data warehousing infrastructure design, and improved data governance and security.
- Prioritized implementation based on business needs ensures optimum delivery of value and measurable business benefits.

Key Outcomes - 2019/20 – 2021/22:

- Improved analytics capabilities using modernized tools with access to more data sources.
- Improved data quality, management, security and governance practices.
- Improved responsiveness of the technology infrastructure, data architecture and analytical functionality.

Statistics - 2020/21:

- The EDW pools data from our production data and a variety of business-critical data sources for use in analytics and reporting.
- The EDW contains 1.5 TB of data collected since 1991 and stored in around 120 data marts for reporting and analysis.
- The EDW is the “source of truth” for more than two dozen reports produced annually by the ministry.
- In addition, it supports approximately 500 ad-hoc analytics and reporting requests a year from ministry program areas, school districts and other K-12 stakeholders.

Funding:

- Five-year IT capital funding totalling \$10.9M has been approved by the Capital Investment Board.
- The allocation from Digital Investment Board for 20/21 is \$3.04M, which the ministry has utilized for infrastructure investments and small fast-track projects to deliver early wins.

Services to Ministry:

- Availability of timely, secure and quality data to meet the business needs of the Ministry.
- Data governance to ensure appropriate collection, classification, storage and use of the data.

Delivery Partners:

1. Office of the Chief Information Officer (OCIO) for infrastructure support and services.
2. Oracle Canada for software licenses (database, metadata, advanced analytics tools).
3. CGI for architecture, design, development and implementation services.

Agreements:

- Funding Letter from OCIO on behalf of the Digital Investment Board.
- Master Services Agreement with CGI for design, development and implementation work.

Description:

- The Ministry of Education (EDUC) is committed to providing exceptional privacy protection for B.C.'s education system within schools, districts and the Ministry.
- In 2019, the Ministry tackled a number of ground-breaking projects involving the Privacy and Security team
- The Ministry provides continuous improvement to its security and privacy practices:
- Training and awareness activities such as Top Tech Tips and Tuxedo Tuesdays;
- Policy updates in response to an ever-changing threat landscape;
- Security enhancements/upgrades to our information systems and;
- Expanded privacy outreach (advice and guidance) to School Districts

Key Facts:

- The *Freedom of Information and Protection of Privacy Act (FIPPA)* is the privacy legislation governing the protection of information for ministries and public bodies in B.C.
- Consistent with government policies, the ministry has developed and communicated ministry-level policies such as the Employee Transfers and Terminations Data Transfer Policy, Portable Storage Device Policy, Emailing Sensitive Information Policy, Travelling with Government Devices Policy, Standard User Policy with Applications/Software Checklist, and the EDUC Information Security and Privacy Standard.

Key Outcomes:

- Ministry staff and contracted service providers are cultured on their roles and obligations under all applicable policies and legislation, as they apply security controls and privacy best practices to all information (personal & non-personal) in their custody and control.
- Ministry projects, initiatives, services, activities and systems maintain compliance with *FIPPA* and Government's Core Policy and Procedures.
- Ministry applications and IT infrastructure are regularly tested, and any security vulnerabilities identified are resolved.

Services to Ministry:

- Information security and privacy operational services and support are provided by a dedicated staff of three.
- Privacy and Security consultative advice & resources are available to Ministry and K-12 external staff via shared email box.
- Compliance assessment, risk management, and information incident response services are provided in conjunction with CIRMO, OCIO and RMB.

Funding:

- \$20,000 budgeted for ongoing security vulnerability and penetration testing, including remediation work as required.

Security Concern

Statistics - 2019

- More than 35 ministry information systems supporting education policies and program delivery.
- Currently over 600,000 student records in MyEducation BC, and approximately 230,000 teacher records in the TCB database.
- 19 Security Threat Risk Assessments (STRAs).
- 60 Privacy Impact Assessments (PIAs). Highest year to date.
- First ministry to utilize Cloud in production:
 - Microsoft Dynamics (without Personal Information)
 - MyEducation (with Personal Information)
- OpenSource Technology Stack
- 404 Privacy Consultations (281 Internal; 123 External).
- 27 Information Incidents reported by EDUC. (17 Privacy, 4 Privacy/Security, 2 Security, 4 non-incidents)
- 5 External Information Incidents reported to the Ministry.
- EDUC had the highest completion rate in government (98%) of the mandatory Corporate Privacy Training course (IM117).

Delivery Partners:

1. Office of the Chief Information Officer (OCIO) – Information Security Branch.
2. Corporate Information and Records Management Office (CIRMO) – Privacy Compliance and Training Branch.
3. Government Risk Management Branch (RMB).

Documentation:

- PIAs and STRAs are conducted, documenting risk analysis, risk mitigation and compliance.
- Ministry contracts contain privacy and security schedules outlining service providers' responsibilities.
 - Mandatory contractor privacy training tracked by the MPO.
- Information Sharing Agreements are reviewed and documented by the Ministry Privacy Officer (MPO).
- Information Incidents are reported, resolved and tracked.
- Mandatory employee privacy training tracked by the MPO.

Description:

- IT Application Management (AM) services are contracted to a service provider, consistent with Government direction (per Chapter 12 of Core Policy and Procedures Manual (CPPM)).
- AM services are used by the ministry to maintain, support and enhance ministry IT systems which enable program delivery and priorities.
- The current service provider is CGI Information Systems and Management Consultants Inc. (CGI).
- CGI is a company founded in 1976 in Quebec City; it currently employs 70,000 professionals in 40 countries across the Americas, Europe and Asia Pacific.

Statistics:

- Support and services are provided for more than 35 ministry applications, spanning help desk, data collection, warehousing and analytics, to web services accessed by School Districts and students.
- The Help Desk receives and responds to an annual average number of 1,200 incidents and service requests.
- The service level for resolution of Priority 1 incidents within 4 hours has been tracking at 100% since contract commencement.

Agreements:

- Master Services Agreement with CGI.

Key Facts:

- The ministry issued a Request for Proposal (RFP) for Application Management (AM) services on March 14, 2014; the contract with CGI was signed on August 1, 2014.
- The contract term is for five years (December 1, 2014 to November 30, 2019) with a provision for two one-year renewals (to November 2020 and November 2021 respectively). The second extension was exercised in May 2020 to provide services to November 2021.
- Service levels are reported monthly, with binding vendor penalties if defined service levels are not met. No penalties have so far been assessed against CGI.
- Planning for re-procurement of AM services prior to the conclusion of this current contract term has commenced.

Key Outcomes:

- Developed and supported through AMS services, the Student Transcripts Service is used by over 100,000 B.C. students to securely view, order and electronically transmit their transcripts and information to the post-secondary institutions of their choosing.
- AM services are relied upon for critical enhancements to the applications supporting the literacy and numeracy assessments for the updated B.C. curriculum.
- AMS services are critical to the ongoing sustainability and security of our core application services.

Funding:

- Costs for AM services are at a fixed rate of \$155,567/month (\$1,866,805 annually).
- Statements of work for specific projects and enhancements during 2019/20 total an additional \$1.9 M (including work on two major capital IT portfolios funded by the OCIO, namely Modernizing Legacy Applications and Education Data Warehouse).

Services to Ministry:

- AM services provided include: central IT helpdesk, inventory tracking, application maintenance, application break/fix, enhancements to applications, new application design and development, and service management.

Delivery Partners:

1. CGI is the contracted service provider.
2. Office of the Chief Information Officer (OCIO) and Corporate Information and Records Management Officer (CIRMO) are consulted regularly with regard to information security and privacy.

Description:

- Three Ministry applications, CAPS/RDECP/ISIS, were built on the Open VMS platform which is end of life.
- Government's Capital Investment Board has approved capital IT funding, to modernize the applications currently hosted on the Open VMS Platform. TRAX has been approved to be included in the Open VMS Modernization portfolio. It is one of the last remaining applications still hosted on Open VMS.

Statistics:

- The Capital Management Branch administers capital planning for the construction and maintenance of public schools, with a budget of \$788M for 2019/20 & \$880M for 2020/21.
- The Sector Resourcing & Service Delivery branch administers and calculates funding of ~\$400M for 320 (222 independent school authorities) BC certified Independent Schools for 5 Ministry programs.
- TRAX, (Transcript and Examination) processes the graduation assessment results for all student and the graduation certification of all Grade 12 graduates.

Key Facts:

- Capital Assets Planning System (CAPS/RDECP), implemented in 1992, provides the Ministry means to track capital investments in school districts across the province.
- Independent Schools Information System (ISIS), implemented in 1984, calculates and disperses approximately \$450 million in funding for independent schools.
- TRAX, implemented in 1990, processes the graduation assessment results for all students and the graduation certification of all Grade 12 graduates. Common issues exist for all business areas;
 - Limited resources available to update and change the applications
 - Prohibitive cost and time required to update the applications
 - Not able to meet current demands from Ministry or public.

Key Outcomes:

- Objective of this investment is to transition the remaining Ministry of Education applications off the OpenVMS platform.
- The new digital application will provide a flexible and sustainable solution to Ministry stakeholders for our Capital Planning, Independent School funding systems, and our Transcript and Examination process.

Funding:

- 3-year IT capital funding totalling \$8.011M has been approved by the Capital Investment Board, commenced FY2019/20.
- The allocation from Digital Investment Board for 20/21 is \$3.628M.

Delivery Partners:

1. Office of the Chief Information Officer (OCIO) for infrastructure support and services.
2. Microsoft Dynamics and Openshift for software licenses and platform.
3. Freshworks Studios & CGI for architecture, design, development and implementation services.

Services to Ministry:

- Ability to provide a stable, easy to use platform to facilitate the business needs of the Ministry.
- Reduce/eliminate need for outside of application workarounds to successfully administer capital planning, independent school funding, and Transcript and Examinations.

Agreements:

- Funding Letter from OCIO on behalf of the Digital Investment Board.
- Development contract with Freshworks Studios and CGI

Description:

- The Ministry provides Line of Business (LOB) Helpdesk and Asset management services
 - Onboarding/Offboarding of employees
 - Workplace desktop support
 - Technology procurement (iStore)
 - Telephony (Unified Communications & Cellular) support
 - Network (LAN & Wireless)
 - Technology loaner equipment
 - Technology asset tracking
- The Ministry is continuously improving its technology footprint: in 2019, the Ministry completed a number of projects and improvements including:
 - Workstation upgrades (U4)
 - SharePoint migration (2010 to 2016)
 - Service Catalogue

Key Facts:

- The Ministry is about 90% mobile, clients utilize a laptop as their main computer
- The Technology Services team works in partnership with the Office of the Chief Information Office (OCIO) to provide technology services and products for ministry clients
- Leverages provincial government procurements to establish technology standards and reducing costs
- Services are reviewed periodically to ensure they meet the growing demand of ministry clients

Key Goals:

- Provide technology services and products to clients in a timely manner
- Ensuring ministry workstations, LOB software remain compliant with security, patches and updates
- Asset management is accurate, relevant and the “source of truth”
- Act as a liaison/advocate for clients with OCIO when there are technology concerns and/or issues

Funding:

- \$3M budgeted for technology services and assets
 - Hardware/Software
 - Share File and Print Storage
 - SharePoint
 - Cellular mobility

Services to Ministry:

- Technology services and support are provided by a dedicated staff team.
 - Deskside support
 - Technology Equipment Loaners
 - Connectivity
 - Mobility
 - Telephony
- Technology based training advice/ resources are available to Ministry

Statistics – 2019

- The Ministry has over 435 clients in two locations.
 - Headquarters is located at 620 Superior
 - Teacher Certification Branch (TCB) is located at 400 – 2025 W. Broadway, Vancouver
- 90% of ministry staff are laptop users
- 298 staff use a cellular mobile device
- Calls open by our Helpdesk – 2,037
 - LoB Incidents - 75
 - LoB Service Requests - 848
 - 3rd Party Service Requests – 1362

Delivery Partners:

- Office of the Chief Information Officer
 - Workplace Services (77000)
 - Corporate Software Assets Management (CSAM)
 - Customer Service Center (CSC)
- Telephony Vendors (Telus/Rogers)
- Helpdesk Services (CGI)

Agreements:

- Technology Services (Shared Services)
The B.C. government provides ministries and BPS with strategic technology products and services
- Telecommunications Services Master Agreement (TSMA)

Online Learning and Resources

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Key Outcomes:

- Online Learning (Distributed Learning) continues to provide access, personal connections to teachers, and flexibility in timetables, course options and personal needs that can't be accommodated through a traditional classroom
- Delivered through 69 DL schools, with some districts providing temporary opportunities to in-district students for the 2020/21 SY only
- Plans in place to:
 - Provide a single Online Learning Policy to replace 7 DL Policies - implementation July 2021
 - Provide a provincial infrastructure to ensure access to common set of online tools including a Learning Management Service (implement 2021/22 school year)
 - Select approved Provincial Service Providers of Online Learning - selected by August 2021

Key Facts:

- As of 2006, districts and authorities must have an agreement with the Minister to operate a DL school (*School Act*, Section 75 (4.1) and *Independent School Act*, Section 8.1). Due to COVID, the Ministry issued temporary agreements to those school districts and independent schools who did not have one for the 2020/21 SY allowing them to provide Online Learning options to their students (locally)
- The Funding Model Implementation Online Learning Working Group (FMI OLWG) was established to address Recommendation 10 of the Independent Review Panel's report and convened between March-July 2019
- In March 2020, the Ministry introduced Bill 8, replacing Distributed Learning with Online Learning effective July 1, 2021

Description:

- Online Learning (OL) is a delivery model that allows students to connect with their teacher from anywhere using a wide variety of electronic tools. OL can be used to provide students with a fully online program or to enhance traditional classroom-based learning by creating a "blended" learning experience
- The Working Group proposed a new model for OL in BC, including a provincially supported and funded infrastructure consisting of:
 - Learning Management System
 - Course Resource Repository
 - Capacity Building

Statistics:

		2018/19	2019/20**
Headcount	Public	53,323	46,706
	Independent	12,389	12,489
	Adults	10,165	9,462
	*Total	64,900	58,539
FTE	Public	11,227.8	9,902.5
	Independent	8,676.2	8,867.6
	Adults	1,147.8	946.8
	Total	19,904	18,770.1
Completed Courses (Course Completion Rate)	Public	48,330 (57.4%)	39,728 (58.5%)
	Independent	64,054 (79.3%)	69,328 (80.7%)
	Total	112,384 (68%)	109,056 (70.9%)
Cross-Enrolled	Grades 8-12	33,824	30,849

*Total is based on distinct students

**2019/20: Public data is Sept & Feb only as May count was cancelled. Indy includes all three counts.

Funding:

- 2020/21 school year, ~\$165.4M is estimated to be allocated to districts and authorities through the annual operating grant (includes supplemental funding)
- Basic allocation per DL student (school-age) is \$6,100; bricks & mortar receive \$7,560 (2020/21 SY)
- Adults are funded at \$602.88 per course (2020/21 SY)
- All independent DL schools are Group 1
- 3 enrolment counts (Sept, Feb and May), funded from basic allocation at 100%, 50%, & 33% for K-9, while Grade 10-12 & adults are funded per course
- Funding Model Review has recommended a 'per-student-based' funding model for DL students at same rate as bricks and mortar students

Delivery Partners:

- BC Distributed Learning Administrators' Association (BCDLAA)
- Western Canadian Learning Network (WCLN)
- Federation of Independent School Associations (FISA)

Other:

- International Education have an interim agreement with the School District 73 Business Company to offer offshore DL (OL) services
- The Ministry has acquired a Zoom License

Description:

- Open School BC designs, develops and delivers educational resources, curriculum implementation supports, and professional learning to public and independent schools through its development and e-learning services.
- Launched in 1919 as BC's first correspondence school, OSBC continues to provide e-learning/ blended learning hosting services and digital resources to BC's distributed learning schools.
- OSBC was a 2016 Premier's Award Regional Recipient in Organizational Excellence.
- OSBC was named as one of the Top 10 Places to Work in the BC Public Service in 2016 and 2017.

Key Facts:

- Provides learning management system (LMS) infrastructure and hosting services to districts and independent schools on a cost recovery, shared service delivery model to support:
 - K-12 distributed/blended learning
 - Mandated occupational health and safety courses to school district staff
- Develops high quality open educational resources in collaboration with BC teachers to support curriculum implementation.
- Provides services to ministry branches to develop curriculum implementation and professional learning supports, including Curriculum, Early Learning, Inclusive Education, Student Wellness & Safety, French Programs and the Professional Conduct Unit.
- Functions as a shared service to other ministries and public sector agencies on a cost recovery basis.

Key Outcomes:

- Districts have access to secure, reliable, safe, and supported e-learning infrastructure
- Cost savings to districts by participating in a shared service delivery model
- Students, parents and graduated adults have access to high quality resources at no cost
- Effective curriculum implementation support for teachers
- Accessible and cost-effective occupational health and training for district staff

Statistics: April 1, 2019 – March 31, 2020**K-12 Sector**

- 6 distributed learning schools in LMS hosting service/5222 unique users
- 10 school districts access occupational health & safety training through LMS hosting service/4974 unique users
- 126,250 page views of curriculum implementation resources posted on the Ministry website

Ministries/Public Sector Organizations

- 13 in LMS hosting service
- 57 e-learning/instructional support projects

OSBC Staff

- 23 staff with skills in project management, instructional design, content and media development, graphic design, and programming

Funding:

- Total expenditures (FY2020): \$3.3M
 - Ministry: \$0.9M
 - Cost recovery activities: \$2.4M

Sample Product List

- FOODSAFE Training
- Procurement and Contract Management 206
- Early Learning Framework
- Keep Learning website (resources for parents during COVID)

Delivery Partners:

1. Queen's Printer and SAP team, CITZ
2. DCV: warehousing
3. BC Mail Plus: distribution

Services to Ministry of Education, Other Ministries and Public Sector Organizations

- Learning/training needs assessment
- Development of instructional support and training resources, including:
 - Instructional media
 - e-learning courses/websites
 - Unit/lesson/activity plans
 - Training manuals
- LMS hosting support and services
- e-Commerce portal

Agreements:

- Remote Learner: Moodle LMS (\$79,000 annually)

Description:

The Ministry is moving forward with the implementation of a new delivery model for Online Learning. Parts of the plan were accelerated in response to the COVID-19 pandemic and the need for resources to support schools as they deliver remote and hybrid learning.

Key initiatives include:

- **Keep Learning:** a website that provides information, activities and resource suggestions for parents and caregivers to support their child's learning.
- **Zoom provincial license:** The Ministry of Education worked with Focused Education Resources (FocusedEd) to provide a provincial Zoom license to the K- 12 sector. All educators, public, independent and First Nations schools, across the province are provided a tool to support continuous learning at home for students.
- **Online learning infrastructure:** access through Open School BC to Moodle Learning Management System (LMS) and 45+ online courses for grades 8-12.
- **Webinar series for educators:** A series of webinars to help teachers, administrators, and education assistants navigate changing teaching and learning environments.
- **Blended learning course for educators:** Designed to provide tools and strategies for incorporating blended learning into the classroom.
- The working group is requesting that federal funding be used to provide additional digital resources and build capacity of educators.

Key Facts:

- The suspension of in-class instruction in response to the COVID-19 pandemic and under the direction of the Provincial Health Officer forced school districts to quickly implement online/remote learning options for all students.
- Online/remote learning options are required in all stages of the K-12 Restart Plan, with the exception of Stage 1.
- Engagement with stakeholders through the Covid-19 K-12 Steering Committee and the Resources and Professional Learning Working Group informed what resources and initiatives were required to support online/remote learning.
- The working group consists of representatives from all education sector partner groups including nine reps from the BC Teachers Federation.
- Zoom is one of the most widely used video conferencing tools supporting education during the COVID-19 pandemic. The Zoom enterprise licence procured for schools and school districts has robust security features, not available on the free version of the application.

Key Outcomes:

- Education sector representatives have provided input and feedback on areas of need re: resources to support remote and hybrid learning
- Capacity building resources for teachers on the subject of blended learning are available.
- Series of live and archived webinars on a range of topics relevant to educators' interests and questions are available.
- All educators have access to a robust video conferencing tool regardless of district or location.

Statistics:

- Keep Learning: 387,487 pageviews (April-Oct 2020)
- Webinar series: 1663 people registered in the site (live & archived materials)
- Blended Learning Course: 377 people registered
- Zoom: 53 school districts, 205 independent schools, 57 First Nations schools have been onboarded with ~41K user licenses assigned

Funding:

- Zoom: Cost of 15 month Zoom license is \$285,000 USD (401,000CAD). Fee is incorporated in the IM/IT Bundled Service fee to districts/schools. Current license expires June 2021.
- Funding provided to or by program for other initiatives

Delivery Partners:

1. Zoom: FocusedEd
2. Resources and Professional Learning Working Group

Description:

- ShareEdBC is a ministry project under the umbrella of the Strategic Initiative Fund (SIF), which is part of the provincial Strategic Relationship Agreement with TELUS.
- ShareEdBC is envisioned as a personalized digital platform and resource hub for educators and trusted community partners in British Columbia.
- Provides educators with access to a broad collection of peer-reviewed educational resources aligned to BC's new curriculum, connect with each other and; tap into local and global community partners and
- Science World has signed a MOA and is the first community partner to onboard.

Key Facts:

- ShareEdBC is one of two approved SIF (Strategic Investment Fund) projects within the ministry.
- SIF is managed by the Ministry of Citizens' Services, which oversees the Strategic Relationship Agreement and the Province's telecommunications contract with TELUS.
- The ShareEdBC service concept was developed by a group of ministry, rural and urban districts, and First Nations Education Steering Committee (FNESC) participants. It was formerly called Wonderlab.
- ShareEdBC is currently in the second half of the Development Phase; Application was launched in spring 2020.

Key Outcomes:

- Support student success by strengthening quality instruction and provide equity of access to learning experiences through a safe and effective learning environment.
- Support educators in collaboration and engagement with the new BC Curriculum.
- Provide metrics to inform district and ministry strategic investment in learning materials
- An example of a joint partnership; participating project members are from urban and rural districts, post-secondary institutions, and the ministry.
- Develop government expertise in service design and agile development methodology.

Funding:

- \$8 million + \$2 million contingency of SIF has been earmarked for ShareEdBC development.
- ShareEdBC received \$700k to complete an initial Service Design phases (completed in June 2018).
- \$1.87M approved for Phase 1 (Alpha).
- \$5.6 million approved for Phase 2 (Beta) from May 2019 – March 2020.
- Additional 2.0M has been approved for dev and stabilization to Mar 2021 rollout to all 60 School Districts (April 2020 – March 2021)

2019-20 Project Engagement Strategy:

- 8 meetings with a "core" User Working Group comprised of 15 members (7 educators, 2 Pre-service educators, 2 current School District Reps, 1 retired School District rep, 1 Community Partner reps (Science World) and 2 Ministry staff; these meetings include testing the product for a total of 6 weeks with a paced deployment period and a gradual increase in test-users.
- 5 meetings with a Stakeholder Advisory Group of 8 members: 2 School District Reps, 2 University Rep, 2 Ministry rep, 1 Focused Education rep and 1 BCPVPA member).
- 21 Project Governance meetings: 3x Joint Steering Committee; 18x Project Committee.
- BC education sector engagement with school districts, learning networks, community partners, etc. starts Fall 2019 to contribute content into Beta and to recruit test-users before the soft launch in Spring of 2020.

Services to Ministry:

- ShareEdBC is a SIF project. SIF is managed by the Ministry of Citizens' Services, as part of the Province's telecommunications contract with TELUS.

Delivery Partners:

1. Citizens' Services (as overseer of the telecommunications contract with TELUS)
2. TELUS
3. TELUS Development Partner (IBM & Softlanding)

Agreements:

- Telecommunications Services Master Agreement (TSMA)
- Strategic Relationship Agreement (TSMA)

Student Information, Data & Education Network Services

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Description:

- The BC Training and Education Savings Program (BCTESP) provides a one-time grant of \$1,200 into the Registered Education Savings Plans (RESPs) of eligible children.
- BCTESP is a statutory entitlement program, built on the Children's Education Fund (CEF) set up in 2007, under the *Special Accounts Appropriation and Control Act*.
- Each year \$1,000 is invested into the special account for every child born or adopted in BC on or after January 1, 2006 to make higher education more affordable.
- Budget 2013 announced the transition of the CEF into the BCTESP. The \$1,200 grant represents the initial \$1,000 investment plus projected investment returns accumulated from a child's year of birth to their sixth birthday.
- The BCTESP Regulation commencement date for applications was August 15, 2015.
- Other eligibility criteria include:
 - Child was born in 2006 or later; and
 - Parent and child must be BC residents.

Statistics: As of December 2019, over 169,900 children have received the grant, totalling ~\$203.9M:

Year	Children	Amount Paid
2015	6,791	\$8,149,200
2016	48,102	\$57,722,400
2017	39,137	\$46,964,400
2018	47,509	\$57,010,800
2019	28,444	\$34,132,904

**Largest cohort of eligible children was between 2016-2018 due to alternate deadlines provided for 2006 – 2009 born children.*

Funding:

- Total 2017/18 expense was \$40.8M.
- Total 2018/19 expense was \$43.59M.*
- 2019/20 estimated expense is \$38.03M.

**increased to include 2012 cohort*

Key Facts:

- Children are eligible over a 3-year window, generally between their 6th and 9th birthday. Alternate deadlines were provided for earlier cohorts of children (born in 2006 through 2009) to ensure everyone had a full three years to apply.
- Parents/guardians apply for the grant on behalf of their children (beneficiaries) through participating financial institutions that have an agreement with one of the 56 promoters of the grant.
- The Ministry of Education and the Ministry of Children and Family Development (MCFD) work together to ensure children in care have access to equivalent funds for their educational and training needs through the Learning Fund for Young Adults Charitable Trust, which is distributed through the Victoria Trust Foundation. Approximately \$470K is paid out annually for children in care.

Key Outcomes:

- Deadlines for 2007 to 2009 cohorts passed in 2018. Just over 50% of the estimated eligible populations received the grant.
- The deadline for 2006 born children passed August 15, 2019. Just over 43% of the estimated eligible population received the grant.
- Deadlines for 2010 born children passed in 2019. Final uptake data not yet available – it is estimated that between 50-53% will receive the grant.
- As of 2020, EDUC now has individual-level uptake data and will start exploring how it can be used to develop a data driven evaluation program.

Services to Ministry:

- BCTESP is administered, under a MOU, in partnership with Employment and Social Development Canada (ESDC). ESDC uses existing RESP infrastructure to process enrolment applications from participating promoters.
- ESDC sends monthly invoices to EDUC for payment to the Government of Canada. These funds are then deposited into eligible applicant's RESPs.
- ESDC grant administration costs are approximately \$460,000 per year.

Delivery Partners:

- 56 promoters, including credit unions and all major Canadian banks (i.e. CIBC, Royal Bank, TD Bank, BMO, Scotiabank, and HSBC Bank of Canada).
- Government of Canada (ESDC), MCFD, Victoria Foundation Trust.

DIGITAL SERVICES RECOVERIES

updated October 19, 2020

Description:

- This program supports a new funding model designed to enhance and continuously improve the delivery of digital services to Districts and schools.
- It provides flexibility in terms of redirecting investment to districts with the highest need and ability to introduce additional enhancements and reinvestment in IM/IT digital services.
- Through this approach, financial planning and administration of payment calculations budget tracking and invoicing by Ministry and District staff will be significantly reduced.

Key Facts:

- Next Generation Network (NGN) and MyEducation BC are the two service pillars that currently comprise the Digital Service Portfolio.
- Costs for Digital Services are shared between the Ministry and School Districts.
- The Next Generation Network (NGN) delivers internet and network security services to every public school and school district office in B.C. It provides public schools with utility-like internet connectivity at standard levels of speed and delivers protection from cyber-attacks and inappropriate content blocking.
- MyEducationBC is a student information service that standardizes data across public school districts and independent school authorities, and enables integrated data systems, streamlined data collection and reporting processes.
- Common access to an online collaboration tool via secure, enterprise platform (Zoom) are also provided as digital service to all school districts, however additional fees are not currently assessed or recovered for use of this service.

Statistics (As of Sept 2020)

The Digital Service Portfolio delivers several programs that enable the BC Curriculum for all 60 Public school districts.

MyEducationBC is currently used by District and school staff, teachers, administrators, students and parents in:

- All 60 Public School districts
- 160 independent schools
- 34 Yukon Schools
- 7 First Nations Schools

Next Generation Network (NGN): connects over 1600 B.C. public school facilities:

- Manages 216 Gigabits of Network and Internet access;
- Includes 1619 Firewall appliances deployed to provide cybersecurity services, intrusion detection and prevention;
- 1547 sites are connected by fiber;
- 74 are connected via radio, 3 by cable, and 1 site by satellite service.

Key Outcomes:

- Provide oversight, governance and strategic focus over delivery of current and future IM/IT services and investments.
- Simplify the current payment calculations and reduce Ministry and District financial administration effort and associated costs.

Agreements:

- Telecommunications Services Master Agreement (TSMA) – (TELUS)
- Workstation Services Agreement (IBM)
- Memorandum of Understanding – MyEducationBC (Ministry – District or Independent School Authority)

Delivery Partners:

1. TELUS, NWTEL, CityWest, ABC Comm., Navigata, PWI, Galaxy, LISIMS (Internet, WAN and Security Services)
2. IBM (Security Services)
3. Fujitsu (MyEducation BC & NGN Tier 1 Service Desk)

Services to Ministry:

- The digital services recovery fee will enable a more efficient and streamlined approach to assessing and recovering fees associated with digital services provisioned by the Ministry as a service to all public school districts and/or independent authorities (e.g. MyEducation BC, NGN and potential future services)
- Service bundling also provides an improved and more consistent approach to financial administration and reporting.

Funding:

- 2020/21 recovery forecast: \$23.6M
\$40/student based on Sept 2020 enrolment PLS

K12 NEXT GENERATION NETWORK (NGN)

updated June 1, 2020

Description:

- Next Generation Network (NGN) delivers internet and network security services to every public school and School District office in the Province of B.C.
- NGN was launched in 2014, at the request of School Districts, to upgrade/replace the previous provincial network.
- NGN Program won the Island Region 2017 Premier's Award for Organizational Excellence.

Key Facts:

- NGN is the largest Government Public School network in Canada.
- Services are designed in partnership with School Districts and industry experts.
- Leverages provincial government procurements reducing overall costs for networks and security services.
- Services are reviewed periodically to ensure they meet the growing demand of schools and the changing nature of how technology impacts on student learning.
- Costs of the NGN Services are shared between the Ministry and School Districts.
- Funding from school districts are recovered under the IM/IT Bundling for Digital Services.
- January 2018 announcement (by Citizens' Services) will provide new or improved high-speed internet to 154 coastal communities over the next 5 years. Once available these services will enhance at-home digital learning opportunities for students.
- The Ministry continues to work with its service providers to ensure no Huawei components are utilized in the provision of NGN services.

Benefits:

- Provides public schools with utility-like internet connectivity at standard levels of speed
- Delivers protection from cyber-attacks and inappropriate content blocking
- Access to educational applications can be prioritized on the network, improving user experience with access to digital resources over the internet

Statistics:

- Connects over 1600 B.C. public school facilities
- Manages 216 Gigabits of Network and Internet access
- 1619 Firewall appliances deployed to provide cybersecurity services, intrusion detection and prevention
- 1547 sites are connected by fiber
- 74 are connected via radio, 3 by cable, and 1 site by satellite service

Funding:

- 2019/20 Actuals: \$35.1M
 - \$4.2M in cost avoidance achieved through contract negotiations, project efficiencies.
- 2020/21 forecast: \$37.6M
 - Ministry Entitlement: \$22.7M
 - District Contribution: \$14.9M

Services to Ministry:

- NGN enables the B.C. curriculum and personalized learning agenda by providing safe and reliable connections to digital resources within School Districts and cloud services around the world via the internet.

Primary Agreements/Contracts:

- Telecommunications Services Master Agreement (TSMA) – (TELUS)
- Workstation Services Agreement (IBM)

Delivery Partners:

1. TELUS (Internet, WAN and Security Services)
2. IBM (Security Services)
3. Alternate Vendors include: NWTEL, CityWest, ABC Communications, Navigata, PWI, Conuma, Galaxy, LISIMS

Description:

- MyEducation BC is a comprehensive web-based student information service (SIS) that manages:
 - attendance
 - reports
 - programs & courses
 - individual education plans
 - enrollment
 - timetables
 - student achievement
 - student demographics
- Students and parents can access their student records and collaborate with teachers through a web-based portal.
- MyEducation BC complies with provincial security and privacy standards.
- As of 2020/2021, usage fees for MyEducation BC will be assessed as part of the new Digital Service Recovery framework which includes Next Generation Network (NGN) services and is further described within the Digital Services bundling framework.
- MyEducation BC is also used to track enrollment and participation of early learners in StrongStart programs.

Statistics (as of Oct 2020):

MyEducationBC is used in:

- All 60 Public School districts,
- 160 independent schools,
- 34 Yukon Schools
- 7 First Nations Schools

Active Student/early learner records (including Yukon):

- 646, 949

Active MyEdBC Accounts:

- 273,534 students
- 282,329 parents
- 73,539 District, school staff and teachers

Key Facts:

- MyEducationBC provides secure access to a single educational record for students in B.C.
- As of January 2020, all 60 public school districts are using the service.
- Yukon has an agreement with the Ministry of Education to use the service.
- Since BC implemented MyEducation BC, Saskatchewan (2018) and Ontario (2019) have contracted with our service provider (Fujitsu/Follett) for the same solution.

Key Outcomes:

- Standardized data across public school districts and authorities, and enables integrated data systems, streamlined data collection and reporting processes.
- Continuous service improvements to better meet the needs of districts, schools, teachers, students, and parents, and to support B.C.'s curriculum and policy changes.
- Family portal improves communication between teachers, students and parents about child's learning to support success. Families can use any web-enabled or mobile device to check their child's progress, attendance, missing assignments and other information.
- School districts continue to onboard the use of specific features and functionality that supports student learning and communicating student learning (e.g. family and student portals, teacher gradebooks, competency based individual education plans and report cards).

Funding (2020/21):

Split between SD/Schools and ministry:

- Total budget is \$11.9M, which includes operations and support costs and improvements.
- The Ministry will recover \$8.7M from school districts and independent schools as usage fees.

Delivery Partners:

- Fujitsu Consulting (Canada) Inc. delivers the hosted student information service to school districts/authorities and the Ministry.
- Schools districts/authorities appoint representatives to the Service Management Council, which provides governance in partnership with the Ministry of Education.

Agreements:

- In November 2013, the Ministry of Education entered into a contract with Fujitsu Consulting (Canada) Inc. to deliver the hosted student information service through to 2025.
- The original contract value was 95M. As of March 31, 2020, the total maximum contract value is 117M resulting from student growth and improvements.
- School districts, independent school authorities, and the Yukon have signed *Memorandums of Understanding* with the Ministry of Education for the purpose of managing and receiving the MyEducation BC service.

Description:

- On July 27 the Ministry released incorrect results for June 2019 English 12, Communications 12 and French Language Arts 12 Exams.
- The error was due to a manual data entry error into our Transcripts and Examination System (TRAX).
- The results were available to student and schools at Student Transcripts site at 3 am on July 28, 2019 for a period of 27 hours over the weekend.
- The results were pulled on July 29, when the Ministry became aware of the error.
- Error was corrected and accurate results and transcripts were issued on July 31, 2019, 2 days after the published results release date of July 29, 2019.

Students Impacted:

- 31,821 students wrote a Language Arts 12 exam in June.
- Approximately 18,839 students had an exam mark that went up or down following the correction.
- 50,656 students graduated in the 2018/19 school year.

Outcomes:

- Students' admissions to PSIs were not impacted by the delay in distributing results, as confirmed by the 438 PSI's directly contacted.
- There was no impact on students' scholarships from the 2-day delay.
- New procedures were implemented for the subsequent exam results released in August 2019.
- Detailed communications approval protocols are in place for all public statements.
- Students have not communicated any further concerns since the issue was resolved.

Ombudsperson Inquiry:

- On August 28, 2019, the Office of the Ombudsperson notified the Ministry that they were initiating an investigation (under Ombudsperson Act) to review the ministry's response to the error and related issues.
- Ministry staff fully cooperated with the investigative officer from the Ombudsperson in interviews and provided all records, emails, and documents requested.
- The final report was publicly released on August 20, 2020 and included six recommendations.
- All six recommendations in the report were accepted by the Ministry. Three had an October 1st implementation date, and the remaining are to be implemented by December 31st, 2020.
- On October 1, 2020, the Ombudsperson notified the Ministry of the steps they will take to monitor implementation of the recommendations and requested a formal update by January 31, 2021.

Key Facts:

- Students and Post-Secondary Institutions were notified via the StudentTranscripts Service (STS), website updates and a Minister's statement. Service BC also dealt with any direct calls.
- The Ministry communicated directly with students during this period and frequently with B.C. schools, PSIs, education stakeholders from July 27 – Aug 13.
- Ministry also communicated directly with any PSI receiving 10 or more B.C. transcripts. These 438 institutions were located in B.C., across Canada, the US and overseas.
- EDUC conducted an internal review and established a new process for verification and release of provincial exam and assessment results. Key changes were the implementation of new checks on a random sample of individual results throughout the release process, additional sign offs required from Director/ED prior to release and use of new queries to identify anomalies, or discrepancies in scores. There have been no errors in the Ministry's release of results from the succeeding sessions (Aug and Nov 2019; January and June 2020) or final marks for 2020 graduates.
- The Ministry has procured and is implementing a new digital assessment service that will eliminate the need for manual data entry.

Funding:

- Recommendation 5 from the Ombudsperson requires a compensation fund be established for students who experienced financial impacts due to inaccurate reporting of exam results.
- The Ministry is exploring procurement of a 3rd party to provide adjudication services for a 6-12-month period at an anticipated cost of approx. \$75–100K.
- The Ministry will absorb the compensation costs within existing budget allocations.
- The Ministry anticipates very minimal uptake for this program.

Description:

- Each child entering school district programs in B.C. is assigned a 9- digit Personal Education Number (PEN).
- The BC PEN Registry project was launched in May 2019. The key objectives of the project are to:
 - Enable legislative changes around the use of the Personal Education Number (PEN) as part of the implementation of the implementation of government's universal childcare plan.
 - Issue a PEN to all B.C. children 0-5 years (Early PEN assignment).
 - Update EDUC's existing PEN registry application and integrate it with the BC Services Card.
 - Improve PEN data quality and provide more secure, online PEN retrieval processes and via integration of MyEducation BC and BCSC.
- Issuing PEN earlier and integration with BC Services Card will immediately support:
 - improved enrolment forecasting and school capacity planning;
 - an easier, digital enrolment process for schools and families;
 - more efficient administration and evaluation of childcare programs, and
 - mechanism for EDUC to identify when school-age students are not registered in an education program (RCY recommendation)

Services to Ministry: *Services provided by partners or stakeholders to the ministry*

1. Ministry of Citizens' Services (BC Services Card)

Delivery Partners

1. Ministry of Citizens' Services (BC Services Card - IDIM)
2. B.C. Public School Districts and Independent Schools
3. Ministry of Children and Family Development

Key Facts:

- In 2019, the Ministers' Childcare Working group (CCWG) asked ministries to explore best way to identify B.C. children during their early years – with a goal of improving access to, and evaluation of, early learning and development programs (e.g. childcare). The PEN was confirmed as the best option.
- The PEN is a well-established (30+ years), trusted identifier that is already assigned to:
 - Children aged 0-5 who attend a B.C. StrongStart program
 - Children and youth who register or enrol in a B.C. school. This includes home-school students, and some First Nations-school students who partake in programs and services provided by EDUC (e.g. provincial assessments, graduation, transcripts).
 - Individuals who both apply and enrol in a B.C. public, post-secondary institution.
- A legislative change to the School Act on March 5, 2020 authorizes the Minister of Education to issue a PEN to a child who is resident in B.C.
- In practice, early PENs will be triggered at the same time a child is issued a personal health number (PHN) - e.g. during birth registration or upon application for a BC Services Card.
Note: there is no link between the PEN and PHN. Further consultation with indigenous rights holders is required.
- Early stakeholder engagement and service design interviews with schools and parents were completed in the winter of 2019/2020. Feedback noted inefficiencies around the StrongStart and Kindergarten registration process, a lack of awareness around the PEN and the purpose of and information contained on the BC Services Card (BCSC).
- Former manual PEN retrieval processes were replaced with a new online service; GetMyPEN and UpdateMyPEN in 2020. These services provide a online tool for former BC students to update, or request and retrieve their PEN in a secure and timely manner.

Funding:

- IM/IT Capital Budget is 4.687M
- 2019/2020 spend was 1.01M
- 2020/21 spend to date \$1.026M

Key Outcomes:

- The key purpose of a PEN is to ensure an individual's education records are consistent, accurate and accessible (to the individual) throughout their early years through to post-secondary.

Statistics:

- ~5.5 million PEN records in the EDUC registry.
- ~30% of children who enter kindergarten already have a PEN from participation in StrongStart.
- 9,128 have successfully retrieved their PEN using GetMyPEN since April 20, 2020

STUDENT TRANSCRIPTS AND GRADUATION CERTIFICATION

updated October 1, 2020

Description:

- The transcript is the student's official record of final grades 10-12 secondary school course marks, credits, assessment & examination results and graduation status.
- The transcript is produced for students and they determine how they will use the information (e.g., post-secondary admission, employment, other).
- Current and former secondary school graduates access transcripts through the online StudentTranscripts Service (STS) (www.studenttranscripts.gov.bc.ca).
- Transcripts and graduation certificates cost \$10 per copy. Graduating students receive a free, official BC graduation certificate
- For a six-month period, they may also order one free paper transcript for themselves and up to 25 free transcripts for post-secondary applications through STS.

Key Facts:

- The STS allows students to securely:
 - Preview and order transcripts to send to post secondary institutions (PSI), themselves or any third party of their choosing
 - View the status of their past and current transcript orders
 - View provincial examination/assessment results
 - View scholarships awarded under EDUC's Provincial Scholarship Program
- Transcript data are delivered to PSIs in three formats, depending on the PSI.
 - Currently, 15 BC PSIs can retrieve students' interim and final marks throughout the year (via XML), when authorized by the student. Another 35 PSIs in BC, Alberta and Ontario are expected to onboard to this process before March 31, 2021.
 - All other PSIs receive paper transcripts by mail when authorized by the student.
- Students can also send an official transcript in a password protected PDF format to any email address of their choosing.

Key Outcomes:

- The upgraded system eliminates the manual processes performed by ministry staff in the production, handling and mailing of 50,000 paper transcripts to students each year.
- STS processes enable students to view, order, approve and send transcripts to PSIs easily and securely online.

Statistics:

- Up to 50,000 secondary students graduate and receive a free transcript and graduation certificate each year.
- Since the launch of STS in September 2017:
 - Over 221,000 STS student profiles have been created,
 - and more than 529,000 records have been sent to over 1,800 post-secondary institutions (PSIs) worldwide.
- The top three PSI selections are:
 1. The University of B.C. (64,519);
 2. Simon Fraser University (52,315); and
 3. University of Victoria (34,685).

Services to Ministry:

- EducationPlannerBC service (<https://educationplannerbc.ca/>) supports the post-secondary admissions tool for PSI. EducationPlannerBC is supported by the Ministry of Advanced Education, Skills and Training.
- Once this tool's platform is fully functional, transcripts will be sent through STS and EducationPlannerBC to most BC PSIs and Ontario and Alberta application centres.

Funding:

- Since launch (September 24, 2017) the Ministry recovered \$1.25 M for STS and GED orders (as of September 30, 2020).
- The projected recovery for FY 2020-21 is \$400K. Recoveries are expected to decrease moderately because current graduates can choose more free transcripts through the new service.
- STS will provide administrative cost savings of ~\$10K per year to the Ministry, with anticipated increased savings as more PSIs onboard to the digital platform and costs for printing and shipping paper transcripts decrease.

Sample Transcript of Grades



Ministry of Education

UNOFFICIAL TRANSCRIPT OF GRADES

Graduation Program 2018

PERSONAL EDUCATION NUMBER	BIRTHDATE	ISSUE DATE
NAME		
STREET ADDRESS OR P.O. BOX NO.		
CITY		POSTAL CODE

THE FACE OF THIS TRANSCRIPT HAS A COLOURED BACKGROUND - NOT A WHITE BACKGROUND - THE TRANSCRIPT HAS A WATERMARK OF THE B.C. FLAG - HOLD UP TO A LIGHT TO VIEW									
COURSES / ASSESSMENTS	COURSE / ASMT CODE	REQ	EQU	SESSION DATE	GR 12 SCHOOL %	GR 12 EXAM %	FINAL %/ ASMT SCORE	FINAL LETTER GRADE	CREDITS
ENGLISH 10	EN 10	1		2018/06			83	B	4
FOUNDATIONS OF MATH AND PRE-CALCULUS 10	FMP 10	6		2018/06			95	A	4
PHYSICAL EDUCATION 10	PE 10	10		2018/09			88	A	4
PLANNING 10	PLAN 10	12		2018/02			96	A	4
SCIENCE 10	SC 10	8		2018/06			85	B	4
SOCIAL STUDIES 10	SS 10	4		2018/06			84	B	4
VISUAL ARTS 10: GENERAL	VAG 10	11		2018/06			77	B	4
CHEMISTRY 11	CH 11			2019/06			83	B	4
ENGLISH 11	EN 11	2		2019/06			84	B	4
GERMAN 11	GE 11			2019/11			79	B	4
INTRODUCTORY GERMAN 11	BGE 11			2019/03			98	A	4
PRE-CALCULUS 11	PREC 11	7		2019/01			89	A	4
SOCIAL STUDIES 11	SS 11	5		2019/01			91	A	4
CHEMISTRY 12	CH 12	9		2020/01			85	B	4
ENGLISH STUDIES 12	ENST 12	3		2020/06			86	A	4
GEOGRAPHY 12	GEO 12			2020/06			86	A	4
GERMAN 12	GE 12			2020/01			85	B	4
RELIGION - ETHICS AND MORALITY	YPHR 12C			2020/06			88	A	4
YOGA 12	YHRA 12A			2020/06			92	A	4
CAREER-LIFE CONNECTIONS	CLC	13		2020/06			92	A	4
LITERACY ASSESSMENT 10	LTE10	15		2020/04			RM	NA	NA
NUMERACY ASSESSMENT	NME	16		2019/06			3	NA	NA
*** End of Course / Assessment List ***									

Based on the information provided by the school, this student has graduated in the Graduation Program 2018 with Honours. Graduation Date: June 2020. Additional transcript information may be forthcoming from the school.

For additional information on meeting graduation requirements, contact your secondary school or refer to the following Ministry of Education website: www.bced.gov.bc.ca/graduation.

Courses may have been completed at schools or institutions other than the student's current school of record as noted on the transcript.

Government Communications and Public Engagement (GCPE)

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CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

Communications Director: Corinna Filion

Core Business/ Program Area Description/Critical Business Processes:

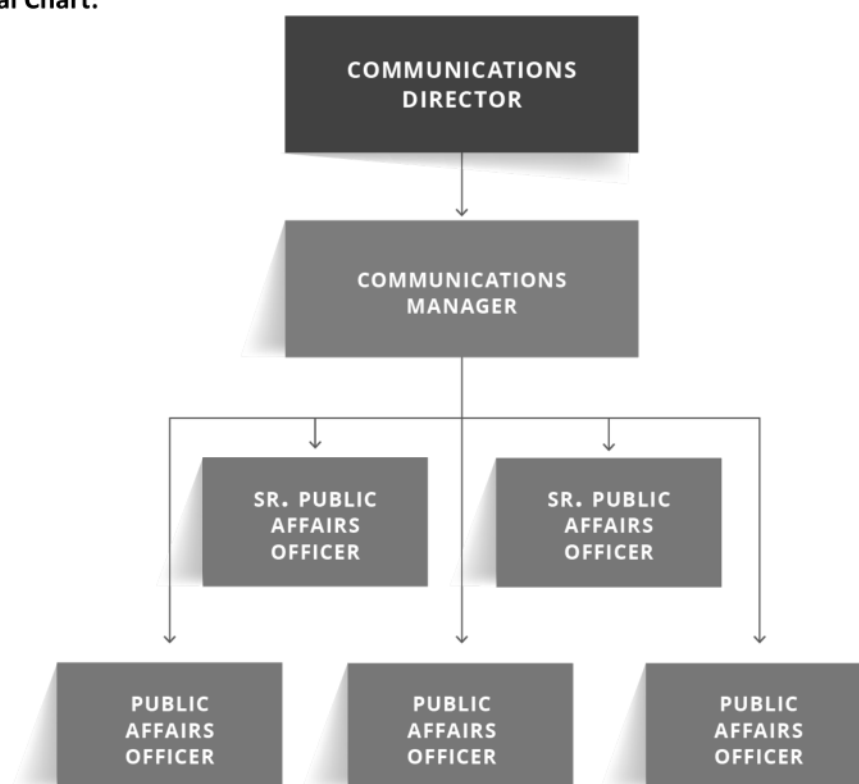
GCPE provides support to the Minister's Office and to Ministry of Education. GCPE's role is to inform the public about government programs, services, policies and priorities through traditional communication practices and online services.

Services provided:

- Strategic communications advice and planning
- Issues management
- Media relations
- Events/Announcements: planning, invitations, organization, execution
- Writing services: News releases, Information Bulletins, Fact Sheets, Issues Notes, Key Messages, Op-eds, Minister's statements, speeches, profiles
- Social media, ministry website
- Research

Full Time Equivalents (FTEs): 7

Organizational Chart:



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TOP ISSUES

GCPE
List of Issue Notes
BCTF LRB Application
Black History Curriculum
Class Sizes
COVID-19 K-12 Response
COVID-19 School Exposures
District Funding
Funding for Independent Distributed Learning Schools
Ombudsperson Report on Transcripts Errors
Remote Learning
School Capital – Portables
Special/Diverse Needs
Student Mental Health

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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Sept. 18, 2020

Date updated: November 20, 2020

Minister Responsible: Rob Fleming

BCTF LRB Application DRAFT

ADVICE AND RECOMMENDED RESPONSE:

- **School is the best place for students to learn, and for their social and emotional wellbeing - keeping schools open and safe is a priority for our province.**
- **Since the beginning of COVID pandemic in March the Ministry of Education has been working collaboratively with all education stakeholders, including the BCTF, through a provincial steering committee.**
- **The addition of a coordinator and the LRB troubleshooter will assist us to continue to improve our processes and ensure consistent implementation of COVID-specific health and safety guidelines across the education system.**
- **The coordinator will work with the education steering committee on health and safety issues identified by the committee.**
- **The LRB will assign a troubleshooter to discuss and resolve issues that involve the implementation of the guidelines and related health and safety issues.**
- **The LRB will review the troubleshooter process after three months and make any further recommendations**

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as necessary.

- **These roles will enhance existing processes in the education system for addressing challenges, like occupational health and safety teams.**
- **Since this pandemic started, we have relied on the advice of the Provincial Health Officer to guide the safe operation of schools, as well as the advice of education partners and stakeholders in our working groups and our steering committee.**

BACKGROUND:

On November 11, 2020, the Labour Relation Board released their decision on the BCTF's application on working conditions in schools, from the start of the school year. The LRB ruled that the BCTF's application was outside what is contemplated by section 88 of the Code.

The LRB's findings included recommendations for streamlining how policy, health and safety concerns can be addressed through the existing steering committee structure led by the Ministry of Education. The LRB recommended a "troubleshooting" process involving LRB staff who can assist K-12 stakeholders with resolving issues related to K-12 guidelines. This non-binding process may include recommendations from the LRB through an "informal and collaborative" approach.

The parties will reconvene with the Chair of the LRB in 90 days to evaluate the process. The Chair has also indicated she will provide the parties with more detailed guidance and detailed process on how the LRB will approach issues referred to the troubleshooting process.

LRB Recommendations regarding steering committee and coordinator:

1. The SC will meet to review and amend their terms of reference such that, prior to implementing changes in the Provincial COVID-19 Health and Safety Guidelines for K-12 Setting (the "Guidelines"), the SC will be provided with information on the nature of, and reasons for, the changes and stakeholders will be given the opportunity to provide their input;
2. In the event a change is made in response to an urgent circumstance, the SC will be provided with information as soon as is practicable thereafter and in a manner consistent with my recommendation 1., above;
3. The SC will meet on a regular basis to discuss real or perceived inconsistencies in the interpretation or application of Guidelines and refer any issues to a Ministry of Education coordinator (set out below); and
4. The Ministry of Education will designate an individual to coordinate input (the Coordinator) as follows:
 - a. The SC will refer issues identified in that forum to the Coordinator for consideration and action as determined appropriate by the Ministry of Education;
 - b. The Coordinator will provide regular communication with school districts on changed

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Guidelines or recommendations for best practices;

- c. The Coordinator will review school district plans for consistency with Guidelines and, where appropriate, may seek input from stakeholders, including but not limited to those on the SC; and
- d. The Coordinator will work with WorkSafe BC, the Ministry of Health, and Health Authorities to provide clarity and consistency in the application of the Guidelines as required.

LRB recommendations regarding the troubleshooter:

1. Effective Monday, November 16th, 2020, the Labour Relations Board will make neutrals available, including Vice-Chairs, Mediators, and Special Investigating Officers, to troubleshoot issues on an expedited basis, including evenings or weekends where necessary;
2. This process is available, on request, to the BCTF and its locals, support staff unions, BCPSEA, and school boards (a "Party" or the "Parties");
3. On the request of a Party, the Board will assign an available troubleshooter to assist the Parties to discuss and resolve issues arising between them that involve implementation of the Guidelines and related health and safety issues or other pressing COVID-19 related issues that arise;
4. The role of a troubleshooter is, using an informal and collaborative approach, to fact-find and to make non-binding recommendations. Those recommendations may include, but are not limited to, directing Parties to an existing process on an expedited basis where possible;
5. The Board will track the nature of the disputes referred through the troubleshooter process and provide interim reports to the Parties. The Board may, in its discretion, make recommendations to address recurring issues coming before the troubleshooters or to establish an independent troubleshooter mechanism;
6. The Parties shall each be responsible for reviewing and identifying the issues before being referred to the troubleshooter; and
7. The Board will review the troubleshooter process with the Parties after three months and make any further recommendations as may be reasonably necessary.

On Sept. 17, 2020, the B.C. Teachers' Federation filed a formal application for action to the Labour Relations Board citing unsafe work environments in schools while new guidelines were in place to provide for a safe return to school for students during the COVID-19 pandemic.

The application related to section 88 of the Labour Relations Code, which pertains to in-differences within a collective agreement between employers – in this case the B.C. government – and the employees. Section 88 calls for the LRB to either inquire into the difference and make recommendations for settlement.

The application states that "the Provincial Government, through the Ministry of Education and District Boards of Education with their bargaining agent, the British Columbia Public School Employers Association, have a duty to ensure that schools are safe places to work and learn pursuant to statutory and collective agreement obligations."

In its application to the LTB, the BCTF's complaints include, but are not limited to:

- The Province did not engage in genuine consultation in August, and BCTF recommendations were not genuinely considered.
- There are insufficient remote learning opportunities.
- The Ministry did not include the BCTF in discussions about how to spend the \$242.3 million in federal funding.

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- There are insufficient resources provided by school districts for preventative measures and funds allocated by governments have not been distributed as intended.
- A lack of direction from the Province on the expectations for targeting of provincial return to school funds
- A failure to reduce student density and that the cohort model is not a substitute for other safety measures such as physical distancing and remote learning.
- Confusing directions for students and staff with COVID-19
- The Ministry changed the requirements to ensure parents aren't bringing children to school with COVID-19 symptoms.

Program Area	Cloe Nicholls	778 698-2953
Contact:	Scott Beddall	250 514-4961
File Updated:	Sept. 18, 2020	

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: June 8, 2020

Updated: Oct. 27, 2020

Minister Responsible: Rob Fleming

Black History Curriculum

ADVICE AND RECOMMENDED RESPONSE

- **There is no place for racism, discrimination or intolerance in B.C. – in our schools or anywhere else.**
- **Schools should be safe places where students come to learn and grow, where diversity is celebrated.**
- **Current events are teachable moments for kids, and this an opportunity for us to strengthen curriculum ties for students to learn about the history of the black community in British Columbia and Canada.**
- **All of B.C.'s 60 school districts and independent schools have codes of conduct in place that align with the BC Human Rights Code to ensure schools remain free of racism, discrimination, bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours.**
- **I've written a letter to the B.C. Black History Awareness Society to help us strengthen our curriculum to ensure kids learn about our multicultural history, including the history of the black community in British Columbia.**
- **Ministry staff have met with the Society. We are committed to working with community partners to strengthen the curriculum, to support diversity and to add to the global effort to end systemic racism.**
- **Given the global demand for change and our Province's commitment to help end systemic racism, we felt it was important to ask the Society for guidance now.**

- **At the moment, B.C.'s curriculum supports the teaching of black history topics, such as the history of the trans-Atlantic slave trade and the Underground Railroad bringing freed slaves to Canada from the United States, but there is more work we can do on this front.**
- **A central element of BC's provincial curriculum is to encourage all students to be socially aware and to value diversity within their communities.**
- **Young people are watching events unfold in the United States and around the world. They are raising their voices and demanding changes to end systemic racism.**
- **We want to listen and work collaboratively to ensure the education system provides the tools necessary for students and to strengthen the curriculum, to support diversity and add to the global effort to end systemic racism.**

IF ASKED ABOUT BURNABY STUDENT LETTER:

Advice/Recommendations

BACKGROUND:

As the protests surrounding the death of Floyd Goerge in the United States escalated and moved into Canada there were calls to strengthen B.C.'s black history curriculum. A group

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called the B.C. Black History association has been leading the public discussion for more black B.C. history to be taught in B.C.'s school. In response, Minister Fleming wrote them to ask if they can assist with this helping create more curriculum resources pertaining to B.C. and Canada's black history.

In early June 2020, there were large anti-racism protests in B.C. and several media requests into the ministry focussed on the calls for more black curriculum resources for B.C.'s students.

Shortly after a story ran in the Burnaby Now, a letter to the editor from a Grade 11 student who is black. In the letter, she reported that she feels scared when she sees police and she has experienced racism on a regular basis at school and in life.

On July 24, the Ministry of Education hosted a Community Roundtable on Anti-Racism in education. Minister Rob Fleming brought together community leaders from a wide range of groups to better understand the impact of racism on B.C. students and provide input into strengthening and developing new policies and programs that promote anti-racism. This was the first in a series of conversations to guide the ministry and B.C. education partners in understanding barriers faced by Indigenous students and students of colour.

In November, we released new school-police guidelines built on the expanded provincial ERASE (expect respect and a safe education) strategy, designed to foster school connectedness, address bullying, prevent violence and provide support to school districts during serious incidents. As part of ERASE, designated safe school co-ordinators have been established in every B.C. school district and independent school to respond to student safety issues. Another key feature of the updated erase website is an expanded Get Help section. In this section, students can find links to 24/7 phone and text lines as well as online chats if they, or someone they know, needs help. Students can also use the updated erase Report It tool to send a direct message to their school or school district's safe school coordinator for immediate response. All information is private and confidential.

As well, there are a large number of courses that touch on related topics such as diversity, multiculturalism, and minority rights in Canada that would be inclusive of issues related to black history in Canada.

The provincial curriculum has a number of areas where issues of discrimination are addressed. In the Physical and Health Education curriculum students will learn how to:

- describe and assess strategies for responding to discrimination, stereotyping, and bullying (Grades 4-7)
- propose strategies for responding to discrimination, stereotyping, and bullying (Grade 8)
- analyze strategies for responding to discrimination, stereotyping, and bullying (Grades 9-10)
- understand the consequences of bullying, stereotyping, and discrimination (Grade 6-10)

In addition to the core K-10 Social Studies courses, many of the Grade 11 and 12 elective courses have a significant focus on issues of discrimination, including BC First Peoples 12, Contemporary Indigenous Studies 12, and Social Justice 12.

Finally, the Core competencies for Social responsibility address being socially aware, responsible, and valuing diversity – in particular students learn to value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute.

The Ministry of Education also encourages school districts to bring up and share the local history of particular groups in their community – such as black Canadians – and their considerable contributions to the history of Canada, British Columbia and local communities. For example, school districts in BC – such as SD 64 (Gulf Islands) and SD 61 (Greater Victoria) among others – offer their own courses and activities on local black history, including learning about 19th century movement of black refugees from the United States to British Columbia and how they helped contribute to the early settlement of this province.

Program Area Contact:	Greg Stone and Melanie Stewart	
File Created:	June 8, 2020	
File Updated	Oct. 27, 2020	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: April 24, 2018

Date Updated: Aug 6, 2020

Minister Responsible: Rob Fleming

Class sizes

ADVICE AND RECOMMENDED RESPONSE:

- **In B.C., average class sizes are the smallest in a generation – with more educators and other supports in the classroom:**
 - 18 students for kindergarten
 - 19.5 students for grades 1 to 3
 - 23.3 students for grades 4 to 7
 - 22.4 students for grades 8 to 12
- **Class sizes are determined by provincial and local collective agreements, with the maximums specified by the School Act.**
- **Schools and districts are configuring classes to meet BCCDC guidelines.**
- **The robust health and safety guidelines for K-12 school schools ensure education can be delivered in a safe manner during this pandemic.**
- **As we saw in school districts' start-up plans, districts have flexibility to manage classes within both health and safety guidelines and respect class size limits.**
- **The use of learning groups allows for a significant reduction in the number of individual interactions, while allowing most students to receive in-person**

learning in a close-to-normal school environment.

- **Organizing students this way helps to reduce the number of different interactions and potential exposures to COVID-19 and ensures better contact tracing.**
- **Students will continue to be placed into classes and that will be their primary environment where they spend the majority of their time.**

SECONDARY MESSAGING

- **Since forming government, student enrolment has increased by 3.4% while at the same time the K-12 education budget has increased by 19.4%.**
- **Budget 2020 includes more than \$20 Billion for B.C.'s schools over the next three years (2020/21-2022/23).**
- **With an additional \$133.4 million in operating funding flowing to public schools in 2020/2021, and \$151.1 million to fund the recently signed collective agreement with the teachers, we're creating more equity and stability in the system to support students.**
- **Our investments in the classroom mean there are more supports for students.**
- **Under this Government B.C.'s school districts have hired over 4,200 teachers, including 700 special education teachers and nearly 200 teacher psychologists and counsellors.**

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SECONDARY MESSAGE - CLASS COMPOSITION & INCLUSIVITY

- **All students with disabilities or those who need extra support in school will continue to have full-time access to class.**

BACKGROUND:

The BCTF continues their campaign for smaller class sizes during the 2020/2021 school year.

2019/20 class size data was posted online on May 15, 2020.

This information has been requested by independent journalist Tracy Sherlock.

Key Data – 2019-20 school year:

There were 77,015 classes in B.C. public schools – 0.26% more than the year before, and 14.7% more than there were in 2015/16.

Students in special needs categories made up 11.8% of the total student population – 0.4% higher than the year before.

82% of all K-12 classes included at least one student with a designated special need.

The majority of K-12 classes included between 1 and 3 students with a designated special need, maintained from the previous school year (54% in 2019/20 compared to 55% in 2018/19 and 52% in 2016/17).

The percentage of K-12 classes that include between 4 and 7 students with a designated special need has been consistent over the past several school years (28% in 2019/20 compared to 26% in 2018/19 and 25% in 2016/17).

Only 7% of all classes included seven or more students with a designated special need, unchanged from last school year, and a 1% decrease from 2016/17. The majority of these classes are in grades 5 to 12, and most are special education or applied learning skills classes that are specifically catered to students with diverse needs.

47% of all K-12 classes included at least one ELL student, compared to 48% last school year.

The number of classes with more than 30 students decreased by 40% compared to 2015/2016 – the last full school year before the Memorandum of Agreement was signed with the BCTF. It is important to note that in some cases, it is beneficial to have a larger class size, for example in Music, Physical Education, or Drama classes. As a result of the Memorandum of Agreement, some of these class sizes have been reduced.

Here are the average class sizes by grade over the past 5 years:

School Year	Grade K	Grade 1-3	Grade 4-7	Grade 8-12
2015/16	19.7	21.8	26.0	23.4

2016/17	19.1	20.4	24.5	22.9
2017/18	17.8	19.4	23.3	22.0
2018/19	18.0	19.9	23.9	22.1
2019/20	18.0	19.5	23.3	22.4

Here is the number of classes with more than 30 students:

School Year	Total Number of Classes	Number of Classes with more than 30 Students	Percent of Classes with more than 30 Students
2015/16	67,107	1,343	2%
2016/17	70,620	1,385	2%
2017/18	74,998	757	1%
2018/19	76,815	812	1%
2019/20	77,015	915	1%

Here is the number of Classes with Assigned Education Assistants

School Year	Total Number of Assigned Education Assistants
2015/16	19,800
2016/17	21,153
2017/18	25,329
2018/19	27,198
2019/20	28,882

MOA and Class Size and Composition

The Memorandum of Agreement (MOA) restored province-wide contract language on class size for Kindergarten - Grade 3 to the 2001 levels:

- Kindergarten –20 student cap restored (from 22) – current (2018/2019) provincial average class size 18.0
- Grade 1-3 – 22 student cap restored (from 24) – current (2018/2019) provincial average class size 19.9

When it comes to grades Grade 4 to 12, the old class size limits varied from district to district.

Under the School Act, the class size limit is generally 30 students, unless it's a course where it is potentially advantageous to have more students, for example in band or performing arts.

Some districts also have collective agreement language in grades 4 -12 which varies greatly.

In terms of children with special needs, about a third of the school districts have no language on class composition at all – the rest have language that varies significantly by district.

Program Area Contact:	Shelaina Postings and Keith Godin	
File Created:	Aug 24, 2018	

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File Updated:	May 5, 2020	
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ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date: June 15, 2020 Date Updated: Nov. 23, 2020 Minister Responsible:	COVID-19 K-12 Response
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ADVICE AND RECOMMENDED RESPONSE:

- **School is the best place for students to learn, and for their social and emotional wellbeing – keeping schools open and safe is a priority for our province.**
- **It's crucial for B.C.'s recovery for students to be learning safely in classrooms, so they can benefit from face-to-face connections with their classmates and supports from educators.**
- **Student and staff safety are being supported with \$45.6 million in new Provincial COVID-19-specific funding, and an additional \$242.4 million in Federal funding.**
- **This is on top of the \$546 million in new K-12 funding in B.C.'s budget for this year.**
- **With strict health and safety measures in place at B.C. schools, the majority of families have felt confident sending their children to school.**
- **Cases in schools reflect community transmission, and the proportion of cases in school-aged children**

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remains low and transmission in school is rare.

- **The health and safety of students and staff is our top priority and that's why we will continue to follow the direction of public health officials in making fact-based decisions when it comes to B.C.'s school system.**

IF ASKED ABOUT MASKS IN SCHOOLS:

Advice/Recommendations

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Advice/Recommendations

BACKGROUND:

Since September, schools throughout B.C. have been in Stage 2 of the Province's K-12 Re-Start Plan. Most students have returned to class full-time, following updated health and safety guidelines co-created with the PHO and BCCDC. New Provincial and Federal funding is supporting schools to purchase non-medical masks, additional handwashing stations, physical barriers and cleaning supplies, as well as hiring more custodians, and supporting inclusive education. This additional funding also supports remote learning by helping districts hire and train more teachers, purchase software, course materials and technology, and support internet access and computer loans for families.

More than 80% of students returned to school for in-class learning in the fall of 2020, and the rest are being supported with remote learning.

Issues

BCTF

The BCTF have been vocally critical of back to school plan since it was announced, as well as an ad featuring Dr. Henry. They continue to call for masks to be required in

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classrooms for students aged 10 and older and for all staff, as well as smaller class sizes and equitable hybrid education options to reduce density in schools and allow people to maintain safe distances (see [a letter sent to PHO](#)). Mooring has said she is frustrated and concerned about the fact that other provinces have stricter guidelines when it comes to mask wearing. The BCTF has also expressed concerns and confusion that masks aren't required in the classroom even though the PHO has called for everyone to wear masks in public spaces.

The BCTF released a poll taken during the second week of school and posted on October 6 that showed only 7% of respondents who have returned to in-person instruction said the measures were "completely adequate." A total of 60% of teachers said the health and safety conditions in their school setting was either "completely inadequate" or "somewhat inadequate" (see [news release](#)).

Advice/Recommendations

BC's first COVID-19 outbreak in the school system was declared on October 22 at Ecole de l'Anse-au-sable in Kelowna, where 15 cases were linked as of October 28. Public health officials told 160 people associated with the school to self-isolate and watch for symptoms for 14 days. Henry made a statement saying the timing of the first exposure isn't known, an investigation has determined someone brought the virus in from outside, and it spread within the school. A subsequent outbreak was declared at Cambridge Elementary in Surrey in November. A small number of other schools have also temporarily closed due to COVID-related staffing shortages.

Some school districts are hearing complaints about delays in getting COVID tests done for students, which means families have to use sick days while their children are at home and spending hours on the phone waiting to schedule a test.

A public, non-government Facebook group entitled [BC School Covid Tracker](#) has gained traction and media attention as parents and other community members post information about Covid cases in schools.

Labour Relations Board ruling

On Sept. 17, 2020, the BCTF filed a formal application for action to the Labour Relations Board citing unsafe work environments in schools while new guidelines were in place to provide for a safe return to school for students during the COVID-19 pandemic.

The application relates to section 88 of the Labour Relations Code, which pertains to in-differences within a collective agreement between employers – in this case the B.C. government – and the employees. Section 88 calls for the LRB to either inquire into the difference and make recommendations for settlement.

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On Nov. 10, 2020, the LRB concluded that the application instead related to the application of education and health policy. The LRB instead recommended the creation of a new 'trouble-shooting- process, and made relevant board staff available to work as trouble-shooters to resolve issues between education stakeholders for a three-month period that may be extended.

Funding

To support and ensure the health and safety of students and staff, a one-time investment of \$45.6 million as part of the BC COVID-19 Action Plan supports school districts and independent schools for the start of the school year.

This investment includes:

- \$23 million for more staff and staff time for cleaning schools,
- \$9.2 million for improving and increasing access to hand hygiene,
- \$5.1 million for cleaning supplies, and
- \$3.1 million to independent schools.
- \$2.2 million to ensure re-useable face masks are available to staff if they choose to wear one, and for all students who need to travel on school buses or public transportation outside of their learning group.

This funding also includes \$3 million to support remote learning, such as technology loans or software to support students with disabilities or complex needs.

The Federal government is providing \$242M to support B.C.'s K-12 COVID response. The investment is in two installments – one in September and the other in January. The Ministry is initially allocating \$101.1 million to school districts, \$8.0 million to independent schools and reserving \$12.1 million for emerging COVID-19 related issues between September and December 2020.

The Ministry surveyed school districts and independent schools about how they spent their COVID-specific funding. The following results are from **public school** districts.

- A combined \$288 million from provincial and federal governments funded the purchase additional cleaning supplies and personal protective equipment, including 25,000 hand sanitizer stations and 1.5 million re-usable masks - two for every student and staff.
- Nearly 2,000 school district positions have been created including more teachers, teaching assistants, custodians, school counsellors, bus drivers and administration staff.
- Nearly \$13.9 million to help build mental health and wellness capacity in school districts and the hiring of an additional 245 teacher psychologists and counsellors since 2016/2017.
- Supporting remote learning by helping districts purchase software, course materials and technology, and support internet access for families, with nearly 65,000 additional computers, laptops and tablets purchased.
- When asked if they have upgraded HVAC filters, 48 districts said they have updated filters to increase air exchange and 26 districts have upgraded to MERV-13.

Safety Measures

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On the advice of the provincial health officer, students are organized into learning groups, a consistent group of staff and students. This reduces the number of people each student or staff member comes into contact with, reducing the risk of exposure and ensuring quicker contact tracing by health authorities. Cohorts (learning groups) are no more than 60 people in elementary and middle school and no more than 120 people in secondary school.

Other updated health and safety measures include:

- Increased cleaning of high-contact surfaces like door knobs, keyboards, desks and chairs;
- increased hand hygiene with all students, staff and visitors being required to clean their hands before boarding school buses and entering school buildings, before and after eating, using the washroom and using playground equipment; and
- school districts may also install transparent barriers for people who have more contact with others, such as front desk staff, bus drivers or food services staff, where appropriate.

The updated public health guidelines also focus on encouraging younger students to minimize physical contact and continued physical distancing of two metres for school staff and older students when they are not with their learning group. Guidelines also ensure there is not crowding, gathering or congregating of people from different learning groups in a school setting, even if non-medical masks are being worn.

Remote Learning

The Ministry extended the authority of all school boards to have flexibility for offering remote learning programs and expand local DL programs. Government also committed to stable, secure funding to support students, schools and districts. The Minister directed school districts to contact all families in their school communities to share their safety plans and to confirm if they are planning for their child to attend school classes in September, or if they need alternative learning options. Districts were also directed to develop and implement remote learning opportunities to ensure students who need to time to transition back to school are supported and can remain connected to their schools

Many districts have developed additional remote options and this funding has allowed school districts to implement these programs.

As part of the Ministry of Education survey,

- 81% of school districts are supporting students with Distributed Learning in their own districts; and
- 83% of public school districts are providing students with remote learning options that continue to connect them with their community school.

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Masks

On Nov. 29, 2020, the PHO ordered that masks will be mandatory at all indoor public spaces, but this order did not apply to schools.

Masks are required for staff, middle and secondary students in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained. Schools will also ensure non-medical masks are available for staff and if someone should become ill while at school. Exceptions will be made for students who cannot wear masks for medical reasons. This is very similar to other provinces including Alberta, where masks will not be mandatory during classroom instruction, but only in high traffic areas. This is also consistent with guidelines on masks from the federal Chief Public Health Officer.

On the advice of Dr. Henry, non-medical masks are not recommended for elementary students because of the increased likelihood they will touch their face and eyes, and because they may require assistance to properly put on and take off their mask (which means increased close personal contact from school staff). However, younger students will need to wear a mask if they become sick at school. Some younger students may choose to wear a mask for personal reasons, and they will be provided one if they make that choice.

Even when wearing a mask, staff and students will still be required to maintain physical distance from people outside of their learning group.

Program Area Contact:	Cloe Nicholls	250 216 9102
File Created:	June 15, 2020	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date: Oct. 21, 2020 Date Updated: Minister Responsible: N/A	COVID – School Exposures
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ADVICE AND RECOMMENDED RESPONSE:

- **I understand parents and school staff are feeling anxious and scared about exposures in schools.**
- **Cases in schools were not unexpected, and it's important to point out that the proportion of cases in school-aged children remains low.**
- **Schools have strict health and safety measures in place, including students learning in cohorts, to prevent transmission and for efficient contact tracing.**
- **We know that school exposures typically reflect COVID transmission in the community.**
- **That's why we all need to continue to be diligent, follow health and safety guidelines, and work together to prevent transmission.**
- **Close contacts, identified by health authorities, are contacted directly and are given specific instructions from public health experts.**

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- **Unless a parent receives call from public health regarding their child, they don't need to worry and their children can keep attending school.**

Background:

As schools opened in September 2020 in Stage 2 of the Province's return to school plan COVID-19 exposure events have occurred in schools, leading to the need for self-isolation of students and staff who were at risk of transmission as they were close contacts of the case.

Transmission between students at schools has been limited. There has been one outbreak since the start of the school year, which began at École de l'Anse-au-sable, a Francophone school in Kelowna, on Oct. 13, 2020. At least 11 members of that school community were confirmed to have COVID-19. About 160 people within that school have been told to self-isolate for 14 days and monitor for symptoms.

Through contact tracing, regional health authorities identify when an individual who is confirmed a confirmed case of COVID has been at a school, and what actions need to be taken to prevent transmission.

If contact tracers determine there are close contacts of a confirmed case, those individuals need to isolate for 14 days. If no symptoms develop, individuals can return to school after the isolation period. If symptoms do develop, individuals should seek testing.

Confirmed close contacts are determined based on the length of time of exposure and nature of the interaction. Only public health can determine who is a close contact.

Each school exposure is reported through the respective health authority website, accessed [here on the BC CDC website](#).

Information about COVID-19 school protocols is available to the public at the Province's [safe return to school website](#).

Program Area Contact:	Cloe Nicholls	250 216 9102
File Created:	Oct. 21, 2020	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: August 24, 2020

updated: October 16, 2020

Minister Responsible:

District Funding

ADVICE AND RECOMMENDED RESPONSE:

- **We are committed to stable funding to support students, schools and districts during the pandemic, by ensuring districts have funding stability regardless of parent choice in programs or enrolment**
- **Budget 2020 set B.C.'s education system up to be in better shape than ever before with record levels of funding including \$546 million in new money.**
- **In March 2020, the Ministry announced \$6.2 billion in overall operating and special grants funding for public schools this school year – a 19.3% increase over what the previous government provided in 2016/17.**
- **While we know its been a challenging time for districts to manage their budgets, it was good to see every school district in B.C. submitted a balanced budget in June.**
- **On top of that B.C. boosted funding to districts by providing \$45.6 million for enhanced cleaning protocols, PPE and expanding remote learning options.**
- **The federal government is also providing up to an additional \$242.4 million for B.C.'s schools.**

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- **Combined this new funding means up to \$288 million is available to allow schools to implement their return-to-class plans this school year.**
- **This is allowing districts to provide flexibility through remote learning options to meet the needs of families wanting a gradual return to class for their children, including hiring additional teachers.**
- **Given the unpredictability of the pandemic, we knew that enrolment and in-class participation would fluctuate throughout the school year.**
- **Boards of Education asked us to ensure funding flexibility and stability and we have done that.**
- **In December, the fall enrolment counts will be completed, and we will know more about changes in enrolments.**

If pressed about funding protection:

Advice/Recommendations

ADVICE TO MINISTER

BACKGROUND:

After the September student count at the start of the 2020/2021 school year, some media reports began to surface regarding school district budgets that were impacted by decreasing enrolments. For example, a media story ran about the impact of the Covid-19 pandemic on the North Okanagan-Shuswap school district. The article said the North Okanagan-Shuswap school district is facing financial strain in a year beset by challenges caused by the COVID-19 pandemic. In a letter shared by district communications staff on Oct. 9, superintendent Peter Jory said a combination of factors related to funding and enrolment have plunged School District 83 into a deficit of more than \$2 million, leading to staff reductions that are expected to continue. After roughly 300 students opted to take part in the Education Outreach Program (EOP), the district's online education program that was previously available only to high school students but was reopened for students from Kindergarten to Grade 8 this year. The deficit comes despite overall funded enrolment at 98.6 per cent of the district's projections for the year.

Another story out of Prince George regarding a projected budget shortfall the district was facing. Board Chair, Tim Bennett told MyPGNow.com the drop in population will have an impact on their bottom line. "This has a direct impact on our district's budget as we are funded on a per-student model. We have seen an increase in our distance learning, which will help offset some of the budget pressure but at the end of the day, we are projecting a 2.3-million dollar shortfall."

The *School Act* requires the Minister of Education to provide operating grant allocations to boards of education for the coming school year on, or before, March 15. This year the Ministry published the preliminary rates on March 12, 2020. School districts were required to submit their 2020/21 Annual Budget to the Ministry by June 30, 2020. These figures are estimates and will be adjusted in the fall to reflect actual enrolments.

Operating grants will be recalculated following the September, February and May enrolment counts. If actual enrolment exceeds district estimates, government has committed to maintain published formula rates and increase the Operating Block.

Boards are projecting a full-year enrolment increase of 2,553 FTE in 2020/21, including enrolment counts at July, February and May. When you include all operating funding, including special grants, government provides \$11,011 on average per student, 15.6% higher than in 2016/17.

Provincial total – total public school operating grants

- 2016/17: \$4.932 billion
- 2017/18: \$5.046 billion (increase from 2016/17: \$114 million; 2.3%)
- 2018/19: \$5.230 billion (Increase from 2017/18: \$184 million; 3.6%)
- 2019/20: \$5.399 billion (Increase from 2018/19: \$169 million; 3.2%)
- 2020/21: \$5.533 billion (Increase from 2019/20: \$133.6 million; 2.5%) – 12.2% increase over 2016/17

Provincial total – full-year FTE enrolment

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2019/20: 564,015

2020/21 (estimated): 566,568 (Change +2,553, 0.5%)

Flexibility with funding claims for those registered in school districts and receiving education programs

- At this time, the process for counting and funding students for the 2020-21 school year remains unchanged. In particular:
 - Under Section 13 of the *School Act* parents resident in BC must enrol their school-age children in an education program by September 30.
 - The K-12 general funding policy thus establishes September 30 as the snapshot date for those enrolled in each school district and program to be counted for funding.
 - The student count process is used to implement this policy requirement and collect the data needed to update the preliminary operating grants for school districts.
 - The policy requires students to be receiving an education program under the supervision of a teacher.
 - This is not just measured by physical attendance in a school, but also by evidence that the students are receiving instruction in an educational program.
 - If a student is receiving instruction from a certified teacher then they will be eligible for funding in the fall. If they are registered in classes provided by a DL school, then they will be funded accordingly.

Summary of K-12 Funding: 2016/17 to 2020/21

Summary of K-12 Funding: 2016/17 to 2020/21									
	Operating Grants	Other Grants	Total	Increase from 2016/17		All Funded Enrolment	Per student average	Increase from 2016/17	
2016/17	4,924 M	306 M	5,230 M			548,905	9,528		
2017/18	5,038 M	579 M	5,617 M	387 M	7.4%	553,338	10,150	622	6.5%
2018/19	5,220 M	625 M	5,845 M	615 M	11.8%	558,728	10,461	933	9.8%
2019/20	5,391 M	769 M	6,159 M	929 M	17.8%	564,015	10,920	1,392	14.6%
2020/21*	5,523 M	716 M	6,239 M	1,009 M	19.3%	566,568	11,011	1,483	15.6%

* Preliminary allocations to be updated in Fall 2020

Financial Management, Operating Surplus and Reserves

- We know from working closely with school districts that, due to the suspension of in-class instruction last year and their best efforts of managing their budgets, school districts had unspent operating funding as at June 30, 2020 contributing towards an annual Operating surplus of \$82.3M.
- The balance of Operating Fund surpluses and deficits for all school districts totaled more than \$389M as at June 30, 2020, of which Boards have internally restricted \$307M of the Operating Fund surpluses to be used in years 2020/21 and beyond.

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- For 2019/20, there are no districts in an accumulated operating deficit position.
- Operating Fund surpluses are one component of overall school district cash balances.
 - cash balances at July 1, 2019 approximately \$1.76B
 - cash balances at June 30, 2020 approximately \$1.88B
- School districts collectively appropriated \$96M of accumulated surplus from prior school years to balance their 2020/21 annual budgets. This is normal and accepted practice for school districts.
- In addition, school districts are in a good position to manage these estimated pressures because funding has increased by over \$929M since the 2016/2017 school year
- School districts can also transfer Operating funds into Local Capital. Primary purpose of these transfers are to pay for purchases of tangible capital assets (i.e. Board office renovations) and capital lease payments (i.e. photocopier and IT equipment leases). These transfers from Operating to Local Capital provide a mechanism of lowering Accumulated Operating Surplus.

Districts in Funding Protection

9 districts in funding protection in 2019/20:	17 districts estimated to be in funding protection in 2020/21:
50 Haida Gwaii	50 Haida Gwaii
52 Prince Rupert	52 Prince Rupert
58 Nicola-Similkameen	58 Nicola-Similkameen
64 Gulf Islands	64 Gulf Islands
74 Gold Trail	74 Gold Trail
81 Fort Nelson	81 Fort Nelson
82 Coast Mountains	82 Coast Mountains
87 Stikine	87 Stikine
91 Nechako Lakes	49 Central Coast
	67 Okanagan-Skaha
	27 Cariboo-Chilcotin
	78 Fraser-Cascade
	28 Quensel
	53 Okanagan-Similkameen
	84 Vancouver Island West
	85 Vancouver Island North
	46 Sunshine Coast

Program Area Contact:	Jonathon Foweraker and Reg Bawa	
File Updated:	October 19, 2020	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: May 4, 2020

Date Updated: June 15, 2020

Minister Responsible: Minister Rob Fleming

Funding for Independent Distributed Learning Schools

ADVICE AND RECOMMENDED RESPONSE:

- **The Ministry of Education has brought Independent Distributed Learning (DL) funding in line with the rest of the independent school sector.**
- **The changes we have made ensure independent distributed learning schools are now funded at the same rate as other Group 1 independent schools, which is 50% of the public-school rate – instead of the 63% rate set by the old government.**
- **Of the 16 independent online schools in operation, 15 of them operate exclusively with public funding and only one school currently charges tuition fees.**
- **Government funding of independent schools is not intended to cover a school's full operating costs and yet the vast majority of independent distributed learning schools were able to operate without charging tuition.**
- **For years a number of these schools were enticing families to enroll by providing financial incentives to buy ipads, laptops, printers and other technology all without charging them tuition fees – one school even covered the cost of a backyard pool, a kayak, a swing set and welding equipment.**
- **This only stopped after some schools asked government to regulate these practices.**
- **The majority of students enrolled in distributed learning**

programs are in the public system and are not affected by these changes.

- **The same applies to children with special needs - special education funding for those enrolled with independent online schools will not change.**

If asked about further changes to Independent School Funding:

Advice/Recommendations

BACKGROUND:

There is a petition being generated by Daleen Bybee of Kimberly calling to restore funding to IDL programs. The petition has more than 12,000 signatures as of May 25, 2020.

Opposition critic, Dan Davies, has been in the news saying both Premier Horgan and Minister Fleming broke promises they made that they would not make changes to IDL funding. "This decision happened behind closed doors without any consultation with the IDL school boards and was sprung upon them after most budget and staffing decisions were already prepared."

Cabinet Confidences; Advice/Recommendations

Group 1 online schools receive \$3,843 per FTE. With the funding reduction, they will receive \$3,050 per FTE. This represents a 21% reduction in operating funding of \$793 per student FTE per year, or about \$20 per week.

Supplemental funding for children with special needs who are enrolled with independent online schools will not be reduced – these students are not affected by this change in funding.

There has been a freeze on certifying IDL schools since 2012. There are 16 independent online schools currently in operation, 15 operate exclusively with public funding and one school charges tuition. If IDL schools choose to introduce tuition, it will be consistent with their independent school counterparts.

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The draft independent funding rates for the 2020/21 school year would normally be announced in early April 2020 to allow Independent School Associations to budget for the following school year. The Ministry already took the IDL rate reduction into account for Budget 2020.

Government Financial Information

A decision was made several years ago to link the funding rate for independent distributed learning schools to the public DL rate (which is the same for all public DL schools), instead of local school district per student funding (which varies across the province), because there were indications that these distributed learning schools were changing their office locations to take advantage of higher per student funding in some districts.

In 2014 a \$600 cap was placed on the financial supports these schools provided to parents to purchase technology like computers and ipads, lessons such as swim, music and dance lessons, and other items. Prior to the cap, the financial supports given to parents were unregulated by government and several DL school authorities complained to the Ministry about the creative extras offered by some of the schools and pleaded for regulation because they could not stay competitive in the face of unregulated “hand-outs” to families.

Data from each of the past 5 school years (2015/16 – 2019/20) indicates that only a small percentage of students (between 10.5% and 12.5% per year) enrolled with an independent DL school as their primary school of record have ever previously been enrolled with a public DL school.

Students in brick and mortar schools receive more funding because there are higher overhead costs. On the public side, online schools receive \$1,460 less per student than brick and mortar schools do. But on the independent side, online schools receive only \$500 less per student.

POTENTIAL IMPACT

Advice/Recommendations

COVID-19

The impact of the COVID-19 pandemic on IDL schools and future enrolments are unknown. The Ministry moved the IDL enrolment count to April 7, 2020, instead of May 2020 to mitigate the

possibility of a spike in IDL enrolments after in-class learning was suspended on March 17, 2020 to ensure revenue stability for IDL schools. This was cooperatively developed with FISA.

FUNDING – DEMOGRAPHICS – STATS

Independent Distributed Learning Schools Only				
	Operating	Special Education	Annual Funding	Annual % Increase
2014/15 SY	\$ 33,912,106	\$ 20,409,100	\$ 54,321,206	13.48%
2015/16 SY	\$ 33,652,416	\$ 25,422,650	\$ 59,075,066	8.75%
2016/17 SY	\$ 34,605,059	\$ 29,783,925	\$ 64,388,984	9.00%
2017/18 SY	\$ 34,901,951	\$ 32,364,180	\$ 67,266,131	4.47%
2018/19 SY	\$ 35,843,531	\$ 37,386,400	\$ 73,229,931	8.87%
2019/20 SY	\$ 36,648,758	\$ 44,255,600	\$ 80,904,358	10.48%

School Year	School Type	DL	Number of Students	%
2019/2020	BC INDEPENDENT SCHOOL	DISTRICT DISTANCE ED	9,375	39.6%
2019/2020	BC PUBLIC SCHOOL	DISTRICT DISTANCE ED	14,310	60.4%
			23,685	

- In September 2019 (2019/20 school year), there were **9,375** students enrolled in Independent Distributed Learning programs as their primary school, which accounts for **40%** of the total number of students enrolled in distributed learning programs.
- Note: Counts are for students taking courses through distributed learning program in their authority school.

Profile of Independent Online Schools:

- 76% elementary students (compared to 25% in public school DL programs)
- 24% students with disabilities and diverse abilities (compared to 6.3% in public school DL programs)
- 63% of Independent online schools are faith-based (not permitted in public school DL programs)
- Independent online student outcomes for course completion and six-year completion rates are higher than public online student outcomes.

Some families who may have otherwise homeschooled their children have also chosen to enroll their kids in independent online schools. Also, some students may have chosen online programs because they were bullied or felt unsafe in their previous school because of their ethnicity, class or gender identity.

CROSS-ENROLMENT

Less than 25 percent of the over 47,000 students enrolled in an online learning course were cross-enrolled in 2018/19. Of those:

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- 1,532 individual students enrolled in a board of education taking at least one online learning course with an independent school authority.
- 2,392 individual students enrolled in an independent school authority taking at least one online learning course with a board of education.
- 6,496 individual students enrolled in a board of education taking at least one online learning course with another board of education (Note: Only includes September and February counts.)
- 939 individual students enrolled in an independent school authority taking at least one online course with another independent school authority.

SPECIAL NEEDS STUDENTS

In the 2019/20 school year there are 2,464 funded students with disabilities and diverse abilities (full-time enrolments) representing 26.3% of all students attending independent online schools, including 1,364 students with autism. This is in addition to students who attend one of the 14 designated special education independent schools.

FUNDING MODEL REVIEW

In its review of the funding model, the Panel found that Distributed Learning (DL or online learning) programs don't reflect the new curriculum or the way kids learn at school today. The panel found there is inconsistent quality, duplication of efforts, low student completion rates and high costs of delivery. When surveyed, 74% of stakeholders identified these issues with online learning as a major operational challenge.

Because of the way online programs are funded, many boards and independent school authorities have been using DL to generate funding rather than focusing on student outcomes. The current model also contributes to students looking for the distributed learning program most likely to give out high marks, and this has meant some post-secondary institutions don't recognize online courses when considering admissions.

Modernizing online learning will eventually be delivered through a select number of online learning providers (i.e., boards). The online working group concluded these changes will require extensive work to update and rewrite policies and rules. To minimize impact on students, modernizing online learning will be phased over three school years, beginning 2020/21. In the meantime, cross enrolment between public and independent DL programs will continue.

LEGISLATION

On March 12, 2020 Legislative amendments to the School Act were passed, including changes to support modernizing online learning.

Boards of education, FEAs and independent school authorities could only provide an online learning program only with prior agreement of the Minister. With the new legislation, boards and authorities will no longer need an agreement to provide online learning options to their own students. Boards of education, FEAs and independent school authorities will only need an agreement with the Minister if they intend to enroll students from outside their district or authority in online learning.

The current agreements for online learning will remain in effect until May 31, 2021. The legislative amendments are expected to come into force on July 1, 2021 and will lay the groundwork for implementing further improvements.

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File Created:	May 14, 2020	

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: May 19, 2020</p> <p>Date Updated: August 10, 2020</p> <p>Minister Responsible: Rob Fleming</p>	<p>Ombudsperson Report on Transcripts Errors</p>
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ADVICE AND RECOMMENDED RESPONSE:

- **We thank the Ombudsperson for the report and we accept the recommendations.**
- **We know that this situation was stressful for students and their parents when it happened.**
- **Ministry staff worked around the clock to resolve this issue to try make sure no students were negatively impacted.**
- **This issue was unfortunately a result of human error.**
- **We've learned from this and taken steps to ensure it doesn't happen again.**
- **In August 2019, we immediately conducted our own internal review and began updating our processes, prior to this investigation.**
- **The ministry has already addressed four of the six recommendations by putting in place enhancements and updates to processes for calculating provincial assessments and releasing provincial transcripts.**

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- **Improvements made include:**
 - **Created a new process to validate data and perform spots checks.**
 - **Established new planning sessions prior to the posting and release of assessments and transcripts. Also, a support matrix was created to identify appropriate escalation points and staffing levels.**
 - **The ministry has detailed and documented communications protocols in place for public statements and news releases, including senior ministry official written signoff.**
 - **All correspondence that flows through the Minister or Deputy Minister's office is logged, tracked and assigned timelines in accordance with government's Administrative Records Classification System.**
- **The ministry accepts the other two recommendations and they will be addressed by the end of the year.**

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Withheld pursuant to/removed as

Advice/Recommendations

ADVICE TO MINISTER

BACKGROUND:

In late August 2019, B.C.'s ombudsperson informed the Ministry of Education that an investigation is underway regarding the ministry's response to the transcript tabulation error.

The Ombudsperson's investigation included a review of ministry procedures for releasing assessment results, as well as communications protocols.

In the report, the Ombudsperson claimed there was not sufficient written policy to assist staff with reviewing the results and that not enough time was spent reviewing the results before they were released. The report also claimed that action was not taken quickly enough after the errors were first discovered. The report also included the claim that post-secondary schools were not warned about the errors quickly enough and that the proper admissions and registrars were not notified adequately. The Ministry refutes these claims. Another finding in the report claimed there was not a proper written approval process for outgoing public facing information. In the conclusion the Ombudsperson stated that, "in June 2019, the ministry did not have adequate checks and balances in place." One of the findings said, "as errors were being identified, process were rushed, concerns being raised were not adequately documented and explored." One finding was that "statements to the public were misleading." It then went on to say that the ministry did not provide information about how students could "protect their interests."

The majority of recommendations contained in the report have already been implemented or are well underway.

Recommendation 1: By October 1, 2020, the ministry implement a quality assurance process to include clear, practical and adequately detailed procedures for the review and approval of assessment results that will promote consistency and accurate, timely and effective problem solving.

Recommendation completed. A new Ministry process to validate data and perform spots checks with cross-ministry subject matter experts and members of each team's leadership was implemented for the 2019 August exam results. This was an enhancement to the former internal approval process where the analysis of results and approvals by subject area expert teams were completed separately and in a particular sequence. The new process is formally documented through an Exam and Assessment Release Checklist, as of December 2019.

ADVICE TO MINISTER

Recommendation 2: By October 1, 2020, the ministry develop and implement procedures to promptly address concerns after the release of results, including provision for sufficient staffing during critical periods and adequate documentation, investigation and escalation of concerns.

Recommendation completed. The Services and Technology Division has established new planning sessions prior to July graduation run, with the participation of division staff and contracted service providers. A support matrix was created to identify appropriate escalation points, staffing levels and contact information to support the grad run and the level of intervention.

Recommendation 3: By October 1, 2020, the ministry implement a communication protocol with its GCPE advisors that requires a senior ministry official certify in writing that all statements in any news release, social media posting or other communication with the public are accurate and not misleading.

Recommendation completed. The Ministry has communications protocols in place for public statements and news releases, including senior ministry official written signoff. The protocol includes a review and approval for public communications from the Deputy Minister's office and/or the Minister's office directly.

Recommendation 4: By December 31, 2020, the ministry implement a protocol for communicating with students and the public that is transparent and emphasizes timelines, service, record keeping and the importance of clear, correct and readily available public information. As the process of responding to student and public concerns is spread over several units, develop a consistent method of tracking concerns from various units and using the information obtained to improve service delivery for future assessments.

Recommendation completed. All correspondence (including emails, written and phone calls) that flows through the Minister or Deputy Minister's office is logged, tracked and assigned timelines through the Ministry's enterprise tracking system. Different Branches and Units, particularly those who provide regular quick operational support services to schools and students, are responsible for retaining records inquiries in accordance with government's Administrative Records Classification System. The Ministry will ensure staff in those units are up to date on their basic records training. Staff who manage the Student Transcript Service (STS) inbox maintain a log of monthly 'email' counts, with an issues breakdown based on samples of 300 or more queries. Re-directing general correspondence to the existing enterprise system (CLIFF) is not a service-oriented option due to the high volumes and quick turnaround times provided through current processes. However, the Ministry will continue to seek ways to expand on current best practices (e.g. the email count and issue sampling log kept by STS) to ensure consistent methods of tracking and service improvements across program areas.

Recommendation 5: By December 31, 2020, the ministry take the necessary and appropriate steps to establish a compensation program for students negatively impacted by the tabulation errors. (Note: under consideration)

The Ministry accepts this recommendation and it will be implemented by March 31, 2021. The Ministry's internal resources are currently fully committed to addressing the issues related to COVID-19 and supporting school districts and independent school authorities as they prepare to

ADVICE TO MINISTER

restart school after a lengthy disruption in the spring of 2020. Upon the safe restart of BC schools, we will shift our resources to addressing this recommendation on the timeline noted above.

Recommendation 6: By December 2020, the ministry should identify, contact and apologize all students whose exams results were impacted by the errors regardless of whether the ministry has the information as to whether a student suffered financial loss or expense

The Ministry accepts this recommendation and it will be implemented by March 31, 2021. As noted above, during these unprecedented times, both through the spring and most recently in preparing to restart BC schools in the fall, the internal resources and attention of the Ministry has been focused on prioritizing the continuity of learning and safety of the over 600,000 students in British Columbia. Consistent with our attention and resources need to meet this recommendation will be applied following the safe restart of BC schools.

Program Area Contact:	Eleanor Liddy Jennifer Wray for July 27- Aug 5, 2020	
File Created:	Aug. 1, 2019	
File Updated:	August 10, 2020	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date: Oct. 16, 2020 Date Updated: November 23, 2020 Minister Responsible: N/A	Remote Learning
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ADVICE AND RECOMMENDED RESPONSE:

- **Before this school year started, districts were directed schools to be flexible and ensure remote learning programs would be available to students who were not ready to return to in-class learning but wanted to remain connected to their school communities.**
- **The vast majority of students in B.C. are learning in classrooms at schools. With strict health and safety guidelines in place, schools continue to be safe places to learn.**
- **We recently surveyed school districts to find out how many are providing transitional programs, and what their local needs are, and what we are seeing is a variety of ways that families are being supported.**
- **We are now working with school districts to determine what programs may be required in the New Year, so that we can continue to support students and families as we navigate the global pandemic.**

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- **We know districts are working to ensure there are options available to meet the needs of families if they aren't ready to return full-time to in-classroom learning at this time.**
- **We remain committed to stable funding to support students, schools and districts during the pandemic, by ensuring districts have funding stability regardless of programming**

Advice/Recommendations

Background:

As the 2020/2021 school year began and Covid-19 cases in B.C., began increasing,

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there were calls from parent groups and teachers to extend or offer more remote learning options to families who wanted to keep their children home from school during Stage 2 of the return to school plan. By mid-November, some districts were reported to be winding down their transition programs and this caused some parents to express concerns about their children possibly having to return to full-time in class learning.

The Ministry is supporting school districts to extend these programs based on need, and to be flexible with parents who need more time.

The official opposition has repeatedly called on Government to offer students with a full hybrid learning options in the pandemic.

School districts were directed in August 2020 to contact families to find out if they required a remote learning option, and to provide one if requested. The remote learning options varied in each district.

Districts received their share of \$45.6 million in additional provincial funding and \$242 million in federal funding on a per-student basis to support a safe return to school in September, with a number of options to invest the funding. This included purchasing cleaning products and PPE, as well as investing in remote learning capacity and hiring staff.

During the 2020 election campaign, each party included remote learning in its platforms:

- **BC NDP:** Fast-tracking improvements to online and remote learning by investing in more computers and tablets, more training for teachers and support staff, and in new ways to improve social e-learning interactions between students and teachers”
- **BC Greens:** Ensure all school districts have resources to develop and deliver hybrid learning options.
- **BC Liberals:** Implement a province-wide framework for hybrid and online learning options, promote distance learning programs, and restore the \$12 million to Independent Distributed Learning programs.”

The ministry is working towards provincial infrastructure for online learning. We’ve also offered a blended learning professional training series for teachers. And for schools wanting to instruct students online, we have extended Zoom video licensing for this year.

Program Area Contact:	Cloe Nicholls + Jeremy Higgs	250 216 9102
File Created:	Oct. 16, 2020	
	November 23, 2020	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Dec. 19, 2019

Date Updated: October 23, 2020

Minister Responsible:

School Capital – Portables

ADVICE AND RECOMMENDED RESPONSE:

- **After years of underfunding, we are making historic investments in school capital projects to give students the best educational experience possible.**
- **Budget 2020 includes a record \$2.8 billion over three years to replace aging schools, add more spaces in growing communities and fast-track seismic upgrades.**
- **We've already announced over \$2 billion since September 2017 for 103 projects that include new schools, expansions, seismic upgrades and property purchases for future schools.**
- **That includes \$749 million to add 13,080 new seats throughout B.C., so fewer students are spending their days in portables.**
- **Province-wide, the pace of seismic project approvals has nearly tripled under this government with over \$1 billion for 50 projects that will create nearly 29,000 safer student seats.**
- **And we're relieving the fundraising burden on parents and investing in the health and well-being of our students by creating a new \$5 million annual school playground fund.**
- **We're continuing our work to make sure that the use of portables to address growth pressures is not a long-term solution.**
- **We're also working collaboratively with local governments and school districts to cut wait times for new school construction.**

BACKGROUND:

The Ministry of Education's current mandate includes priorities to accelerate the Seismic Mitigation Program, build and upgrade schools in every region of the province, and create an ongoing capital fund for school playgrounds.

Since September 2017, the Ministry has announced over \$2 billion for 103 school capital projects. This includes:

- \$749 million for 13,080 new student seats
 - 4,040 new seats in Surrey
 - 1,800 new seats in Sooke
 - 1,770 new seats in Chilliwack
 - 935 new seats in Coquitlam
- \$1.01 billion for 50 seismic upgrades or replacements
 - Creates 28,690 safe seats
 - \$325.6 million for 12 projects in Vancouver
- \$207 million for 13 property purchases for future schools
 - Property purchases in Langford, Colwood, Langley, Maple Ridge, Chilliwack and Surrey.

The Ministry also supports project offices in Vancouver, Surrey and Richmond that are dedicated to accelerating the backlog of needed school capital projects in those districts.

Since September 2017, some schools in B.C. that had previously closed have re-opened.

- SD10 Arrow Lakes - Burton Elementary – reopened September 2018
- SD57 Prince George - Springwood Elementary – reopened September 2017
- SD79 Cowichan Valley - Mill Bay Elementary – reopened in September 2018 as a Nature School
- SD83 North Okanagan-Shuswap - South Canoe Elementary – reopened in September 2018
- SD40 New Westminster Hume Park Elementary – reopened (for a Home Learners Program)
- SD73 Kamloops-Thompson - Westsyde Elementary – school district is proposing to reopen for Fall 2019

Playgrounds

The Ministry has created an annual \$5 million Playground Equipment Program. In 2018, 26 schools received \$90,000 for a standard playground, and 25 schools received \$105,000 for a universally accessible playground. In 2019, the program provided funding for 50 new playgrounds in 34 school districts.

Issues

Issues arising from capital spending have included:

- Continued overcrowding at schools in fast-growing districts such as Surrey, Sooke and

ADVICE TO MINISTER

Chilliwack.

- Use of swing space to temporarily re-locate students during seismic projects.
- Replacement schools built smaller than the previous structures.
- Budget escalation for new school/expansion projects and seismic upgrades
 - Government funded budget escalations at five Surrey new school/expansion projects.

Program Area Contact:	Joel Palmer	
File Created:	Dec. 19, 2019	
File Updated:	October 26, 2020	

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Nov. 29, 2017</p> <p>Date Updated: October 23, 2020</p> <p>Minister Responsible:</p>	<h1>Special/Diverse Needs</h1>
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ADVICE AND RECOMMENDED RESPONSE:

- **Nothing is more important than ensuring every child is supported to reach their full potential and our government is committed to removing any barriers standing in their way.**
- **We have directed School Districts to prioritize students who need more support in school so they will receive full-time, in-class instruction if their family chooses.**
- **Our goal is to make sure that all students who were receiving support in the classroom continue to have access to support virtually if their parents choose to keep their kids learning remotely at home.**
- **To find and share strategies that work best for supporting inclusive education, we have set up regular calls with inclusive education partner and stakeholder groups.**
- **We are also in the process of reviewing our inclusive education policy and ministerial orders to make it very clear that no child should be excluded from school.**

BACKGROUND:

COVID

Guidelines for schools make it clear that during stages 1-4, students with disabilities/diverse

abilities and students requiring additional supports should be prioritized for full-time, in-person instruction. The Ministry expects that school districts are working with families of students who require one-on-one supports to develop an individualized return to school plan.

For students who were receiving 1:1 service, school-based teams were directed to work with families and caregivers to develop a plan for on-going learning and supports. This plan should include an assessment of how the student can safely be supported in a school environment.

Families are not required to accept in-class support if they feel it is not in the best interest of their child. Most schools have contacted families via their classroom teachers first, and additional connections between EAs and other support teachers, such as Learning Assistance Teachers and Teacher Counselors, are also underway.

Funding

Government is supporting students with special needs with \$601.7 million in supplemental funding in 2019/20 – an increase of \$137 million (30%) since the 2016/17 school year.

Students are now in the smallest class sizes in a generation, with over \$450 million to fund districts to hire 4,200 teaching positions, including 700 special education teachers and nearly 200 more teacher psychologists and counsellors. An additional 2,000 education assistants have been hired in the past two years - the number of classes with an education assistant has increased by 37%.

The Province has also directly funded new seats in teacher education programs, adding over 170 new spaces – including 50 spaces focusing on special education.

All students in the public school system are eligible for the full per-pupil operating grant and supplementary funding is provided to students with designated special needs. These funds are not targeted to specific students. Decisions regarding the planning and delivery of supports and services for every student - including those with designated special needs (e.g. Learning Disabilities, ADHD and Autism Spectrum Disorder) - are made by local boards of education.

Exclusion Tracker

BCEdAccess – an inclusive education parent organization with over 3,000 members – regularly surveys parents about exclusions. As of October 21, 2020 BCEdAccess reports there have been 55 individual cases of exclusions reported over varying lengths of time since the start of the school year. The organization's most recent Exclusion Tracker Survey (conducted from September 10 to October 5) shows 85% of parents said they were not made aware that all students who require support in school should have full-time access to in-class instruction without any delays. However, 75% said that at the time they filled in the survey they had not had an incident where their child was excluded.

Funding Model Implementation – Recommendations for Inclusive Education

After a comprehensive review of the education system, we heard loud and clear that far too many of our most vulnerable children not getting the supports they need to be engaged and successful in school.

The funding model review panel found some families wait several months to several years for special needs assessments. Because of the long wait times, many parents or caregivers will

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spend up to \$3,000 out of their own pockets to have their children assessed privately.

The Inclusive Education Working Group partners also confirmed the Ministry needs to make it easier for parents and caregivers to understand their rights, how and why money is spent and how to appeal decisions, if needed.

Throughout the process, it was also clear there is wide-spread confusion and misinformation about how inclusive education services are funded and delivered. Many districts, educators and parents incorrectly believe a child needs a medical diagnosis before inclusive education services can be planned.

That's why:

- Government has ensured – for the first time – that children and youth in care are recognized with a \$23 million supplement that also prioritizes funding for students with mental health challenges and those in low income families.
- Inclusive education guidelines and policies are being rewritten – so everyone is on the same page about why, when, how and what is expected when it comes to funding services and supports.
- The Ministry is creating easy-to-follow guides for parents – available in their welcome packages – so they understand their rights, what to expect from their schools and how to appeal decisions, if needed.
- Government has also passed legislation to ensure parents, caregivers and community members have early opportunities for input into the development of school district strategic plans before budgets are set.

As part of the funding model implementation, Government will also:

- Require boards to continuously monitor and publicly report on student outcomes, so gaps in student achievement are identified and services can be planned based on proven strategies.
- Ensure strategic plans and financial decisions are focused on improving student outcomes and meeting students' needs.

Program Area Contact:	Patricia Kovacs ADM Jennifer McCrea	250 882-5233 250 216-9102
File Created:	Nov. 29, 2017	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Feb. 2, 2018

Date Updated: Nov. 20, 2020

Minister Responsible: Rob Fleming

Student Mental Health

ADVICE AND RECOMMENDED RESPONSE:

- **For too many years, families in B.C. have struggled to get their children the mental health and substance use care they need. Our government is working to change that.**
- **We want to ensure all students get the help they need when they need it, and that they feel safe and connected at school.**
- **Students with mental health challenges, children and youth in care and those living in low income families will benefit from \$23 million in new, supplemental support for 2020/21. These funds are intended for a variety of services including trauma counselling and early intervention programs.**
- **In partnership with the Ministry of Mental Health and Addictions, we're continuing to invest nearly \$13.9 million to help build capacity in school districts and make mental health and wellness front and centre for students, parents and educators over three years.**
- **In 2020-21, government is committing a total of \$5.13 million to mental health in schools.**

ADVICE TO MINISTER

- **This includes \$3.75 million for the 2020-21 school year for School Mental Health grants that support students and educators.**
- **We have hired an additional 245 teacher psychologists and counsellors across the province since 2016/17.**
- **Our new Mental Health in Schools (MHiS) Strategy embeds mental health and substance use programs and services for students throughout the education system and expands on A Pathway to Hope, our government's strategy to transform mental health and substance use care for children and young people.**
- **As part of this work, we're creating integrated child and youth teams in five school districts and boosting early intervention and prevention supports in schools across the province and students are benefitting from new school-based supports.**
- **We are also committed to supporting students before, during and after the school bell rings, and that includes opening eight more Foundry centres, for a total of 19 centres throughout the province, as well as virtual primary care services, so young people can access these 'one-stop-shops' for wellness in person or virtually.**
- **The expanded ERASE (Expect Respect and a Safe Education) program website has a range of mental health resources, including trauma-informed practice tools for educators. ERASE also has an online student safety reporting tool, so if a student is worried about**

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something, they can anonymously let an adult know who can lend support.

- **To support B.C. families and students during the pandemic, we have created a central place to find regularly updated free mental health and wellness resources, links to places kids can get help if they need it, and activities to support students to keep learning during the pandemic.**

<https://www.openschool.bc.ca/keeplearning/>

- **We also developed a teacher planning guide, that contains a range of mental health resources to support students. And we offered trauma informed practice training for staff.**

BACKGROUND:

The Ministry of Education leads and promotes a variety of initiatives to support mental health and substance use prevention, including:

- The Mental Health in Schools (MHiS) Strategy
- A mental health component of the Physical and Health Education curriculum
- Substance use and opioid overdose resources for teachers and schools
- The new \$23 million supplement for children and youth in care, those with mental health challenges and students in low income families.
- There is also supplemental inclusive education funding for students with serious mental illness
- Provincial Resource Programs provide education programs for students who cannot be in education settings (hospitals, treatment centres, custody)
- CommunityLINK funding to support social functioning of students and academic achievement through funding to public school districts for programs and services focused on vulnerable students
- Capacity building mental health grants for school districts and independent schools
- The ERASE (Expect Respect and a Safe Education) strategy
- School supports include counselling, prevention and intervention programs, and school-based health centres.

During the 2018/19 school year, ERASE was expanded to be a more comprehensive resource

ADVICE TO MINISTER

to better represent the issues facing youth and their communities today and now focuses on social media and online safety, mental health and wellness, substance use, gang prevention, and supporting students of all sexual orientations and gender identities (SOGI).

As part of the ERASE expansion, the ministry has hosted two School Community Mental Health conferences, one in May 2018 and one in Feb. 2019. There was a third conference to be held May 8, 2020 that was cancelled because of COVID-19. The conferences brought together 500 representatives of B.C.'s public, independent and First Nations schools, police, health authorities, and child and youth mental health workers focused on how to make life better for students struggling with mental health issues.

All of B.C.'s 60 school districts and independent schools have SOGI-inclusive codes of conduct in place and are part of the B.C. SOGI Educator Network, ensuring schools are safe and inclusive for students of all sexual orientations and gender identities. We've also invested \$350,000 to continue to support the provincial SOGI education lead, expand the annual provincial SOGI Education Summit and implement provincial K-12 SOGI guidelines.

We're also helping students get off the path to gang life by investing almost \$3 million in the ERASE school-based gang and gun violence prevention program. Over 8,000 students, parents and educators have received training in gang awareness and prevention, and over 22,000 educators and community partners have been trained in violent threat risk assessment.

Supports in public schools include (FTEs – certified teachers in these positions only):

- 145 certified teacher educational psychologists;
- 734 certified teacher counsellors; and
- 2,041 special education resource teachers.

The Province is funding \$13.9 million total for SD mental health initiatives and grants spanning over 4 years.

- \$3 million was announced Feb 4, 2019
 - included \$2.2 million in grants to all 60 SDs and Independent Schools for 18/19
- \$8.87 million over three years was announced Sept 4, 2019
 - Included \$2 million in grants to all 60 SDs and Independent Schools for 19/20
 - Included \$1.75 million in grants to all 60 SDs and Independent Schools for 20/21
- \$2 million was announced Sep 2, 2020
 - This raises the total to \$3.75 million in grants to all 60 SDs and Independent Schools for 20/21.

This funding is used to provide individual grants to all 60 school districts, as well as independent schools, to help them better support mental health for all children and for those with substance-use challenges. Grants can be used for different programs and supports, such as staff training, student workshops, family information nights, or to develop new resource materials for educators and families. Funding will also be used to support the professional development of leaders and educators to help school districts develop a co-ordinated and consistent approach to mental health in schools throughout the province.

Further resource supports for mental and sexual health education have been developed to support the implementation of the PHE curriculum. These elementary and secondary resource guides are now available on the curriculum website.

ADVICE TO MINISTER

The new \$23 million supplement for children and youth in care, those with mental health challenges and students in low income families will support approximately 5,805 school-aged children or youth in care and around 30,000 school-aged children who have interacted with a mental health professional. Districts will distribute this funding based on their local needs, and dollars are intended for services and supports like trauma counselling, school breakfast or lunch programs, additional support in the classroom, transportation services or tutoring.

Mental Health in Schools Strategy

Our new Mental Health in Schools (MHIS) Strategy embeds positive mental health and wellness programs and services for students in all aspects of the education system. Released in September 2020, the MHIS Strategy supports A Pathway to Hope – Roadmap for Mental Health and Addictions.

Information gathered at the 2018 School Community Mental Health Conference helped inform A Pathway to Hope – Roadmap for Mental Health and Addictions, launched in June 2019. The Roadmap is government's 10-year vision to integrate mental health services, so people can get help fast, no matter where they live. This includes three-year plan to take action in priority areas.

Government announced \$74 million to support this Roadmap mainly for children and youth mental health. An additional \$10 million is being provided to make counselling more affordable for British Columbians, especially in rural and remote communities. Other actions include:

- Increasing the number of Foundry centres from 11 to 19
- Expanding First Nations-run treatment centres
- Establishing two new intensive day programs for children and youth with severe mental health or substance use issues transitioning out of hospital care, and 20 new family home spaces with clinical care as an alternative to hospitalization
- Enhancing and expanding early intervention services and programs in child development centres and community-based organizations
- Implement the Mental Health in Schools Strategy across the province
- Creating integrated child and youth teams in five school districts: Maple Ridge-Pitt Meadows, Comox Valley, Richmond, Okanagan Similkameen, and Coast Mountains School Districts are launching integrated child and youth teams.

The funding was allocated by the Ministry of Health and is part of the Province's commitment to improve access to mental health and addictions services, announced in Budget Update 2017. The agreement provides \$262 million over five years for mental health and addiction services in British Columbia.

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	ADM Jennifer McCrea	
File Created:	Feb. 1, 2018	
File Updated:	Nov. 20, 2020	

OPPORTUNITIES & ANNOUNCEMENTS

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Ministry of Education Opportunities

November 2020

30 days		
Education Update NR and media avail	Education Minister will speak to media to outline COVID related investments, school district survey results and K-12 health checker app.	Early December

Advice/Recommendations; Government Financial Information

Operating Grants	Government to announce annual grants. Last year, students in low income families, with mental health challenges, Indigenous students, children & youth in care, children with diverse needs were recognized with additional funding 2019 NR Dec 18, 2019	NR
Nominations for PAEE	Call for nominations for 2021 awards. (2020 award nominees will be rolled over to this year and we suspended because of the pandemic)	NR

60 days		
Federal COVID funding phase 2	\$121.2-M (second half of \$242.4M announced Sept 3) “The funding will support school districts to hire and train more teachers and support staff for remote learning; purchase additional software licences, electronic course materials and textbooks; purchase	NR with updates from first half of federal investment

	computers or tablets; and create Wi-Fi hubs and internet access in remote and Indigenous communities.”	
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Advice/Recommendations

MOU with NWT	The Government of the Northwest Territories to sign MOU to use BC’s K-12 Curriculum and Provincial Assessments (previous partner was Alberta)	Virtual event with both Ministers
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Advice/Recommendations; Government Financial Information

90 days		
Surrey Summit 3.0	2020 summit was in March	
Pink Shirt Day	February 24, 2021	

~ November 2020 ~							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	PENDING
1 FYI Indigenous Disability Awareness Month	2	3	4	5 FYI BCSSA Fall Conference	6	7	Capital: FUNDING GROUNDBREAKING Opening/Occupancy ** see doc below Other:
8	9	10	11 Remembrance Day	12	13	14	
15 Education Savings Week begins	16	17	18 FYI BCPVPA AGM	19	20	21 FYI DPAC leaders summit	
22	23	24	25	26 BCSTA Trustee Academy – (Nov 26-28) Minister remarks	27	28	
29	30						

~December 2020 ~							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	PENDING
		1	2	3	4	5	Advice/Recommendations; Government Financial Information
6	7	8	9	10 FYI - Aboriginal How Are We Doing report	11	12	
13	14	15	16	17	18 Last day of school before winter break	19	
20	21 Winter break	22	23	24	25 Christmas	26	
27	28	29	30	31			

~January 2021 ~							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	PENDING
					1 New Year's Day	2	Advice/Recommendations; Government Financial Information C F P F F E L C C P C C
3	4 School resumes	5	6	7	8	9	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23/30	24/31	25	26	27	28	29	
							Others: MOU with Northwest territories Federal COVID funding phase 2 FSA

School Occupancy as of September 2020 – not announced yet

Government Financial Information

MEDIA SCAN

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Transition Binder Media Scan - Monday Nov. 24, 2020

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CABINET MEMBERS' REFERENCE GUIDE – OCTOBER 2020

A. Introduction

Orientation for Ministers 2020

INTRODUCTION

The Orientation for Ministers briefing materials represent advice from the Public Service that provides an overview for ministers respecting their roles and accountabilities as members of the Executive Council.

The materials provide information about key entities and processes of government, including how Cabinet and its committees function; standards of conduct for ministers and other officials; financial management; information management and FOI; and the roles of statutory officers of the Legislature and statutory decision-makers.

Note that the information in these materials does **not** constitute legal advice.

For more information about the Cabinet and Committee process, see the Cabinet Operations intranet site at <http://gww.cabops.gov.bc.ca/>.

For more information respecting a minister's role as Member of the Legislative Assembly, including Assembly procedures and services; managing a constituency office; and remuneration and benefits, see the "Member's Guide to Policy and Resources" on the Legislative Assembly's website at <https://members.leg.bc.ca/>.

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Cabinet Confidences; Advice/Recommendations

C. Cabinet Processes

1. Cabinet and Committee Decision-Making Processes
2. Legislative Process
3. Orders in Council
4. Budget Development Process and Current Year Information
5. Central Agencies of Government

1. CABINET AND COMMITTEE DECISION-MAKING PROCESSES

Cabinet

Cabinet, or Executive Council, is established under section 9 of the *Constitution Act*. It is the ultimate decision-making body for government.

Functionally, Cabinet is a collective body of Ministers deciding significant government issues. Deliberations and decisions are focused on strategic priorities and substantive issues, as well as accepting or rejecting recommendations in relation to such matters. The legal powers of the executive are exercised by those with statutory authority to act (for example the Lieutenant Governor in Council or individual Ministers).

As a matter of course, significant decision or actions are first discussed and collectively agreed on by Cabinet. Cabinet determines and regulates its own procedures. Final decisions on Cabinet procedures rest with the Premier, as chair of Cabinet.

The frequency of meetings of Cabinet is determined according to the wishes of the Premier and according to the volume of material proposed for review. Cabinet's meeting schedule has been both weekly and bi-weekly.

Cabinet Committees

Cabinet could not operate effectively if all proposals were brought directly to the Cabinet table. Accordingly, Cabinet normally establishes committees to discuss and analyze proposals specific to certain sectors. Cabinet committees provide recommendations to Cabinet for review and approval. This helps focus recommendations to Cabinet on a narrower set of policy options and save time at the Cabinet table, while still allowing for a detailed discussion of the matter at the committee.

The Cabinet committee process is designed to move items efficiently and effectively and promote shared decision-making. Membership of all Cabinet committees is determined by the Premier. The Chair of Treasury Board is the Minister of Finance, as per section 3 (1)(a) of the *Financial Administration Act*. Minutes of all Cabinet committees are recommendations to Cabinet and are not final until approved by Cabinet.

Two committees, Treasury Board and the Environment and Land Use Committee (ELUC) are established in legislation and must be properly appointed if authorities under sections 3 and 4 of the *Financial Administration Act* and sections 2, 3 and 4 of the *Environment and Land Use Act*, respectively, are to be exercised. Additional committees may be established to meet general or specific needs.

Prior to the swearing-in of the new cabinet following the October 2020 election, there were 10 Cabinet committees supporting the Executive Council in its decision-making:

Priorities and Accountability

Ensures items moving through Cabinet and committees are government priorities and consistent with government's strategic plan and priorities. This committee considers items and issues that are potentially controversial and divisive; then discusses and determines how to best shape and present items for Cabinet's consideration. It also sets priorities for legislative drafting and assists Government Communications and Public Engagement in establishing key communication objectives for the year.

Treasury Board

Treasury Board is mandated by the *Financial Administration Act* as a committee of the Executive Council in matters relating to government's accounting policies and practices, management practices and systems and financial management and control. Treasury Board also evaluates the economy, efficiency and effectiveness of government programs and examines matters of government personnel management or other matters referred to it by the Executive Council. The majority of members of the Treasury Board must be members of the Executive Council. Treasury Board has prescribed powers under the Act to make regulations or issue directives.

Environment and Land Use Committee

The Environment and Land Use Committee is mandated by the *Environment and Land Use Act* to establish and recommend programs to foster increased public concern and awareness of the environment. It also considers the preservation and maintenance of the natural environment in the administration of land use and resource development and can make recommendations to the Lieutenant Governor in Council on matters relating to the environment and the development and use of land and other natural resources. The Committee may study any matter related to the environment or land use, prepare reports, and, if advisable, make recommendations to the Lieutenant Governor in Council. It has the power to hold a public inquiry, appoint technical committees and make regulations. The majority of members of the Environment and Land Use Committee must be members of the Executive Council.

Legislative Review Committee

Reviews draft legislation clause by clause to ensure it meets the policy intent and direction approved by Cabinet or one of its Committees. Items are scheduled for the Legislative Review Committee agenda once a Certificate of Readiness of the draft legislation has been signed by the responsible Minister or the Minister's designate. It is the final cabinet-level review of draft legislation before introduction in the House.

Cabinet Committee on Sustainable Shared Prosperity

Reviews proposals that contribute to the creation of a vibrant and environmentally sustainable economy in British Columbia.

Cabinet Committee on Social Initiatives

Reviews proposals for making life more affordable and tackling poverty and inequality.

Cabinet Committee on Reconciliation

Reviews proposals for advancing reconciliation with Indigenous peoples in BC such as the new fiscal relationship and the *Declaration on the Rights of Indigenous Peoples Act*.

Cabinet Working Group on Child Care

Reviews proposals related to development and implementation of a universal child care system.

Cabinet Working Group on Mental Health and Addictions

Reviews proposals responding to the opioid crisis and delivering BC's Mental Health and Addictions Strategy.

Cabinet Working Group on Housing

Reviews proposals to develop cross-government solutions and strategies to meet government's objectives for affordable housing.

Annual Planning Cycles

The annual planning cycle of government is comprised of three distinct planning cycles: the Strategic Planning Process, the Budget Planning Process, and the Legislative Planning Process.

Strategic and Performance Planning

Historically, the Strategic Planning cycle begins in preparation for Cabinet's planning session. An analysis of the prior year's public accounts and annual reports is conducted to inform discussions. It is at this session that Cabinet determines the broad objectives and key deliverables for the upcoming year and direction for subsequent years. Decisions and direction are then used by ministries and Crown agencies on the development and annual updating of their individual three-year service plans. Once ministry service plans have been prepared, they are reviewed to ensure they are consistent with the strategic priorities of government as outlined in its strategic plan and to ensure corporate delivery of priorities. Crown agency service plans are reviewed by Crown agency boards. Both are approved by the minister responsible.

The strategic plan and the ministry service plans are tabled in February, as required under sections 12 and 13 of the *Budget Transparency and Accountability Act* and released simultaneously with the budget. The strategic plan provides guidance and direction to the development of ministry plans and corporate initiatives and is directly linked to the budget. The plan is monitored and reported on annually to ensure accountability for delivery and in preparation for the next planning session.

Budget Cycle

Typically, the budget review process begins in the Fall, and involves Treasury Board reviewing ministry requests for additional resources, for new initiatives or to manage funding pressures. Instructions to ministries on government priorities for the coming years and how ministry requests are to be presented (e.g. whether there are any identified thematic envelopes) are normally issued in the summer months. Treasury Board decisions are made in December using the latest economic and fiscal forecasts. In January, there may be minor adjustments made as budget economic and revenue forecasts are finalized. As a matter of budget confidentiality, there are no Cabinet minutes pertaining to budgetary decisions.

It is important to note that, as per section 6(1)(c) of the *Financial Administration Act*, tax policy decisions are the purview of the Minister of Finance and held in strict confidence. As far as implementing tax policy decisions is concerned, that often requires legislation or regulations and the ultimate decision-maker would then be the Legislature or whoever was empowered to make the regulations (generally Cabinet and the Lieutenant Governor in Council). The Minister of Finance, as Chair of Treasury Board, remains in regular communication with the Premier throughout the budget process to ensure decisions are consistent with government priorities.

Legislation Cycle

Each year, Cabinet reviews and approves a list of legislative proposals. Policy changes must be considered by Cabinet before any legislative drafting begins.

If a legislative proposal is approved, the ministry will be asked to develop a formal “Request for Legislation” (RFL). The policy proposed by the RFL will be reviewed by an appropriate Cabinet committee, which will make recommendations to Cabinet. If approved, the ministry will receive written notice confirming they should begin working with legislative counsel to draft legislation. The material should be provided to the drafters as soon as possible, ideally several months before the legislation is scheduled to be introduced. The ministry should ensure that it provides full policy support to legislative drafters. Ministers are responsible for monitoring and ensuring progress in the development of their legislation.

Draft legislation is submitted for review to the Legislative Review Committee to ensure the draft is in accordance with approved policy and priorities. Approved drafts are finalized and prepared for introduction into the House. The timing of introduction is managed by the House Leader.

Orders in Council (OICs) and Regulations

Cabinet also reviews and approves other statutory instruments, such as Orders in Council and regulations, which are made under the authority of a particular Act. An Order in Council may be used to:

- Bring legislation into effect;
- Create or make changes to a regulation; or
- Make or rescind an appointment to a senior position in the public service (e.g. Deputy Minister) and to various agencies, boards and commissions.

The Minister and the ministry are responsible for ensuring that Orders in Council are brought forward well in advance of critical expiry dates and other time pressures.

The Crown Agencies and Board Resourcing Office (CABRO) presents recommendations to Cabinet concerning appointments of heads/ chairs or members of various agencies, boards and commissions. The Minister and the ministry are responsible for ensuring that Orders in Council are brought forward well in advance of critical expiry dates and other time pressures.

For further reference

The following hyperlink is to the government’s Strategic Plan for 2020 (pre-COVID):

https://www.bcbudget.gov.bc.ca/2020/pdf/2020_Strategic_Plan.pdf

TREASURY BOARD

Treasury Board is a committee of the Executive Council whose powers, functions and duties are established in section 4 of the Financial Administration Act (FAA), which authorizes Treasury Board to make decisions regarding:

- government accounting policies and practices;
- management practices and systems;
- financial management and control;
- evaluation of government programs as to economy, efficiency and effectiveness;
- government personnel management; and
- other matters referred to it by the Executive Council.

Treasury Board may also make regulations or issue directives to control or limit expenditures or set conditions for any expenditures.

Treasury Board Staff works on behalf of Treasury Board to coordinate with ministries, Crown corporations and agencies to prepare the Province's three-year fiscal plan, and to monitor the management practices and risks and opportunities affecting the operating and debt targets set out in the budget and three-year fiscal plan.

Although Treasury Board is assigned responsibilities under the FAA, it is the primary responsibility of each minister under the general direction of Treasury Board and the Minister of Finance to ensure that the financial affairs of the ministry are properly administered. In addition, ministers may be designated as being responsible for one or more Crown corporations and agencies (including the school districts, universities, colleges, and health organizations, or SUCH sector) whose financial affairs may be subject to Treasury Board regulations, directives and policies, and whose Boards are accountable for ensuring that appropriate financial administration is in place.

The Chair of Treasury Board is the Minister of Finance. The balance of the Treasury Board has been comprised of both Cabinet ministers and Members of the Legislative Assembly. A Cabinet Minister is appointed as Vice-Chair.

TREASURY BOARD STAFF

Treasury Board Staff (TBS) supports the Board and the Minister of Finance by:

- acting as a secretariat for Treasury Board including coordinating and managing Treasury Board meetings throughout the year;
- reviewing and analysing ministry proposals and providing recommendations to Treasury Board which includes assessment of:

- the cost effectiveness and use of financial resources;
 - alignment with government priorities and policy approvals;
 - the feasibility of implementation plans and use of key performance indicators;
 - the legal and accounting treatment and risks and other applicable policies (e.g. procurement policies);
 - previous decisions and precedence that could be set; and,
 - other relevant factors including confirming that Gender Based Analysis+ (GBA+), the *B.C. Declaration on the Rights of Indigenous Peoples Act*, and consultations with appropriate stakeholders have been considered as part of the proposal.
- preparing the government's annual Budget and Three-Year Fiscal Plan, Estimates, economic forecasts, Quarterly Reports/forecasts and the Financial and Economic Review;
 - managing the budget development process and monitoring, forecasting and recommending corrective action related to government revenue, expenditures, capital and debt, and risks and opportunities related to the three-year fiscal plan;
 - evaluating and reviewing commercial Crown corporation initiatives, performance measures, investments, budgets, performance management and related financial issues; and
 - supporting the development, implementation and management of government's ten-year capital plan consistent with the corporate strategic priorities of government.

Cabinet Confidences

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Cabinet Confidences

2. LEGISLATIVE PROCESS

Cabinet Operations, Legislative Counsel and ministry staff support the development of government's legislative agenda aligned with the priorities set by government.

This document describes the process used to set priorities in developing the legislative agenda. It is provided for information purposes only.

Often the demand for legislation outstrips the capacity for development and debate. Tight coordination of the approval and development process ensures that the finite resources are directed to government's highest legislative priorities.

Under the direction of the Cabinet Secretary, and according to the priorities determined by Cabinet and the House Leader, Cabinet Operations coordinates the legislative processes as described below. Tax related budget legislation follows a different process and is described in the Budget Legislation section below.

Setting the Legislative Agenda

Legislative Proposals

Cabinet Operations tracks legislative proposals for upcoming and future legislative sessions. A legislative proposal consists of a short, plain-language description of what the proposed legislation or amendment to existing legislation would do. An estimate of the magnitude of the legislative drafting effort (major/minor/moderate) associated with each proposal is also made. Legislative proposals are used to set priorities for legislative development and allow an early check-in with Cabinet and its advisors before ministries or Legislative Counsel invest in the development of Requests for Legislation.

Benefits of development of legislative proposals include:

- Allowing early notice to prepare legislative agenda items (especially important for major initiatives that may require multi-year development);
- Allowing more optimal timelines for required policy work, consultations and Cabinet and Treasury Board approvals;
- Optimizing planning and resource allocation of finite policy and legislative drafting resources; and
- Providing increased opportunities for strategic coordination and scheduling of Bill Introduction and announcement.

Cabinet Approval of Legislative Plans

Cabinet Operations consults the Cabinet Secretary, Chief of Staff's Office and House Leader's Office to prioritize legislative priorities for upcoming legislative sessions and tracks proposals identified for future

consideration. Priorities are established according to key policy goals of Cabinet, legal and fiscal imperatives. Deputy Ministers are asked to confirm that the legislative proposals associated with their ministry represent the key items required to meet government's priorities. Cabinet is then presented with a proposed corporate priority list for its next legislative session. Legislative Counsel's drafting capacity and available House time are taken into consideration by Cabinet when determining approval of the priority list.

Cabinet's decisions respecting the Legislative Agenda are communicated to Ministers by way of a Cabinet Record of Decision (ROD). Together these decisions comprise Government's Legislative Agenda.

In practical terms, the ROD indicates which items proposed by a ministry are approved to move towards the development of a Request for Legislation (RFL). The ROD may also explicitly indicate which items are not approved or are deferred to a future year.

Cabinet Operations facilitates the preparation of legislative priorities for review by Cabinet, tracks Cabinet's decisions and the assignment of relative priorities. Following the distribution of RODs, approved items are monitored closely, and progress reports are provided to Cabinet.

Development of Legislation

Policy Review and Approval

Policy options should be fully considered and clear policy direction obtained through the regular Cabinet decision-making process before an RFL is submitted for approval. The onus is on the sponsoring Minister to ensure appropriate and timely review (including cross-ministry and Treasury Board approvals) to resolve policy and fiscal issues at the earliest opportunity and ensure progress of the legislative agenda is not delayed. The Ministry is also responsible for addressing any unanticipated policy issues that may emerge during the drafting process.

Cabinet Operations provides information and support to ministries throughout this process and, along with other agencies, coordinates required approvals. Ministries are responsible for ensuring the proposed legislation complies with relevant statutes and agreements. Depending on the purpose and scope of the legislation, examples may include:

- the *Community Charter, Local Government Act or Local Government Grants Act*;
- the *Declaration on the Rights of Indigenous Peoples Act*;
- First Nations with treaties;
- the *Freedom of Information and Protection of Privacy Act*;
- the Canada-United States-Mexico Agreement (CUSMA);
- Canadian Free Trade Agreement;
- the Trade, Investment and Labour Mobility Agreement (TILMA);

- the New West Partnership Trade Agreement; and
- the Public Service Agency, Public Sector Employers' Council Secretariat.

Request for Legislation (RFL)

Ministers are responsible for the timely development and submission of RFLs for all items approved to proceed as communicated in Cabinet's decision respecting the upcoming legislative agenda. The purpose of the RFL is to describe the proposed legislation in sufficient detail for full understanding of the context of the proposal, the problem the legislation is intended to address, and how the legislation is expected to resolve the problem. The RFL also provides detailed drafting instructions to Legislative Counsel.

Ministry staff consult with their solicitor in advance of submitting the RFL to ensure any potential legal issues or conflict of interest that could directly or indirectly affect the initiative are identified.

The RFL is comprised of the following parts:

- Main Body – provides the overview and context, presenting the case for legislation, relevant background details, policy choices and articulates how the proposed legislation will achieve policy objectives;
- Appendix A – Legislative Counsel Comments: legal advice to Cabinet respecting the proposed legislation;
- Appendix B – Treasury Board Staff Comments: assessment of the financial implications, including total cost or benefit to government for implementation of the proposed legislation;
- Appendix C – 3 Column Document: detailed item-by-item breakdown defining the problem, describing the proposed changes and why the proposed approach was chosen; and
- Appendix D – Drafting Instructions: specific details for Legislative Counsel respecting the drafting of the legislative provisions.

Committee Review of RFLs

Cabinet Committees are charged with reviewing the majority of RFLs and making recommendations to Cabinet respecting approvals. Only RFLs most salient to government's key priorities are reviewed by Cabinet or the Priorities and Accountability Committee directly. Approvals are communicated to ministers by way of a Cabinet ROD. This ROD constitutes "approval to draft" legislation and engage Legislative Counsel and other resources as necessary.

Drafting Legislation

Ministers are responsible for monitoring and ensuring progress of their approved legislative items. Ministries are expected to provide full policy support to the drafting process and should be proactive in confirming policy direction or approvals or, where warranted, seek further direction in a timely manner. Legislation drafting teams are led by a ministry Instructing Officer who is responsible for delivery of the

ministry's legislation. Ideally, Instructing Officers should have ready access to ministry decision-makers and keep them well informed respecting development status of the legislative initiative.

Other members of the drafting team include additional policy staff, the ministry's advising solicitor and Legislative Counsel drafters.

Cabinet Operations monitors and tracks the progress of legislation and schedules draft legislation for presentation to the Legislative Review Committee.

Legislative Review Committee Approval

The Legislative Review Committee (LRC) reviews final draft legislation on a clause-by-clause basis to ensure the draft legislation reflects Cabinet's policy intent. All consultations, including Treasury Board review, need to be completed prior to LRC review. LRC is the last Cabinet-level review of legislation before it is introduced in the House.

Once approved by LRC, Legislative Counsel packages the draft legislation for Introduction. The packaging of Bills is directed by the House Leader.

Introduction of Legislation in the House

The timing of Introduction of legislation is directed by the House Leader. Close communication between the House Leader's Office, Cabinet Operations and the Chief of Legislative Counsel is essential to ensuring Bills are ready in accordance with House Leader's schedule for Introduction. Ministries receive information about the timing of introduction from their Minister's Office, who receives the information from the House Leader's Office. Timely communication with the relevant Minister is important to ensure that the Minister's House briefing materials can be prepared by Ministry staff to meet the scheduled introduction date.

Budget Legislation

The Budget legislation (traditionally the *Budget Measures Implementation Act* (BMIA)) is a key part of the provincial government's annual budget package and is a collection of legislative initiatives necessary to implement the budget. This legislation – which may contain both tax and non-tax measures – is part of the Ministry of Finance's budget process and does not follow the regular legislative review process.

What is the *Budget Measures Implementation Act*?

The *Budget Measures Implementation Act* (BMIA) is traditionally tabled on budget day by the Minister of Finance. The bill is composed of initiatives that are necessary to implement the budget or that affect the presentation of the Estimates. The BMIA is typically made up of two parts: tax measures and non-tax measures.

Tax initiatives in the BMIA generally include measures that:

- change tax policy (e.g. changes in tax rates or changes to the tax base including expansions or

contractions such as tax credits, exemptions or refunds);

- change fundamental aspects of a tax scheme; and
- respond to time sensitive or critical issues (e.g. adverse court decisions).

Note: A budget measure to create a new tax would normally be contained in a stand-alone Act separate from the BMIA, but would generally follow the same process as that described below for tax measures contained in the BMIA.

Non-tax initiatives in the BMIA generally include measures that:

- create or eliminate a Special Fund / Special Account / Financing Transaction;
- convert a Vote or a Special Account to a Crown corporation;
- convert a Crown corporation to a new Vote or to be a part of an existing vote;
- provide legislative support required for introduction of a new program that is included in the budget; and
- anything else that affects the Estimates presentation or other aspects of the budget.

Budget Measure Requests

Ministry non-tax budget submissions are submitted by ministries via a Budget Measure Request (modeled after the Request for Legislation). They are reviewed by the Fiscal Planning and Estimates Branch (FPE) of Treasury Board Staff, Ministry of Finance, before being submitted to and vetted by the Deputy Minister of Finance. Ordinarily, only those initiatives considered necessary to the implementation of the budget move beyond this stage. Final approval of budget legislation rests with the Minister of Finance.

Tax-related budget issues are handled internally in the Tax Policy Branch in the Ministry of Finance and do not require a formal budget measure request. These issues are presented by the Branch to the Deputy Minister of Finance and Minister of Finance. The Minister of Finance makes final tax decisions and determines with the Premier how and when to consult Cabinet and others, as part of the decision-making process. The benefits of this inclusive approach have to be weighed against the risks associated with the sensitivity of tax policy information.

All proposals accepted for the budget bill are then forwarded to Legislative Counsel for drafting of legislation. Legislative drafting teams made up of Ministry of Finance staff, sponsoring ministry officials (where applicable), legal counsel and legislative counsel are created to transform the budget measure request into legal text.

Neither tax nor non-tax budget amendments are normally reviewed by the Legislative Review Committee. However, the Premier or Minister of Finance may request that the committee review pieces of significance.

Further details of the Budget legislative process, based on the annual budget cycle for a February Budget, are below.

Stages in the Budget Legislative Process

The following stages of the Budget legislative process are based on the annual budget cycle for a February Budget.

Initiative Identification / Policy Development / Decisions

Tax Measures: August/September to December/January

- *Issue Identification*

Tax policy issues are identified in a variety of ways, including direction from the Minister to examine particular issues; requests from stakeholders; and issues flagged by provincial tax administrators/tax appeals and/or tax policy experts.

The analysis of some tax issues will involve knowledge of highly confidential taxpayer information (for example, knowledge of tax liabilities of particular corporations). The use and disclosure of this information is the subject of taxpayer confidentiality provisions in tax acts. In other cases, advance knowledge of proposed or final tax policy decisions may confer unfair benefits to individuals and businesses able to take advantage of the knowledge. In either situation, if information is handled incorrectly there will be calls for the Minister of Finance to resign.

As a result, and as is the case in other provinces, the approval process for tax decisions is somewhat different than the process used for approval of other policy decisions.

- *Minister of Finance Briefings for Decision*

An extensive series of staff briefings to review and consider Revenue Binder Notes for decision generally occurs between October and December.

To facilitate legislative drafting prior to Budget Day, most final decisions are made by mid-December (and earlier, if possible). The Minister of Finance makes final tax decisions and determines with the Premier if, how and when to consult Cabinet and others.

Non-Tax Measures: October - December

- Potential issues that may require legislation / regulation changes are identified throughout the fall. As with tax measures, issues may be identified in a number of ways, including internal Ministry of Finance analysis, requests from other ministries, or as a result of the annual Budget Consultation.
- A Budget Measure Request (BMR) package is completed for each measure put forward. This package includes a briefing note signed by the minister responsible and drafting instructions.
- Final submissions are compiled for review by the Deputy Minister of Finance and the Minister of

Finance for decision. Ministry contacts will be informed of decisions on which proposals have been tentatively accepted into the budget process, and therefore will be moving on to the drafting stage.

Drafting Stage / Signoff / Tabling

Tax Measures: October– February

- Immediately following final decisions being made, a legislation drafting team is assigned to each tax-related budget measure. Drafting teams are responsible for ensuring that the government's policy objectives are accurately and fully reflected in the draft legislation.
- The final tax legislation is reviewed by the Deputy Minister of Finance and the Minister of Finance and a signed Certificate of Readiness is prepared.
- Tax-related budget measures are not reviewed by the Legislative Review Committee.

Non-Tax Measures: January - February

- In early January, a legislation drafting team is assigned to each budget measure selected for inclusion in the bill. Drafting teams are responsible for ensuring that the government's policy objectives are accurately and fully reflected in the draft legislation.
- Measures may be reviewed by the Legislative Review Committee. The sponsoring Minister would ordinarily attend the Legislative Review Committee for this review (ministry staff may attend to deal with technical questions).

Debate of Budget Legislation

Tax Measures: Post Budget

- Budget legislation goes through the same stages of debate as regular legislation.
- The Tax Policy Branch prepares speaking notes and briefing materials regarding the tax measures for each stage of the budget bill's debate (first reading, second reading, committee (section notes), and third reading).
- Staff from the Tax Policy Branch provide support for the Minister of Finance during the committee debates of the tax aspects of the budget bill.

Non-Tax Measures: Post Budget

- Budget legislation goes through the same stages of debate as regular legislation.
- The Fiscal Planning and Estimates Branch (FPE) coordinates the preparation of speaking notes and briefing material for each stage of the budget bill's debate (first reading, second reading,

committee, third reading). These will be based on the information provided in the Budget Measure Request.

- Ministries will be expected to prepare section notes for the committee stage of debates. A template will be provided to ministries to ensure the consistency of section notes.
- A ministry representative may be called upon to provide support during the committee debates of the budget bill.
- The Minister of Finance may also request that the sponsoring Minister respond to questions regarding the sections of the budget bill corresponding to their requested budget measure.

3. ORDERS IN COUNCIL

Orders in Council (OICs) are instruments by which the Province implements a variety of staffing, administrative and regulatory changes. They require approval by Cabinet before being advanced to the Lieutenant Governor for signature and enactment. There is a corporate, cross-government process for developing and scheduling OIC materials for review by Cabinet.

Current Process

Working with ministries, Cabinet Operations schedules OICs for Cabinet review and reviews each OIC for completeness. Ministries submit an information package and “tagged” OIC (see next section on Legal Advice on OICs) to Cabinet Operations. The information package describes why the OIC is needed, timing considerations, engagement with Indigenous Nations, stakeholder feedback and fiscal matters. Cabinet Operations then prepares an OIC summary document for each Cabinet meeting of the OICs scheduled for review and distributes this summary with other Cabinet meeting materials. Deputy Ministers are responsible to ensure their minister is briefed and prepared to speak to their respective OICs at Cabinet.

If approved by Cabinet, each OIC is provided by Cabinet Operations to the Presiding Member of the Executive Council for signature, and then in turn to the Order in Council Office, which obtains the signature of the Lieutenant Governor (LG), or in the LG’s absence, the Administrator (Chief Justice of the B.C. Court of Appeal). **The moment the LG’s signature is affixed, the OIC becomes law.** The OIC is then posted on Queen’s Printer’s BC Laws website.

Cabinet may also defer or decide not to approve an OIC and in some cases Ministers may decide to withdraw an OIC prior to a Cabinet meeting. OICs that are withdrawn or deferred can be rescheduled once any follow-up is completed. OICs that are not approved by Cabinet do not advance further.

Legal Advice on OICs

Legislative Counsel in the Ministry of Attorney General draft OICs on instructions from policy and legal staff in the sponsoring ministry and review background materials and authorizing statutes. Legislative Counsel also prepare a brief legal opinion of the content and statutory authority of each OIC and append the legal opinion to the OIC as a “tag”. There are three colours of tags:

- Green - no identified legal risks or issues.
- Yellow - timing sensitivities, or some legal risks or issues exist if the OIC is approved.
- Red - represents a strong legal caution as the risks or legalities are significant to the point that Legislative Counsel does not recommend the OIC proceed. If a “red-tagged” OIC proceeds to Cabinet for consideration, the sponsoring ministry may be asked to provide a Cabinet submission explaining the issue and decision in detail.

Corridor Orders

Corridor Orders are OICs that are processed and approved without going to Cabinet for deliberation. Approval is provided by the Premier on behalf of Cabinet. Corridor orders are only used in exceptional circumstances where there would be significant consequences from waiting until the next Cabinet meeting. All corridor orders are reported for information to Cabinet at its next meeting.

Premier's Prerogative

There are certain OICs that are based solely on the Premier's prerogative and are processed as corridor orders. Traditionally, these are *Constitution Act* OICs which involve creating or changing members of Executive Council and the organization of the government, including Cabinet committees and ministry responsibilities. They can also include staffing and appointments to the public service, ministers' offices and the Government Communications and Public Engagement. Approval is provided on behalf of the Premier by either the Chief of Staff, or the Cabinet Secretary, depending on the nature of the appointment.

Proclamations

A proclamation is recognition by the provincial government of events or occasions held by groups on their own behalf or for the general public. During the last few years Cabinet has, by OIC, delegated its approval for proclamations to the Attorney General. Through this delegation the Attorney General has authority to approve and sign provincial proclamations on behalf of Cabinet. Approval of proclamations is required each year or time an event or occasion occurs. Types of events or occasions suitable for proclamations are those that are: apolitical; observe milestones, recognize achievements or direct attention to a worthy cause; and would not be considered offensive or frivolous by the public. Each year, the Order in Council Office receives hundreds of requests from individuals, organizations as well as from within government, requesting a provincial proclamation to mark a special day or event. Individuals or groups can submit requests, including draft wording for the proclamation, to the Order in Council office located in the Ministry of the Attorney General. Such requests should be received at least six weeks before the event or occasion.

OIC Responsibility Table

Participants, and their roles, in the Order in Council development, review and approval process include:

Organization	Role(s)
Office of the Premier	<ul style="list-style-type: none"> Approves OICs to be signed outside of the Cabinet process (corridor Orders.)
Cabinet Operations	<ul style="list-style-type: none"> Prepares OIC Summary report for Cabinet binder Supports the Cabinet Secretary to brief the Premier Receives, quality assures and summarizes OICs and associated documents ready for Cabinet review Administers the review and approval processes at Cabinet level (maintains schedules, facilitates review, acquires signatures, maintains files, etc.) Provides Cabinet-approved OICs to Order in Council Office
Ministries	<ul style="list-style-type: none"> Maintains inventory of required OICs and renewals Issues instructions to Legislative Counsel to create an OIC Obtains DM approval on OIC and associated materials Briefs minister and acquires ministerial sign off Provides final OIC and associated materials to Cabinet Operations
Legislative Counsel	<ul style="list-style-type: none"> Reviews legal context, drafts and “tags” the OIC, providing legal advice. OICs are “tagged” green, yellow or red.
Order in Council Office	<ul style="list-style-type: none"> Receives OICs as approved by Cabinet Acquires signature of Lieutenant Governor/ Administrator Uploads completed OICs to BC Laws for publication
Crown Agencies and Board Resourcing Office	<ul style="list-style-type: none"> Maintains inventory of agency, board and commission appointments, vacancies Maintains a candidate list Assesses candidates and provides recommendations on their suitability Briefs relevant minister, Deputy Minister of Government Communications and Public Engagement Prepares CABRO OIC Summary report for Cabinet binder Provides Cabinet-approved OICs to Order in Council Office

Attachment 1 – Example of OIC Summary Document for Cabinet

ORDERS IN COUNCIL

Cabinet Summary

Month XX, 2020

		FOR DECISION	
	MIN	PURPOSE OF ORDER	STATUTE
		Non-CABRO Appointments	
1.	AG O1234	Appoints Jane Doe of Nanaimo as a Justice of the Peace in and for the Province of British Columbia. The Chief Judge of the Provincial Court of BC has requested this appointment.	<i>Provincial Court Act</i> , R.S.B.C. 1996, s. 30 Approval requested at Cabinet's earliest convenience
		FOR DECISION	
	MIN	PURPOSE OF ORDER	STATUTE
2.	FIN O5678	Approves the remission of property transfer taxes paid in the amount of \$10,000 to Jane Doe. Remission of transfer taxes paid is requested on the basis of great injustice. The Ministry of Finance supports this order.	<i>Financial Administration Act</i> , R.S.B.C. 1996, s. 19 Approval requested at Cabinet's earliest convenience
3.	IRR O3456	Approves the transfer of a 10 hectare parcel of land to Canada for the settlement of a specific claim in accordance with the associated First Nations settlement agreement. This order affects the constituency of XYZ.	<i>Land Act</i> , R.S.B.C. 1996, s. 15 (5) and 31 Approval requested at Cabinet's earliest convenience

4.	AG +0 Reg Count R4567	Approves the request by the District of ABC to be added to the Bylaw Notice Enforcement Regulation effective July 30, 2021. This allows them to participate in an efficient system for issuing notices and resolving matters for minor bylaw infractions (e.g. parking tickets or dog licenses). MLAs XXX and XXX support this order.	<i>Local Government Bylaw Notice Enforcement Act,</i> S.B.C. 2003, s. 29 Approval required by July 30, 2021
FOR INFORMATION ONLY - CORRIDOR ORDERS			
	MIN	PURPOSE OF ORDER	STATUTE
5.	PREM 456	Appoints Jane Doe as Administrative Coordinator in the Office of the Minister of XYZ. - Signed by the Administrator on January 16, 2020	<i>Public Service Act,</i> R.S.B.C. 1996, s. 15
6	PREM 457	Appoints John Doe as Communications Manager with Government Communications and Public Engagement. - Signed by the Lieutenant Governor on February 1, 2020	<i>Public Service Act,</i> R.S.B.C. 1996, s. 15
FOR INFORMATION ONLY - PROCLAMATIONS			
	MIN	PURPOSE OF ORDER	STATUTE
7.	AG	Proclaims January 29 to February 4, 2020 as "Proclamation Week" in the Province of British Columbia. - Signed by the Administrator on January 9, 2020	Prerogative

Attachment 2 – OIC Information Template Currently Used by Ministries

Order in Council Cabinet Summary Information

This Template Last Updated: March 6, 2020

Ministry:

Date

Cliff #:

OIC Log #:

Prepared:

The information below will enable Cabinet Ministers to have a clear and complete picture of the decision points, shifts in policy, risks, implications, outstanding issues and timing sensitivities related to the Order in Council and that all necessary consultations have been completed. The ministry is responsible for ensuring the information below will enable an informed decision by Cabinet.

All sections must be completed unless non-CABRO appointment.

1. Type of OIC	<input type="checkbox"/> Non-CABRO* appointment – <u>Complete Sections 1 to 5 only</u> <input type="checkbox"/> Not a regulation <input type="checkbox"/> Regulation - provide Regulatory Count: ____
* Crown Agency Board Resourcing Office	
2. Timing Requirements for Cabinet review and approval	

<p>a) Select all that apply. Include rationale.</p>	<p><input type="checkbox"/> No Timing Requirements/At Cabinet's earliest convenience</p> <p><input type="checkbox"/> RUSH - Cabinet approval is requested / required by _____ because:</p> <p>(Check all that apply)</p> <p><input type="checkbox"/> Legal requirement - Per Legislative Counsel's comments, the OIC must be made/deposited by the date specified.</p> <p><input type="checkbox"/> Advance Notice - In order to give stakeholders sufficient time to adapt to the proposed change, the ministry would like to provide _____ amount of lead time between when the OIC is approved and when it takes legal effect.</p> <p><input type="checkbox"/> Media requirement. A public announcement is planned.</p> <p><input type="checkbox"/> Other _____</p>
<p>b) Why is the OIC required now and what are the consequences if not approved now?</p>	<ul style="list-style-type: none"> • •
<p>c) Should this OIC be held after approval?</p>	<p><input type="checkbox"/> NO - Process normally</p> <p><input type="checkbox"/> RUSH - Process by __DD/MMM/YYYY. Please explain why. _____</p> <p><input type="checkbox"/> YES - Hold until __DD/MMM/YYYY. Please explain why. _____</p>
<p>3. Communication</p>	
<p>What, (if any), is the current communication plan?</p>	<ul style="list-style-type: none"> • • <p>REMINDER: A copy of this OIC Summary Information document signed by the Deputy Minister is to be submitted to Nammi Poorooshasb, ADM, Strategic Communications Division, GCPE.</p>

4. Authorizing Act and section number(s)	
5. Purpose, Content and Context (OIC "Essence")	•
a) In plain language, please explain what this OIC does? What problem it solves? What is the effect?	•
b) Are there gender and diversity implications that should be considered? Guidance for Gender Based Analysis Plus (GBA+) in Cabinet and Treasury Board Submissions. Click here for more information	<input type="checkbox"/> NO - If no, please explain why there are no implications <hr/> <input type="checkbox"/> YES - If yes, what were the findings? <hr/>
c) Is this OIC in response to direction from Cabinet or one of its Committees or Working Groups?	<input type="checkbox"/> NO <input type="checkbox"/> YES - If yes, provide committee & meeting date: <hr/>
d) Who requested this change? Stakeholder, Cabinet direction, legal requirement, Ministry staff? And why?	•
6. Fiscal Management Considerations	•
a) Is Treasury Board review required?	<input type="checkbox"/> NO - if no, why not? <hr/> <input type="checkbox"/> YES - If yes, provide date of approval: <hr/>

b) Who at Treasury Board Staff reviewed this information and what comments did they provide?	<ul style="list-style-type: none"> [Name of analyst]
c) Is there a cost to Government to implement this OIC?	<input type="checkbox"/> NO <input type="checkbox"/> YES - If yes, provide amount, percentage increase or decrease, and description of cost: <hr/>
d) Is there a Fine, Fee or Administrative Penalty? For more guidance: Click here	<input type="checkbox"/> NO <input type="checkbox"/> YES - If yes, provide date of Treasury Board approval <hr/>
7. Business and Economic Implications	
a) Has your Ministry submitted/will it be submitting the Business and Economic Implications Form to JEDC?	<input type="checkbox"/> YES, submission date: <hr/> <input type="checkbox"/> NO - If no, please explain why not <hr/>
Briefly summarize the findings of the assessment. Guidance for the Business and Economic Implications Framework in Cabinet Submissions. Click here for more information	<ul style="list-style-type: none">
8. Indigenous Peoples	

<p>a) Does this OIC advance Government's commitment to reconciliation?</p> <p>For more guidance: Click here for more information</p>	<p><input type="checkbox"/> NO - If no, please explain</p> <p>_____</p> <p><input type="checkbox"/> YES - If yes, please indicate how</p> <p>_____</p>
<p>b) Have the Indigenous Peoples and Indigenous organizations who may be impacted by this OIC been engaged?</p>	<p><input type="checkbox"/> NO - If no, please explain why not</p> <p>_____</p> <p><input type="checkbox"/> YES - If yes, what views were expressed?</p> <p>_____</p>
<p>c) Does this OIC potentially affect Indigenous Peoples' rights and title?</p>	<p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES - If this OIC has the potential to adversely affect rights protected under s. 35 of the <i>Constitution Act, 1982</i> (Aboriginal rights and title, treaty rights), attach opinion from the Indigenous Legal Relations, Solicitors Unit, as to the sufficiency of the consultation process undertaken. (Contacts at the ILR: Geraldine Hutchings and Paul Yearwood).</p>
<p>d) Does this OIC potentially affect Indigenous Peoples' treaty rights?</p> <p>If a regulation may/will impact a treaty nation, notification and/or consultation should take place in accordance with the treaty.</p> <p>First Nations with treaties. Click here for more information.</p>	<p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES - If this OIC has the potential to affect treaty rights, indicate whether the advising solicitor from the Indigenous Legal Relations, Solicitors Unit, is satisfied he consultation process undertaken is sufficient. (Contacts at the ILR: Geraldine Hutchings and Paul Yearwood).</p>

<p>9. Stakeholder and Affected Party Consultations</p> <p>Who is impacted and when were they consulted? List stakeholders and indicate consultation dates and support or concerns raised. Stakeholders may include local governments, external stakeholders, and Government ministries, Crowns & agencies.</p>	<ul style="list-style-type: none"> •
<p>10. Application & government MLA support</p> <p>MLA support is required if the OIC affects specific electoral districts that are represented by a Government MLA. MLA support is not required if the OIC applies province wide, or to an electoral district represented by a non-government MLA. Please complete MLA consultations before submitting the OIC to Cabinet Operations.</p>	<p><input type="checkbox"/> This OIC applies to all electoral districts.</p> <p><input type="checkbox"/> This OIC applies only to the following electoral districts:</p> <p>_____</p> <p>If this OIC applies only to specific electoral districts, do you have written confirmation that Government MLAs from affected electoral districts support this OIC</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO - If no, please explain:</p> <p>_____</p>
<p>11. Confidence & Supply Agreement (CASA)</p> <p>Is Consultation with the BC Green Party Caucus required?</p> <p>Confidence and Supply Agreement Consultation Guide. Click here for more information.</p>	<p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES - If yes, has the consultation occurred/been scheduled and what was/is the date: _____</p> <p>If consultation has taken place, what was the outcome?</p>

<p>12. Trade Obligations</p> <p>The Trade Policy and Negotiations Branch at JEDC has been consulted and confirms:</p> <p>[select applicable box]</p>	<p><input type="checkbox"/> Trade is not affected</p> <p><input type="checkbox"/> The OIC may affect international or domestic trade obligations, and:</p> <p style="margin-left: 40px;"><input type="checkbox"/> Required notifications have been made and any comments received are:</p> <hr style="margin-left: 40px;"/> <p style="margin-left: 40px;"><input type="checkbox"/> Required notifications have not been made because:</p> <hr style="margin-left: 40px;"/>

Additional Details

Deputy Minister

Date Signed

Contact Name:

Title:

Phone Number:

Alternate Contact Name:

Title:

Phone Number:

Prepared By:

Phone Number:

Attached Appendices:

- ☐ Distribution Form
- ☐ Regulatory Impact Checklist Exemption Form
- ☐ Regulatory Impact Checklist and Regulatory Count Form
- ☐ Map(s)
- ☐ Other:

4. BUDGET DEVELOPMENT PROCESS

The *Budget Transparency and Accountability Act* (BTAA) requires government table a budget on or before the fourth Tuesday of February, or in election years, on or before March 23, or within 120 days of a in the appointment of the Premier (whichever date is later).

General Budget Development Timelines

Budgeting is a cyclical process, with management and reporting on the current fiscal year happening concurrently with future year budget planning.

Cabinet Confidences

Cabinet Confidences

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Withheld pursuant to/removed as

Cabinet Confidences

- In 2020/21, supplementary estimates were passed to create two new Contingencies votes (Vote 52 Contingencies for Pandemic Response and Economic Recovery and Vote 53 for Federal and Provincial Pandemic measures) to provide government with additional spending appropriation to respond to COVID-19. These votes are also under the authority of the Minister of Finance and require written authorization through the Treasury Board process for ministries to access any supplementary funding.

BUDGET PREPARATION 2021

In an election year, the *Budget Transparency and Accountability Act* requires the Minister of Finance to table a budget on or before March 23, or within 120 days of the appointment of the Premier (whichever date is later). If the Premier is appointed by November 23, 2020, *Budget 2021* must be tabled on or before March 23, 2021. Later appointment dates would allow for a correspondingly later budget date.

Even with the additional time to table a budget (compared to the February deadline for non-election years), the timelines are highly compressed due to the many processes and inputs involved in the preparation of a budget.

Budget Process and Development Considerations:

In a non-election year, the Minister of Finance must table a budget on or before the fourth Tuesday of February. The production of the budget involves a number of overlapping processes and decisions across government, which normally start in the early summer, as follows:

- Developing the fiscal framework and priorities (2-3 months);
- Budget invitations and instructions provided to ministries; ministries develop proposals (2-3 months);
- Treasury Board review and approval of submissions (3-4 months);
- Minister of Finance tax and/or revenue generating decisions (2-3 months);
- Economic Forecast Council meeting (2-3 months prior to budget day);
- Crown corporations and agencies submit forecasts to Treasury Board Staff for consolidation (2-3 months);
- Final Treasury Board and Minister of Finance Decisions (one month prior to budget day); and
- Drafting and printing of budget documents (two months).

With a fall election, the budget preparation timeline is significantly reduced, with compressed time to complete the above steps. In particular:

- government budget priorities and initiatives should be finalized by late November and budget instructions communicated to ministries for both operating and capital spending;
- ministries must prepare and submit budget proposals to Treasury Board by early January; and
- Treasury Board and Minister of Finance decisions are finalized by late January/early February.

CURRENT FISCAL YEAR: BUDGET MANAGEMENT & PRESSURES

Ministries are expected to manage all pressures, including costs related to the implementation of government commitments and priorities and the achievement of performance targets, within budget allocations. Ministries are also required to work closely with Treasury Board Staff to ensure that any risks to a ministry's budget or potential impacts on the fiscal plan are identified in a timely manner and that mitigation strategies are developed to ensure that ministry budget targets are not compromised. Mitigation strategies may include pausing or shifting timelines on different programs or activities (e.g. hiring delays), implementing ministry-specific spending controls, reprioritizing and reallocating across programs and in some cases, a Treasury Board request for incremental funding through contingencies.

Ministry budgets as per the Budget and Fiscal Plan for 2020/21 – 2022/23 are shown below:

(\$ millions)	Updated Forecast 2019/20 ¹	Budget Estimate 2020/21	Plan 2021/22	Plan 2022/23
Office of the Premier	11	11	11	11
Advanced Education, Skills and Training	2,330	2,366	2,372	2,374
Agriculture	98	95	96	96
Attorney General	611	652	654	662
Children and Family Development	2,068	2,228	2,255	2,259
Citizens' Services	561	552	554	554
Education	6,577	6,697	6,758	6,765
Energy, Mines and Petroleum Resources	180	114	92	92
Environment and Climate Change Strategy	247	245	247	246
Finance	1,160	838	883	975
Forests, Lands, Natural Resource Operations and Rural Development	950	844	856	850
Health	20,846	22,190	23,130	23,875
Indigenous Relations and Reconciliation	108	97	108	108
Jobs, Economic Development and Competitiveness	97	93	94	94
Labour	16	17	17	17
Mental Health and Addictions	10	10	10	10
Municipal Affairs and Housing	828	650	842	812
Public Safety and Solicitor General	932	852	857	863
Social Development and Poverty Reduction	3,568	3,683	3,750	3,798
Tourism, Arts and Culture	164	161	161	161
Transportation and Infrastructure	914	929	932	932
Total ministries and Office of the Premier	42,276	43,324	44,679	45,554

Contingencies

The Minister of Finance is responsible for managing Contingencies vote(s) that support government in managing uncertain or volatile costs within the fiscal plan. To access Contingencies funding, ministries are required to seek approval through the Treasury Board process. Only Ministries that have written approval from the Chair of Treasury Board are able to access Contingencies funding.

In 2020/21, there are three Contingencies Votes as shown in the following table.

Vote Name and Number	Description	2020/21 Appropriation	Current Forecast/ Allocation
Vote 45 Contingencies (All Ministries) and New Program Vote*	Standard government contingencies vote to manage unexpected costs as well as wage-related negotiations under the Sustainable Services Negotiating Mandate	\$1.066 billion	\$1.066 billion
Vote 52 Contingencies (All Ministries): Pandemic Response and Economic Recovery	Contingencies specific to new response and recovery measures related to COVID-19	\$5.0 billion	\$5.24 billion
Vote 53 Contingencies (All Ministries): Federal and Provincial Pandemic	Contingencies specific to federal-provincial cost share and restart related initiatives	\$1.0 billion (net of federal recoveries)	\$810 million

*Note: Vote 45 also includes \$63 million appropriation for CRF Capital, of which, \$58 million has been allocated.

While government is projecting a large deficit in 2020-21, there are still limitations to spending based on voted appropriation. There are existing pressures for Vote 52 Contingencies for Pandemic Response and Economic Recovery, with risks to Vote 45. If there is greater demand for service or if government wants to implement incremental spending measures, supplementary estimates to authorize additional spending appropriation may be required.

Capital

Similar to operating funding, Ministries and their agencies are expected to manage all capital spending pressures within its current year budget allocations and total fiscal plan capital funding targets. Ministries must work with Treasury Board Staff to ensure any potential pressures to the Ministry's capital plan are identified early and provide mitigating strategies to ensure the capital funding targets are not overspent.

The Ministry of Finance oversees a Consolidated Revenue Fund Capital Contingency vote to manage any unexpected capital costs for core Government during the fiscal year (see Contingencies). The current allocation from this contingency is \$63 million with \$58 million already allocated for Ministry pressures.

Capital funding for Government agencies are provided through the Capital Funding (CF) Vote (Vote 46). Ministries and their agencies are expected to manage any capital expenditure pressures from within their current fiscal allocations.

Statutory Authority Pressures

A statutory appropriation is an authority to spend out of the Consolidated Revenue Fund through legislation and not a *Supply Act* (i.e. voted appropriation). The general rationale for statutory appropriations is to authorize spending for public policy reasons (e.g., required for immediate health and safety or protection of property such as fighting wildfires or the provision of emergency services in response to natural disasters) for situations that are unpredictable or and difficult to budget for. TBS tracks potential statutory authority pressures to ensure the impact on the fiscal plan is known and can be managed. Statutory authority pressures that do materialize need to be managed within the overall fiscal plan, including the forecast allowance. In extreme cases, managing significant statutory authority pressures might require mitigations options like restricting access to the Contingencies vote and/or expenditure restrictions in other areas.

Special Accounts also have statutory authority to make expenditures above the amounts published in the Estimates. A special account is an account in the general fund of the consolidated revenue fund where the authority to spend money from the account is located in an Act other than the *Supply Act*. Legislation specifies the dedicated revenue sources and eligible expenditures/specific purposes for each special account. Despite this statutory authority, ministries are directed to not increase a special account's expenses or financing transaction disbursements above the amounts approved in the Estimates without prior Treasury Board approval because of the potential impact on the fiscal plan.

Treasury Board Staff actively monitors potential ministry spending pressures, including statutory authority pressures, and the Contingencies vote throughout the year to ensure that action can be taken to manage those pressures and reduce risk to the fiscal plan.

5. CENTRAL AGENCIES OF GOVERNMENT

BC Public Service Agency

The BC Public Service Agency (BCPSA) was formed in April 2003 as a central agency to provide a consolidated human resource management service to the BC Public Service. The organization is responsible for leading a strategic government-wide human resource agenda and supporting the operational business needs of government ministries and agencies through providing human resource management policies, frameworks and guidelines, and a variety of human resource services, products, and programs.

The BC Public Service is one of the largest employers in the province, serving all communities across B.C. The BCPSA is mandated to support this workforce by providing human resources services such as hiring, payroll, labour relations, occupational health and safety, learning and development, workforce planning, and employee engagement supports. The BCPSA also leads corporate human resource strategy and the development of a corporate plan for the BC Public Service that supports a “one-employer” approach to ensure government continues to have the skilled professional public service needed to meet the evolving needs of British Columbians.

As a central agency, the BCPSA most recently fell within the responsibility of the Minister of Finance as the minister responsible for the *Public Service Act*. The Deputy Minister (or Head of the BCPSA) reports to the Minister. Like all deputy ministers, the Head of the BCPSA also has a reporting relationship to the Deputy Minister to the Premier, who is the Head of the BC Public Service. The BCPSA is accountable to government ministries and agencies through its relationship with ministry executives.

Crown Agencies and Board Resourcing Office

The Crown Agencies and Board Resourcing Office (CABRO) is responsible for Public Sector Organization (PSOs) governance support. CABRO provides oversight of and support regarding Crown governance and corporate accountability in relation to public sector organizations.

CABRO co-ordinates the legislated performance, planning and reporting annual cycle for Crown Corporations under the *Budget Transparency and Accountability Act*, oversees the recruitment and recommendation of candidates for appointments to Crown corporations, agencies, boards and commissions and provides public sector governance advice and training for appointees. CABRO is the secretariat for the Appointment Orders Cabinet Committee, issues cross government drafting instructions for appointments and coordinates the Order in Council board appointments for Cabinet agendas.

Governance support includes:

- overseeing appointments to 264 public sector organizations – which encompasses nearly 2,000 appointees, with a firm commitment to reflecting the Province’s diversity in Provincial appointments (see diversity statement below);

- overseeing the delivery of mandate letters, service plans and annual service plan reports for PSOs;
- provision of guidance on the creation and dissolution of public sector organizations;
- conducting analysis, establishing best practices, providing advice and recommendations on governance issues;
- providing training on governance, public sector transparency, strategic Government priorities, performance planning and reporting; and
- maintaining and updating the Government's Crown Agency Registry and Shareholder's Expectations Manual for British Columbia Crown Agencies.

CABRO supports government's commitment to diversity in board appointments by ensuring:

- To support strong boards that reflect the diversity of our province, women, visible minorities, Indigenous Peoples, persons with disabilities, persons of diverse sexual orientation, gender identity or expression (LGBTQ2S+), and others who may contribute to diversity in public sector board appointments are encouraged to put their names forward for appointments.
- Consideration will be given to individuals with a broad range of backgrounds in community, labour and business environments. The selection process will recognize lived experience and volunteer roles as well as paid employment and academic achievements.

CABRO is headed by a Senior Executive Lead and is within the mandate of the Ministry of Finance.

Government Communications and Public Engagement

The primary role of Government Communications and Public Engagement (GCPE) is to inform the public about government programs, services, policies and priorities.

GCPE is staffed by professionals with experience and education in government and/or corporate communications, media relations, public relations, marketing, social media and digital content. Employees provide a variety of services and expertise, and work closely with other provincial, federal and municipal government representatives, media, industries, associations, interest groups, and the general public.

Through traditional communications practices and, increasingly, through direct engagement and online services, we provide:

- Communications Services
- Corporate Online Services
- Social Media
- Citizen Engagement

- Marketing Services
- Graphic Design Services
- Emergency Communications
- Ministry Communications Offices
- Media Relations
- Writing & Editorial Services
- Event Planning
- Media Monitoring

GCPE is headed by a Deputy Minister and is part of the mandate of the Ministry of Finance. Communications Directors are embedded within each of the individual ministries but report centrally through GCPE. The priority for the ministry-based communication teams is proactive strategic planning and delivering quality, services and products.

Intergovernmental Relations Secretariat

The Intergovernmental Relations Secretariat (IGRS) provides strategic advice and support to the Premier for meetings with the Prime Minister, other Premiers, U.S. leaders, heads of states and governments, and foreign dignitaries. IGRS gathers intelligence on pertinent issues and interests, participates in intergovernmental negotiations in advance of meetings, ensures that B.C.'s interests are represented in defining the agendas, and creates strategic alliances, as required, to influence the direction of policies or programs that affect the province.

The Secretariat is also responsible for the Francophone Affairs Program which is governed by a federal-provincial cooperation agreement on services in French. Collaboration between the B.C. government and the federal government supports ministries, Crown corporations and municipalities in their investments and efforts to ensure access and delivery of French language services.

The Office of Protocol is a division within IGRS that leads and coordinates ceremonial, protocol, honours and diplomatic activities, and manages and administers the *Provincial Symbols and Honours Act* which establishes the Order of BC and the Medal of Good Citizenship. It is also responsible for relations with the Consular corps.

IGRS is headed by a Deputy Minister and is within the mandate of the Office of the Premier.

Public Sector Employers' Council Secretariat

The Public Sector Employers' Council Secretariat is created under the *Public Sector Employers Act* and reports directly to the Minister of Finance as the Minister Responsible for the Act.

Secretariat Mandate:

The Public Sector Employers' Council Secretariat is the central agency supporting government on all

issues related to public sector collective bargaining, non-union compensation, appointee remuneration, and pension plans.

Labour Relations — provides strategic advice and the development of bargaining mandates, and implements those mandates and strategies through employers' associations by coordinating employers across the provincial public sector, including health, K-12 public schools, Crown corporations, community social services, post-secondary institutions (colleges, institutes, teaching universities) and research universities, as well as the core Public Service.

Non-Union Compensation — works with public sector employers to establish and implement compensation policies and plans for non-union employees such as managers and executives (including CEOs). PSEC Secretariat is responsible for coordinating the two annual statutory disclosures of executive compensation for 123 public sector employers.

Public Sector Pension Plans — represents government in its role as a partner under the *Public Sector Pension Plans Act* and the joint trust arrangements established for the four major public sector pension plans. This includes working with other partners to the pension plans to achieve the goals of the plans in a sustainable manner, monitoring government's risk exposure and providing policy advice to both government and public sector employers.

Board Appointee Remuneration — supports Treasury Board by chairing and providing secretariat support to the Appointee Remuneration Committee established pursuant to the by Treasury Board Directives that set remuneration guidelines for government appointees to Crown agency boards and administrative tribunals.

The Public Sector Employers' Council Secretariat is created under the *Public Sector Employers Act* and led by a President and CEO who reports directly to the Minister of Finance as the Minister Responsible for the Act.

Legal Services Branch

The Legal Services Branch's mandate is to deliver legal services to the Government of British Columbia in accordance with the *Attorney General Act*. The Branch provides comprehensive legal and legislative services to government including alternate dispute resolution services; acting for government in civil suits and tribunal proceedings; drafting all government bills and regulations; and preparing the Revised Statutes of British Columbia.

The Branch is a centralized government service, consisting of lawyers, paralegals and administrative staff. Lawyers in the Branch provide legal and legislative services to the Provincial government. The Branch was recently reorganized to consist of five legal group practices (Central Services Group, Litigation Group, Natural Resource, Transportation and Indigenous Legal Group, Justice, Health, and Revenue Group and the Vancouver Group), and the Office of Legislative Counsel and Director's Counsel. More information is available at L@w Matters at <http://gwww.legalservices.gov.bc.ca/>.

Central Agencies in Support of Cabinet

Cabinet Operations

Cabinet Operations is a non-partisan office that facilitates government decision-making and is the secretariat for Cabinet and its Committees. To fulfil this role, Cabinet Operations acts as the bridge between elected officials and the Public Service, moving information, material and decisions between the two groups. Specific activities include, but are not limited to:

- Providing independent, strategic advice to the Cabinet Secretary on the development of Cabinet agendas.
- Managing the government's strategic policy and legislative processes, including regulations and Orders in Council.
- Liaising with ministries to schedule submissions for review by Cabinet and its Committees and providing advice on appropriate format and content.
- Preparation, scheduling and logistics around all Cabinet and Cabinet Committee meetings (with the exception of Treasury Board).
- Preparation and distribution of Cabinet and Committee materials to members.
- Preparation and distribution of Cabinet and Committee meeting minutes to members and appropriate ministries.
- Office of record for Cabinet and Cabinet Committee meeting documents and decisions.
- Cabinet Operations is also responsible for providing advice and support to ensure continuity of core government operations related to Cabinet during government transition.

Cabinet Operations is headed by a Deputy Cabinet Secretary who reports directly to the Deputy Premier/Cabinet Secretary in the Office of the Premier.

Treasury Board Staff

Treasury Board Staff (TBS) develops, manages, and produces the Budget and Fiscal Plan, the 10-year Corporate Capital Plan, the Estimates, Quarterly Reports, the Financial and Economic Review, and other related documents.

TBS provides financial management advice to support well-informed decisions by Treasury Board and the Minister of Finance, including advice on economic performance, and management of ministry and agency spending, capital plans and spending, revenue and debt. TBS is responsible for developing the economic forecast as well as the 3-year fiscal plan. TBS also develops revenue and spending forecasts and plans; and makes recommendations to Treasury Board and government on expenditure management and related strategies as needed to keep the fiscal plan on track throughout the year.

TBS supports the operations of Treasury Board meetings throughout the year and advises the Board on budgetary requests and spending management issues brought forward by ministries and other government agencies.

TBS is headed by a Deputy Minister who is also the Secretary to Treasury Board.

D. Advice to Ministers

1. Advice to Ministers on Responsibilities and Conduct
 - a. Political Staff Standards of Conduct
 - b. Public Service Standards of Conduct
 - c. Conflict of Interest Disclosure Form
 - d. Guide to Gifts and Personal Benefits
 - e. Records Management Responsibilities of Ministers
 - f. Use of Personal Email Accounts
 - g. Are You Lobbying?
2. Ministers' Salaries, Benefits & Expenses

1. ADVICE TO MINISTERS ON RESPONSIBILITIES AND CONDUCT

Introduction

This section sets out the roles and responsibilities of Ministers and outlines some of the key considerations in standards of conduct for Ministers. It discusses conflict of interest, freedom of information and privacy, lobbying, judiciary matters and legal advice and administrative matters. The information is intended to act as a guide to help ministers in conducting their business and in supporting the Premier in managing the business of government.

Roles and Responsibilities

The Transition Process

Following an election, the Premier will be faced with a significant number of decisions. Some of the more important tasks are:

- determine the size of Cabinet;
- determine the scope of different ministerial portfolios;
- select members of Cabinet;
- prepare mandate letters for each Minister;
- prepare an action plan to implement the policy platform; and
- develop an approach to the public service including key appointments.

In this case, the Premier and their team will have already considered many of these issues during the preparatory process leading up to the election. However, some of the tasks - like selecting Cabinet members - can take place only after the election is over.

Many Ministers will be new to political life. Some of the early tasks they face will include:

- establishing a working relationship with other Cabinet members as well as with the Premier;
- understanding the role and structure of Cabinet and its committees;
- setting up their own office;
- getting to know key public servants, including the Deputy Minister and Assistant Deputy Ministers;
- reviewing the briefing documents prepared by the public service; and
- making an assessment of the status of programs and policies in place.

The accomplishment of these tasks depends on having clear understanding of the roles, powers, and limitations of the various actors in the Westminster political system. The following notes provide a quick overview of some of the crucial "building blocks" of the Westminster system.

The Role of the Premier

The role of the Premier is to provide overall political leadership to the government. As head of government, the Premier has both a political role and an administrative one. Political priorities do not always correspond to administrative resources and constraints. As a result, most governments are organized to provide separate but coordinated streams of advice to the Premier.

The political stream of advice normally comes from the Chief of Staff, Office of the Premier, while the administrative (non-partisan) advice comes from the Deputy Minister to the Premier. Both are deliberately located in the Office of the West Annex in order to keep coordination and cooperation to a maximum.

One way of summarizing the difference is that the Chief of Staff and their team are politically driven and administratively sensitive, while the Deputy Minister to the Premier and their team are administratively driven and politically sensitive.

Below is a general description of each office.

The Office of the Premier: Chief of Staff

- is politically driven;
- is the Premier's personal support or service centre;
- is headed by a close personal and political aide to the Premier;
- assists the Premier in their political roles – as the leader of the government and as a member of the legislature;
- plays a lead role in setting the government's agenda;
- determines whether a policy meets the needs and wishes of the government's external constituencies, i.e. its political soundness; and
- develops a strategy and programs to ensure government policy is adequately communicated.

The Office of the Premier: Deputy Minister to the Premier

- is strategically driven, to meet the public policy program set out by Premier and Cabinet;
- is headed by the Deputy Minister to the Premier, who is also the Head of the BC Public Service and the Cabinet Secretary;
- is responsible for managing the decision-making process of Cabinet and ensuring implementation;

- advises on soundness of proposed policy, legislation and expenditures;
- advises the Premier on issues of government organization and structure; and
- advises the Premier on senior full-time appointments to the public service and its agencies.

The Role of the Minister

Cabinet Ministers are accountable to the Premier and to the Legislative Assembly for the exercise of two fundamental responsibilities:

1. individual performance related to their portfolio responsibilities within the government; and
2. the collective performance of the government.

A useful aid to achieving this is a mandate letter to each Cabinet Minister specific to their portfolio from the Premier outlining the main issues the Premier wants the Minister to focus on.

The mandate letter would normally include:

- the Premier's expectations for Cabinet Ministers' conduct;
- priority areas for the Cabinet Minister's specific portfolios;
- issues to focus on within specific timeframes;
- responsibilities within the portfolios; and
- any immediate action that, in the Premier's view, must be taken in the portfolio.

Individual Responsibility and Accountability

Ministers are:

- sworn to carry out the powers, duties and functions of their portfolios;
- responsible for the policies, programs, and administration of their Ministries;
- a source of policy and program initiatives;
- vested with ministerial powers, duties and functions through various acts (officials have the required knowledge to advise Ministers on the nature and extent of such powers, obligations and constraints);
- individually responsible to the Legislative Assembly for:
 - their own actions;
 - the policies and practices of their Ministry, including the actions of all officials under their management and direction; and
 - the policies and practices of any non-ministerial bodies, such as agencies, boards and

commissions within the Minister's portfolio.

Collective Responsibility

Ministers are:

- appointed by the Premier and serve at the Premier's pleasure;
- expected to participate fully in Cabinet decision making, including appropriate Cabinet committees;
- expected to defend the government's actions and policies; and
- solemnly obliged to uphold the rule of Cabinet confidentiality.

Participation in Cabinet Decision Making

The Cabinet is the forum in which Ministers reach a consensus and coordinate their views and decisions on issues. It is chaired by the Premier and supported by the Secretary to the Cabinet and their staff. It provides a strategic direction and sets priorities for the government, in addition to addressing specific program and policy issues.

Cabinet decision making will also involve Cabinet Committees and, if established, Working Groups, as determined by the Premier. Working Groups are typically very focused Committees of Cabinet and have equal decision-making powers as other Committees of Cabinet. Committees and Working Groups receive and evaluate submissions and make recommendations to Cabinet, which makes the final decision on the issue.

Consensus

- Cabinet works through a process of presentation, discussion and consensus in order to reach decisions.
- Through discussion and debate by Cabinet, and following any final thoughts expressed by Ministers, the Premier will sum up the consensus among the Cabinet members.
- The Secretary to the Cabinet Committee, typically the Deputy Cabinet Secretary, then records the decision and communicates it to appropriate Deputy Ministers for implementation.

Consultation

- Policy and legislation proposals are brought to Cabinet through a formal process and set out in documents called Cabinet Submissions. Cabinet Operations establishes a common format for submissions, and routes the submission to the appropriate Cabinet Committee.
- Meetings are not the forum to verbally introduce new policy issues for decision.
- Consultations among relevant Ministers (or among their ministries) often precedes the submission of a proposal to Cabinet.
- Cabinet focuses on the need to resolve differing points of view, or to confirm the course a Minister proposes to follow.

- Officials are expected to ensure that other ministries are informed in advance so that their Ministers can be prepared for Cabinet discussions.

The Public Service

This section discusses the distinct but complementary roles of public servants and exempt staff in supporting Ministers in performing duties related to their portfolio responsibilities.

The BC Public Service is non-political and non-partisan and is expected to serve the politically elected government of the day to the best of its ability. Its three main roles include:

- Providing policy advice and functional expertise to Ministers;
- Implementing government policy and programs; and
- Delivering government services to citizens.

Public Service versus Political Positions/Roles

There is a distinction between public service employees and employees considered to have political affiliation.

BC Public Service employees are appointed under the *Public Service Act* and are governed by its provisions. Public service employees are expected to be non-political and non-partisan.

Staff in Ministers' Offices, including ministerial assistants, executive assistants, administrative co-ordinators and support staff, are appointed by Order in Council (OIC) under section 15 of the *Public Service Act*, which excludes them as public service employees. Their terms and conditions of employment are established by OIC and they are designated as appointees. As such, application of the merit requirement does not apply in their hiring, nor must they remain non-political/non-partisan in their working roles. However, ministers' office staff must inform themselves about the standards of conduct that apply to them, as well as the standards for public service employees, and their actions must respect the non-partisanship and impartiality of public service employees. (See attached *Standards of Conduct* documents.)

Ministers and Deputy Ministers

For both Ministers and Deputy Ministers to be successful in their respective roles, a good working relationship, based on trust and mutual understanding, is critical. Each Deputy Minister must be well versed in their Minister's priorities and work styles; conversely, in developing a relationship with their Deputy, each new minister should remember that Deputy Ministers are:

- professional, non-partisan public servants who are expected to serve and advise their Ministers with integrity, expertise, and frankness;
- accountable to the Minister, the Premier, and the Cabinet Secretary;
- the official entry point/channel through which the Minister should typically access the public service and its employees; and
- governed by the *Standards of Conduct* for public service employees.

Ministers are also bound by ethical standards, including those outlined in the *Members' Conflict of Interest Act*; however, there are several differences between the provisions of this Act and the *Standards of Conduct* for public service employees. These differences include scope, the non-partisan emphasis of the latter, and mechanisms for addressing potential conflicts/issues as they arise.

Conflict of Interest

The *Members' Conflict of Interest Act* ("the Act") prohibits acting in an official capacity if a conflict of interest or an apparent conflict of interest exists. A conflict of interest exists if the Member exercises an official power or performs an official duty or function and at the same time knows that in the performance of the duty or function there is the opportunity to further their private interest. A private interest does not include an interest that applies to the general public or affects a Member as a broad class of people.

The Conflict of Interest Commissioner is an independent, non-partisan Officer of the Legislative Assembly who is responsible for independently and impartially interpreting and administering the Act. Members of the Legislative Assembly are expected to act in the public interest at all times, and must not use their official position for personal gain or advantage. The rules governing conflict of interest for Members are set out in the Act and ensure that those who are elected to public office are held to high standards of conduct.

Members must avoid both actual and apparent conflicts of interest, and must arrange their private affairs to prevent such conflicts from arising. Members are expected to resolve any conflicts which do arise promptly and transparently. In determining whether an apparent conflict of interest exists, the Commissioner must consider not only whether the Member is in receipt of a benefit amounting to a private interest, but also whether in all of the circumstances a reasonably well informed person could perceive that this private interest could affect the exercise or performance of an official power, duty or function.

The Act includes the following prohibitions:

- A general prohibition against **conflicts of interest**
- A prohibition against using **insider information**
- A prohibition against using one's **influence** inappropriately
- A prohibition against accepting **extra benefits**.

Section 16(1) of the Act requires that all Members of the Legislative Assembly of BC file a confidential disclosure statement with the Commissioner within 60 days of being elected, and after that annually. Members must complete a confidential disclosure form pursuant to the regulations to the Act which contains a statement of the nature of the assets, liabilities and financial interests belonging to the Member and their spouse. Separate disclosure forms are required if the Member has any minor children, and if the Member, their spouse or minor child has a controlled private corporation.

Once the contents of the confidential disclosure statement have been finalized, a Public Disclosure Statement (PDS) is prepared. The PDS contains most, but not all, of the information contained in the Member's confidential disclosure statement. It is filed with the Clerk of the House and is available for public inspection.

The following members' forms can be found on the Conflict of Interest Commissioner's website at www.coibc.ca.

- Member's Confidential Disclosure Statement
- Disclosure Statement for Minor Children
- Controlled Private Corporation Statement
- Member's Statement of Material Change
- Member's Statement of Gifts and Personal Benefits

Declaring a conflict that arises at a Cabinet or Committee of Cabinet meeting

The Act requires that Ministers who have a conflict of interest or an apparent conflict of interest, or have reasonable grounds to believe that they have a conflict of interest must, if present at a meeting of Cabinet or any Committee of Cabinet:

1. Disclose the general nature of the conflict of interest or the private interest; and
2. Withdraw from the meeting without voting or participating in the discussion of the matter.

Ministers should ensure that the Cabinet Secretary or the Secretary to Treasury Board is made aware of any conflict issues that may arise in meetings of Cabinet, Cabinet Committees, or Treasury Board. Cabinet Operations and Treasury Board Staff will provide forms to Ministers and members of Cabinet Committees to ensure that they record their conflict, and their withdrawal from the meeting. (See attached Conflict of Interest Disclosure Form.)

The Cabinet Secretary and the Secretary to Treasury Board are required to file monthly reports with the Conflict of Interest Commissioner that record conflicts of interest that have been identified by members of Cabinet and Treasury Board, and the nature of the conflict. The conflicts identified are only reported to the Commissioner AFTER the matter on which the conflict was identified, becomes public.

Questions should be discussed with the Conflict of Interest Commissioner.

Gifts and Personal Benefits

Members are prohibited from accepting gifts or personal benefits in connection with the performance of their official duties. However, there is an exception for gifts or personal benefits received "as an incident of protocol or social obligations". In most cases this means a token expression of appreciation or complimentary hospitality in the context of some official interaction.

Before accepting a gift, Members must consider whether the donor is someone whose interests could be affected by a decision the Member may be called upon to make, and whether accepting the gift would – or would appear – to place the Member under an obligation to the donor. Generally, if the donor has any official dealings with the government, the gift should not be accepted.

Members are required to disclose and provide details of any gifts or personal benefits they have received, if the value of the gift exceeds \$250 or if the combined value of multiple gifts from the same

donor exceeds \$250 in a twelve-month period. A summary of gifts received is included in the Member's Public Disclosure Statement.

The Office has published a booklet "Accepting and Disclosing Gifts: A Guide for Members". The Guide provides general information to assist Members to understand their obligations, but Members are still encouraged to seek the Commissioner's advice if in any doubt about the propriety of accepting a gift or personal benefit.

See the attached *Guide to Gifts and Personal Benefits*. It is also available at <https://coibc.ca/resources-for-members/>

For further information contact the Conflict of Interest Commissioner, Victoria Gray, Q.C., at:

Telephone: (250) 356-0750

Email: conflictofinterest@coibc.ca

Web site: www.coibc.ca

Freedom of Information and Protection of Privacy Legislation

The Office of the Information and Privacy Commissioner (OIPC) provides independent oversight and enforcement of B.C.'s access and privacy laws, including:

The *Freedom of Information and Protection of Privacy Act* (FOIPPA), which applies to over 2,900 public bodies, including ministries, local governments, schools, crown corporations, hospitals, municipal police forces, and more.

The Commissioner has the power to:

- Investigate, mediate and resolve appeals concerning access to information disputes, including issuing binding orders;
- Investigate and resolve privacy complaints;
- Initiate Commissioner-led investigations and audits of public bodies or organizations, if there are reasonable grounds of non-compliance or if it is in the public interest;
- Comment on the access and privacy implications of proposed legislation, programs or policies;
- Comment on the privacy implications of new technologies;
- Conduct research into anything affecting access and privacy rights; and
- Educate the public about their access and privacy rights and the relevant laws.

Disclosure

FOIPPA creates a broad-based obligation to disclose information that is in the possession of a ministry or a Minister's Office, upon request for disclosure. It is the duty of a ministry to respond to this request in

a timely way. Normally the time limitation is 30 days. Consideration and coordination of ministry responses to requests to disclose information are supported by the central Corporate Information and Records Management Office.

There are 12 exceptions to the requirement to disclose. Some exceptions are mandatory while others are discretionary and/or require a test to be met. Among the most important exceptions are:

- Any material that could reveal the substance of deliberations of Cabinet or any of its committees, including any advice, recommendations, policy considerations, or draft legislation or regulations submitted or prepared for submission to the Cabinet or any of its committees;
- Personal information;
- Legal advice to a minister or ministry;
- Policy advice to a minister or ministry;
- Information harmful to law enforcement;
- Information harmful to intergovernmental negotiations; and
- Information harmful to government's economic interests, or the business interests of a third party.

Persons denied access to information can appeal the denial to the Information and Privacy Commissioner. While some of the exceptions noted above may appear to be broad, the Commissioner may give them a narrower interpretation. Information Access Operations staff are familiar with the Office of the Information and Privacy Commissioner case law and will work with ministry staff to respond to any requests.

Careful attention should also be paid to private or personal information about third parties. It is never appropriate to disclose such information without the consent of the third party.

Ministers' calendars are proactively disclosed each month and published on Open Information after appropriate severing of information that might be "excepted" under one of the categories noted above. Consider carefully the amount of information contained in a calendar, on the assumption that such information might become accessible to the public.

Guidance on Use of personal Email accounts for Public Business

The Office of the Information and Privacy Commissioner also publishes guidance documents to inform citizens and promote compliance with B.C.'s access and privacy laws. For example, see the attached *Use of Personal Email Accounts*. This document explains the implications under the FOIPPA for use of personal email accounts for work purposes by employees of public bodies.

For further Information Contact Michael McEvoy, the Information Privacy Commissioner at:

Telephone: (250) 387-5629

E-mail: info@oipc.bc.ca

Website: <http://www.oipc.bc.ca/>

Lobbyists and Lobbying

The Office of the Registrar of Lobbyists (“ORL”) is responsible for monitoring compliance with British Columbia’s *Lobbyists Registration Act* (“LRA”) and the associated regulations. The underlying objective of the LRA is to ensure transparency of legitimate lobbying activities so that members of the public are made aware of who is attempting to influence government decisions. Lobbyists are required by the LRA, to register. This is done by filing a return with the Registrar for Lobbyists.

The LRA regulates lobbying in British Columbia. “Lobbyists” are persons who, on behalf of their employers or clients, communicate with public office holders in an attempt to influence their decisions. The LRA promotes transparency in the lobbying process by requiring lobbyists to declare details of their lobbying effort, including on whose behalf they are lobbying, who they are targeting, on what subject matter and toward what outcome. All of this information is available for the public to view, free, at any time.

Under the Act, lobbying is broadly defined. It includes individuals who are paid to lobby (“consultant lobbyists”), or whose duties as an employee include lobbying as a significant component. The act of lobbying includes communicating with an office holder to influence the development of legislation, regulations, policy and the awarding of contracts or conferral of benefits. In relation to a consultant lobbyist, it can include simply trying to arrange a meeting between office holder and any other person.

Ministers may choose to meet with lobbyists whether they are registered or not. While it is the lobbyist’s duty to comply with the Act and ensure appropriate registration, problems may be avoided by asking or having staff ask about registration of any person who might be considered to be “lobbying”. For a guide on how to determine if someone is lobbying the attached *Are You Lobbying?*

The Information and Privacy Commissioner for the Province of B.C. is also the registrar of lobbyists. For further information contact Michael McEvoy at the Office of Registrar for Lobbyists at:

Telephone: (250) 387-2686

Email: info@bcorl.ca

Web site: <http://www.lobbyistsregistrar.bc.ca>

Judiciary/Matters before the Courts

Ministers should not comment publicly on matters that are before the Courts, or before administrative tribunals that are acting in a “judicial” capacity. Comments that are strictly regarding the facts of the matter may be appropriate. Before commenting, however, the Attorney General or Deputy Attorney General should be consulted.

Ministers should not communicate with:

- Members of the judiciary or administrative tribunals that are making judicial decisions concerning any matter that is before the court of tribunal;
- Crown prosecutors (without prior consultation with the Ministry of Attorney General); and
- Police officers or law enforcement agencies (without prior consultation with the Ministry of Attorney General) concerning matters under investigation (unless the Minister has been asked to assist).

Ministers should refrain from writing letters of character reference for persons involved in the proceedings.

Legal Advice and Legal Proceedings

The Attorney General is government's chief law officer. Legal advice to Ministers and their ministries must be obtained from or through Ministry of Attorney General staff. The confidentiality of legal advice is protected by solicitor/client privilege, and should not be shared or discussed with any individual who is not an employee of the Province of British Columbia.

The Ministry of Attorney General represents government in litigation before courts and administrative tribunals. Lawyers who represent government in these proceedings must be employed or retained by the Ministry of Attorney General.

A Minister may be eligible for indemnity coverage under the Excluded Employees (Legal Proceedings) Indemnity Regulation if, as a result of the performance of their ministerial duties, legal proceedings are brought or likely to be brought against the Minister. Legal proceedings covered by the Regulation are civil proceedings (including defamation), professional body proceedings, human rights proceedings, penalty proceedings and criminal prosecutions. Where a Minister becomes aware that proceedings have been or are likely to be commenced, the Minister (in order to obtain coverage) must immediately notify the Deputy Minister to the Premier in writing of the proceedings and that they are likely to be seeking coverage, and, within a reasonable time thereafter, must make a written request for coverage in the form required by the Deputy Minister to the Premier. A Minister may also be eligible for coverage under the Regulation in connection with their ministerial duties if the Minister is to appear as a witness in proceedings or if the Minister wishes to bring proceedings against someone for defamation. For details about the coverage, the Regulation can be found at:

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/62_2012

Members of Executive Council are disqualified from jury duty.

Administrative Matters

Within the Ministry of Finance is the Ministers' Office Support Services (MOSS) group. MOSS provides Ministers with guidance and support on administrative matters. Their intranet site at <http://gww.fin.gov.bc.ca/gws/camss/moss/> provides Minister's Offices with information related to financial, human resources, information systems and other administrative policies and procedures on the following subjects:

- Accounts Payable

- Budget Information
- Information Technology (IT)
- Facilities
- Freedom of Information
- Payroll
- Records Management
- Human Resources
- Telecommunications
- Travel
- Vehicles

Standards of Conduct for Political Staff

"Political staff" are persons appointed under section 15(1)(a) of the Public Service Act who report through to the Chief of Staff to the Premier or provide support to a Minister, and who are not assigned job duties of a primarily administrative, technical or communications nature. Most appointees working in the Office of the Premier and supporting Minister's Offices are political staff (e.g., Ministerial Assistants and Executive Assistants). Appointees to Government Communications and Public Engagement are not political staff.

Political staff will exhibit the highest standards of conduct. Their conduct must instill confidence and trust and not bring the Province of British Columbia into disrepute.

The requirement to comply with these standards of conduct is a condition of employment. Political staff who fail to comply with these standards may be subject to disciplinary action up to and including dismissal.

The Standards of Conduct for Political Staff closely resemble the Standards of Conduct applicable to employees of the BC Public Service. However, the Standards of Conduct for Political Staff recognize the unique partisan role performed by political staff and provide guidance on how political staff may exercise their partisan duties while also respecting the non-partisan role of employees in the BC Public Service.

Role of Political Staff

Political staff are generally employed to help Ministers on matters where the non-political and political work of Government overlap and where it would be inappropriate for permanent public servants to become involved. Political staff serve as advisors and assistants who share the ruling party's political commitment, and who can complement the professional, expert and non-partisan advice and support of the permanent public service.

Political staff should ask the manager to whom they report, or the Chief of Staff to the Premier, if they have any questions regarding their role and responsibilities.

Loyalty

Political staff have a duty of loyalty to the government as their employer. They must act honestly and in good faith and place the interests of the employer ahead of their own private interests. The duty committed to in the Political Staff Oath requires political staff to serve the government of the day to the best of their ability.

Confidentiality

Confidential information, in any form, that political staff receive through their employment must not be disclosed, released, or transmitted to anyone other than persons who are authorized to receive the information. Political staff with care or control of personal or sensitive information, electronic media, or devices must handle and dispose of these appropriately. Staff who are in doubt as to whether certain information is confidential must ask the appropriate authority before disclosing, releasing, or transmitting it.

The proper handling and protection of confidential information is applicable both within and outside of government and continues to apply after the employment relationship ends.

Confidential information that political staff receive through their employment must not be used for the purpose of furthering any private interest, or as a means of making personal gains. (See the Conflicts of Interest section below for details.)

Public Comments

Political staff may comment on public issues but must not engage in any activity or speak publicly where this could be perceived as an official act or representation (unless authorized to do so). Staff must not use their position in government to lend weight to the public expression of their personal opinions.

Service to the Public

Political staff must provide service to the public in a manner that is courteous, professional, equitable, efficient, and effective. Staff must be sensitive and responsive to the changing needs, expectations, and rights of a diverse public in the proper performance of their duties.

Workplace Behaviour

Political staff are to treat each other with respect and dignity and must not engage in discriminatory conduct prohibited by the Human Rights Code. The prohibited grounds are race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, sexual orientation, gender identity or expression, age, political belief and conviction of a criminal or summary offence unrelated to the individual's employment.

Further, the conduct of political staff in the workplace must meet acceptable social standards and must contribute to a positive work environment. Bullying or any other inappropriate conduct compromising the integrity of the Province of BC will not be tolerated.

All political staff may expect and have the responsibility to contribute to a safe workplace. Violence in the workplace is unacceptable. Violence is any use of physical force on an individual that causes or could cause injury and includes attempted and threatened use of force.

Political staff must report any incident of violence. Any staff who become aware of a threat must report that threat if there is reasonable cause to believe that the threat poses a risk of injury. Any incident or threat of violence in the workplace must be addressed immediately. Staff must report a safety hazard or unsafe condition or act in accordance with the provisions of the WorkSafeBC Occupational Health and Safety Regulation.

Political staff must conduct themselves professionally, be fit for duty, and be free from impairment (e.g., from alcohol or drugs).

Interactions with the Permanent Public Service

In meeting their responsibility to respect the non-partisanship of ministry staff, political staff have an obligation to inform themselves about the appropriate parameters of conduct set out in the Standards of Conduct for Public Service Employees, and to actively assess their own conduct and any requests they make to ministry employees in light of these parameters.

To the extent possible, relations between political staff and ministry staff should be conducted through the Deputy Minister's Office. The Deputy Minister's Office should be informed about any significant contact between political staff and ministry employees. Ministers, Deputy Ministers, the Chief of Staff to the Premier, and other managers to whom political staff may report should be vigilant in ensuring the appropriate parameters of interaction between political staff and ministry staff are observed.

Political staff may ask ministry employees for information, transmit the Minister's instructions, or be informed of decisions in order to address communications and strategic issues. However, they do not have a direct role in ministry operations and have no legal basis for exercising the delegated authority of Ministers. Nor may political staff give direction to ministry employees on the discharge of their responsibilities.

Examples of appropriate and inappropriate conduct include, but are not limited to, the following:

Appropriate Conduct	Inappropriate Conduct
<ul style="list-style-type: none"> ▶ Convey to ministry employees the Minister's view of issues and direction on work priorities; ▶ Request ministry employees prepare information and analyses; ▶ Hold meetings with ministry employees to discuss advice being prepared for the Minister. 	<ul style="list-style-type: none"> ▶ Ask a ministry employee to do anything inconsistent with their obligations under the Standards of Conduct; ▶ Authorize the expenditure of public funds, have responsibility for budgets, or have any involvement in the award of external contracts; ▶ Exercise any power in relation to the management of employees within their ministry (except in relation to other political staff), including but not limited to playing any role in human resource decisions affecting a public service employee; ▶ Suppress or supplant advice prepared for the Minister by ministry employees (although they may comment on such advice); or substitute advice for that of ministry employees.

Conflicts of Interest

A conflict of interest occurs when a political staff member's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the staff member's duties or responsibilities in such a way that:

- the staff member's ability to act in the public interest could be impaired; or
- the staff member's actions or conduct could undermine or compromise:
 - the public's confidence in the staff member's ability to discharge work responsibilities; or
 - the trust that the public places in the Province of BC.

While the government recognizes the right of political staff to be involved in activities as citizens of the community, conflict must not exist between their private interests and the discharge of their employment duties. Upon appointment, political staff must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

Political staff who find themselves in an actual, perceived, or potential conflict of interest must disclose the matter to their manager or the Chief of Staff to the Premier. Examples of conflicts of interest include, but are not limited to, the following:

- A staff member uses government property or equipment or their position, office, or government affiliation to pursue personal interests or the interests of another organization;
- A staff member is in a situation where they are under obligation to a person who might benefit from or seek to gain special consideration or favour;
- A staff member, in the performance of official duties, gives preferential treatment to an individual, corporation, or organization, including a non-profit organization, in which the staff member, or a relative or friend, has an interest, financial or otherwise;
- A staff member benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of their employment;
- A staff member benefits from, or is reasonably perceived by the public to have benefited from, a government transaction over which they can influence decisions (e.g., investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals, appointments);
- A staff member accepts from an individual, corporation, or organization, directly or indirectly, a personal gift or benefit that arises out of their employment with the Province of BC, other than:
 - the exchange of hospitality between persons doing business together;

- tokens exchanged as part of protocol;
- the normal presentation of gifts to persons participating in public functions; or
- the normal exchange of gifts between friends; or
- A staff member accepts gifts, donations, or free services for work-related leisure activities other than in situations outlined above.

The following four criteria, when taken together, are intended to guide the judgment of political staff who are considering the acceptance of a gift:

- The benefit is of nominal value;
- The exchange creates no obligation;
- Reciprocation is easy; and
- It occurs infrequently.

Political staff will not solicit a gift, benefit, or service on behalf of themselves or other employees.

Conflict of Interest Guidelines for Political Staff

Guidelines have been established to assist political staff, their managers and the Chief of Staff to the Premier in managing conflict of interest issues. Please see the MyHR section of the BC Government website for more information.

Allegations of Wrongdoing

Political staff have a duty to report any situation relevant to their employment that they believe contravenes the law, misuses public funds or assets, or represents a danger to public health and safety or a significant danger to the environment. Staff can expect such matters to be treated in confidence, unless disclosure of information is authorized or required by law (e.g., the Freedom of Information and Protection of Privacy Act). Staff will not be subject to discipline or reprisal for bringing forward, in good faith, allegations of wrongdoing in accordance with this policy statement.

Political staff must report their allegations or concerns in writing to the manager to whom they report or the Chief of Staff to the Premier, who will acknowledge receipt of the submission and have the matter reviewed and responded to in writing within 30 days of receiving the staff member's submission. Where an allegation involves the staff member's manager, the employee must forward the allegation to the Chief of Staff to the Premier. Where an allegation involves the Chief of Staff to the Premier, the allegation must be forwarded to the Deputy Minister to the Premier.

In addition to these reporting requirements, it is expected political staff will also report to the Comptroller General any irregularities related to the expenditure of public funds as outlined in Section 33.2 of the Financial Administration Act.

Where a political staff member believes that the matter requires a resolution and it has not been reasonably resolved by their employer, they may then refer the allegation to the appropriate authority.

If the staff member decides to pursue the matter further, then:

- Allegations of criminal activity are to be referred to the police in accordance with the Procedure for Reporting Employee Misconduct in Non-Emergency Situations to the Police;
- Allegations of a misuse of public funds are to be referred to the Auditor General;
- Allegations of a danger to public health must be brought to the attention of health authorities; and
- Allegations of a significant danger to the environment must be brought to the attention of the Deputy Minister, Ministry of Environment and Climate Change Strategy.

Employees may also report wrongdoing under the Public Interest Disclosure Act to their supervisor, Chief of Staff to the Premier, designated officer or the Ombudsperson. Employees can find information about

what types of wrongdoing may be reported under PIDA and the process for reporting in the HR Policy on Public Interest Disclosure, and the Managing Public Interest Disclosure Procedures for Political Staff.

Employees who are unsure about whether their concerns could be considered under PIDA can seek advice from their supervisor, designated officer or the Ombudsperson.

An employee reporting a wrongdoing under the Public Interest Disclosure Act to the Ombudsperson is not required to report the same wrongdoing to their employer unless the Ombudsperson does not investigate or does not refer their disclosure. Reporting a wrongdoing to the Ombudsperson does not affect an employee's obligations to cooperate in any investigation into the subject matter of the wrongdoing.

Legal Proceedings

Political staff must not sign affidavits relating to facts that have come to their knowledge in the course of their employment duties for use in court proceedings unless the affidavit has been prepared by a lawyer acting for government in that proceeding or unless it has been approved by a ministry solicitor in the Legal Services Branch, Ministry of Attorney General. Political staff are obliged to cooperate with lawyers defending the Crown's interest during legal proceedings.

A written opinion prepared on behalf of government by any legal counsel is privileged and is, therefore, not to be released without prior approval of the Legal Services Branch.

Working Relationships

Political staff involved in a personal relationship outside work that compromises objectivity, or the perception of objectivity, should avoid being placed in a direct reporting relationship to one another. For example, staff who are direct relatives or who permanently reside together may not be employed in situations where:

- A reporting relationship exists where one staff member has influence, input, or decision-making power over the other's performance evaluation, salary, premiums, special permissions, conditions of work, and similar matters; or
- The working relationship affords an opportunity for collusion between the two staff members that would have a detrimental effect on the employer's interest.

The above restriction on working relationships may be waived provided that the Chief of Staff to the Premier is satisfied that sufficient safeguards are in place to ensure that the employer's interests are not compromised.

Human Resource Decisions

Political staff are to disqualify themselves as participants in human resource decisions when their objectivity would be compromised for any reason or a benefit or perceived benefit could accrue to them.

For example, staff are not to participate in staffing actions involving direct relatives or persons living in the same household.

Outside Remunerative and Volunteer Work

Political staff may hold jobs outside government, carry on a business, receive remuneration from public funds for activities outside their position, and engage in volunteer activities provided it does not:

- Interfere with the performance of their employment duties;
- Bring the government into disrepute;
- Represent a conflict of interest or create the reasonable perception of a conflict of interest;
- Appear to be an official act or to represent government opinion or policy;

- Involve the unauthorized use of work time or government premises, services, equipment, or supplies; or
- Gain an advantage that is derived from their employment with the Province of BC.

Political staff who are appointed as directors or officers of Crown corporations are not to receive any additional remuneration beyond the reimbursement of appropriate travel expenses except as approved by the Lieutenant Governor in Council.

Responsibilities

Chief of Staff to the Premier and Deputy Chief of Staff to the Premier

- Advise managers of political staff of the required standards of conduct and the consequences of non-compliance, including providing comprehensive orientation to new managers of political staff regarding the Standards of Conduct for Political Staff;
- Provide timely advice and direction to managers of political staff and political staff respecting the application of this policy statement, including guidance on an appropriate employer response to transgressions of this policy;
- Coordinate the development of awareness, training, and communication programs in support of this policy;
- Seek out advice as required on issues that are complex or cannot easily be resolved (e.g., advice from legal counsel, or the Head of the BC Public Service Agency);
- Where a political staff member has no other direct manager to whom they report, the Chief of Staff to the Premier or Deputy Chief of Staff to the Premier assumes the responsibilities assigned below to managers of political staff; and
- Establish procedures for providing advice and managing investigations of serious wrongdoing under the Public Interest Disclosure Act and reporting annually.

Managers of Political Staff

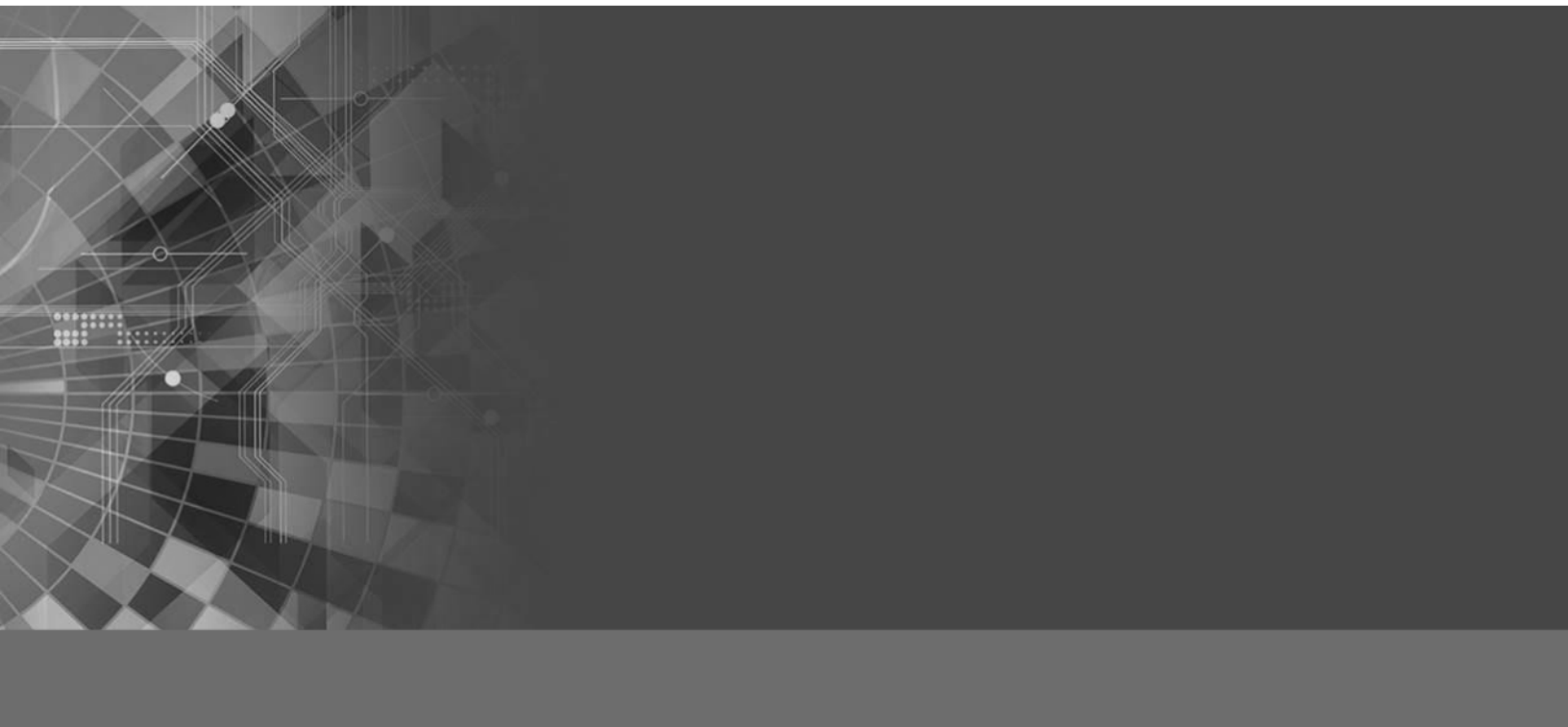
- Provide comprehensive orientation to new political staff regarding the Standards of Conduct for Political Staff;
- Advise political staff of the required standards of conduct and the consequences of non-compliance;
- Promote a work environment that is free of discrimination;
- Respond to reports of bullying, breaches of the Standards of Conduct for Political Staff, and wrongdoing, or refer them to the next level of manager not involved in the manner;
- Deal with breaches of this policy in a timely manner, taking the appropriate action based upon the facts and circumstances, and conferring with the Chief of Staff to the Premier as appropriate;
- Waive the provision on working relationships under the circumstances indicated;
- Delegate authority and responsibility, where applicable, to apply this policy within their organization; and
- Provide advice to and receive disclosures from political staff under the Public Interest Disclosure Act.

Political Staff

- Fulfill their assigned duties and responsibilities, regardless of the party or persons in power and regardless of their personal opinions;
- Disclose and resolve conflicts of interest or potential conflict of interest situations in which they find themselves;
- Maintain appropriate workplace behaviour;
- Report incidents of bullying, breaches of the Standards of Conduct for Political Staff, and wrongdoing.
- Avoid engaging in discriminatory conduct or comment; and,

- Check with their manager or Chief of Staff to the Premier when they are uncertain about any aspect of this policy.

STANDARDS OF CONDUCT



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This policy statement applies to all persons and organizations covered by the Public Service Act. The policy statement supports the core policy objective that “public service employees exhibit the highest standards of conduct.”

Employees will exhibit the highest standards of conduct. Their conduct must instill confidence and trust and not bring the BC Public Service into disrepute. The honesty and integrity of the BC Public Service demands the impartiality of employees in the conduct of their duties.

The requirement to comply with these standards of conduct is a condition of employment. Employees who fail to comply with these standards may be subject to disciplinary action up to and including dismissal.

Loyalty

Public service employees have a duty of loyalty to the government as their employer. They must act honestly and in good faith and place the interests of the employer ahead of their own private interests. The duty committed to in the Oath of Employment requires BC Public Service employees to serve the government of the day to the best of their ability.

Confidentiality

Confidential information, in any form, that employees receive through their employment must not be disclosed, released, or transmitted to anyone other than persons who are authorized to receive the information. Employees with care or control of personal or sensitive information, electronic media, or devices must handle and dispose of these appropriately. Employees who are in doubt as to whether certain information is confidential must ask the appropriate authority before disclosing, releasing, or transmitting it.

The proper handling and protection of confidential information is applicable both within and outside of government and continues to apply after the employment relationship ends.

Confidential information that employees receive through their employment must not be used by an employee for the purpose of furthering any private interest, or as a means of making personal gains. (See the Conflicts of Interest section of this policy statement for details.)

Public Comments

BC Public Service employees may comment on public issues but must not engage in any activity or speak publicly where this could be perceived as an official act or representation (unless authorized to do so).

Employees must not jeopardize the perception of impartiality in the performance of their duties through making public comments or entering into public debate regarding ministry policies. BC Public Service employees must not use their position in government to lend weight to the public expression of their personal opinions.

Political Activity

BC Public Service employees may participate in political activities including membership in a political party, supporting a candidate for elected office, or seeking elected office. Employees' political activities, however, must be clearly separated from activities related to their employment.

If engaging in political activities, employees must remain impartial and retain the perception of impartiality in relation to their duties and responsibilities. Employees must not engage in political activities during working hours or use government facilities, equipment, or resources in support of these activities.

Partisan politics are not to be introduced into the workplace; however, informal private discussions among co-workers are acceptable.

Service to the Public

BC Public Service employees must provide service to the public in a manner that is courteous, professional, equitable, efficient, and effective. Employees must be sensitive and responsive to the changing needs, expectations, and rights of a diverse public in the proper performance of their duties.

Workplace Behaviour

Employees are to treat each other with respect and dignity and must not engage in discriminatory conduct prohibited by the Human Rights Code. The prohibited grounds are race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, sexual orientation, gender identity or expression, age, political belief or conviction of a criminal or summary offence unrelated to the individual's employment.

Further, the conduct of BC Public Service employees in the workplace must meet acceptable social standards and must contribute to a positive work environment. Bullying or any other inappropriate conduct compromising the integrity of the BC Public Service will not be tolerated.

All employees may expect and have the responsibility to contribute to a safe workplace. Violence in the workplace is unacceptable. Violence is any use of physical force on an individual that causes or could cause injury and includes an attempt or threatened use of force.

Employees must report any incident of violence. Any employee who becomes aware of a threat must report that threat if there is reasonable cause to believe that the threat poses a risk of injury. Any incident or threat of violence in the workplace must be addressed immediately.

Employees must report a safety hazard or unsafe condition or act in accordance with the provisions of the WorkSafeBC Occupational Health and Safety Regulations.

Employees must conduct themselves professionally, be fit for duty, and be free from impairment (for example: from alcohol or drugs).

Conflicts of Interest

A conflict of interest occurs when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities in such a way that:

- the employee's ability to act in the public interest could be impaired; or
- the employee's actions or conduct could undermine or compromise:
 - the public's confidence in the employee's ability to discharge work responsibilities; or
 - the trust that the public places in the BC Public Service.

While the government recognizes the right of BC Public Service employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of their BC Public Service duties. Upon appointment to the BC Public Service, employees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising. Employees who find themselves in an actual, perceived, or potential conflict of interest must disclose the matter to their supervisor, manager, or ethics advisor. Examples of conflicts of interest include, but are not limited to, the following:

- An employee uses government property or equipment or the employee's position, office, or government affiliation to pursue personal interests or the interests of another organization;
- An employee is in a situation where the employee is under obligation to a person who might benefit from or seek to gain special consideration or favour;

- An employee, in the performance of official duties, gives preferential treatment to an individual, corporation, or organization, including a non-profit organization, in which the employee, or a relative or friend of the employee, has an interest, financial or otherwise;
- An employee benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of the employee's employment;
- An employee benefits from, or is reasonably perceived by the public to have benefited from, a government transaction over which the employee can influence decisions (for example, investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals, appointments);
- An employee accepts from an individual, corporation, or organization, directly or indirectly, a personal gift or benefit that arises out of employment in the BC Public Service, other than:
 - the exchange of hospitality between persons doing business together;
 - tokens exchanged as part of protocol;
 - the normal presentation of gifts to persons participating in public functions; or
 - the normal exchange of gifts between friends; or
- An employee accepts gifts, donations, or free services for work-related leisure activities other than in situations outlined above.

The following four criteria, when taken together, are intended to guide the judgment of employees who are considering the acceptance of a gift:

- The benefit is of nominal value;
- The exchange creates no obligation;
- Reciprocation is easy; and
- It occurs infrequently.

Employees will not solicit a gift, benefit, or service on behalf of themselves or other employees.

Conflict of Interest Guidelines

To assist employees, managers, ethics advisors and deputy ministers in managing conflict of interest issues, the BC Public Service has established guidelines, tools and other resources. Please see the MyHR section of the BC Government website for more information.

Allegations of Wrongdoing

Employees have a duty to report any situation relevant to the BC Public Service that they believe contravenes the law, misuses public funds or assets, or represents a danger to public health and safety or a significant danger to the environment. Employees can expect such matters to be treated in confidence, unless disclosure of information is authorized or required

by law (for example, the Freedom of Information and Protection of Privacy Act). Employees will not be subject to discipline or reprisal for bringing forward to a Deputy Minister, in good faith, allegations of wrongdoing in accordance with this policy statement.

Employees must report their allegations or concerns as follows:

- Members of the BCGEU must report in accordance with Article 32.13;
- PEA members must report in accordance with Article 36.12; or
- Other employees must report in writing to their Deputy Minister or other executive member of the ministry, who will acknowledge receipt of the submission and have the matter reviewed and responded to in writing within 30 days of receiving the employee's submission. Where an allegation involves a Deputy Minister, the employee must forward the allegation to the Deputy Minister to the Premier.

These reporting requirements are in addition to an employee's obligation to report to the Comptroller General as outlined in Section 33.2 of the Financial Administration Act. Where an employee believes that the matter requires a resolution and it has not been reasonably resolved by the ministry, the employee may then refer the allegation to the appropriate authority.

If the employee decides to pursue the matter further then:

- Allegations of criminal activity are to be referred to the police in accordance with the Procedure for Reporting Employee Misconduct in Non-Emergency Situations to the Police (please see the MyHR section of the BC Government website for more information);
- Allegations of a misuse of public funds are to be referred to the Auditor General;
- Allegations of a danger to public health must be brought to the attention of health authorities; and
- Allegations of a significant danger to the environment must be brought to the attention of the Deputy Minister, Ministry of Environment.

Employees may also report wrongdoing under the Public Interest Disclosure Act to their supervisor, ministry designated officer, Agency designated officer or the Ombudsperson. Employees can find information about what types of wrongdoing may be reported under the Act and the process for reporting in the HR Policy on Public Interest Disclosure and the Procedures for Managing Disclosures. Please see the MyHR section of the BC Government website for more information.

Employees who are unsure about whether their concerns could be considered under the Public Interest Disclosure Act can seek advice from a supervisor, a designated officer or the Ombudsperson.

An employee reporting a wrongdoing under the Public Interest Disclosure Act to the Ombudsperson is not required to report the same wrongdoing to their employer unless the

Ombudsperson does not investigate or does not refer their disclosure. Reporting a wrongdoing to the Ombudsperson does not affect an employee's obligations to co-operate in any investigation into the subject matter of the wrongdoing

Legal Proceedings

Employees must not sign affidavits relating to facts that have come to their knowledge in the course of their duties for use in court proceedings unless the affidavit has been prepared by a lawyer acting for government in that proceeding or unless it has been approved by a ministry solicitor in the Legal Services Branch, Ministry of Attorney General. In the case of affidavits required for use in arbitrations or other proceedings related to employee relations, the Labour Relations Branch of the BC Public Service Agency will obtain any necessary approvals. Employees are obliged to cooperate with lawyers defending the Crown's interest during legal proceedings.

A written opinion prepared on behalf of government by any legal counsel is privileged and is, therefore, not to be released without prior approval of the Legal Services branch.

Working Relationships

Employees involved in a personal relationship outside work which compromises objectivity, or the perception of objectivity, should avoid being placed in a direct reporting relationship to one another.

For example, employees who are direct relatives or who permanently reside together may not be employed in situations where:

- A reporting relationship exists where one employee has influence, input, or decision-making power over the other employee's performance evaluation, salary, premiums, special permissions, conditions of work, and similar matters; or
- The working relationship affords an opportunity for collusion between the two employees that would have a detrimental effect on the Employer's interest.

The above restriction on working relationships may be waived provided that the Deputy Minister is satisfied that sufficient safeguards are in place to ensure that the Employer's interests are not compromised.

Human Resource Decisions

Employees are to disqualify themselves as participants in human resource decisions when their objectivity would be compromised for any reason or a benefit or perceived benefit could accrue to them.

For example, employees are not to participate in staffing actions involving direct relatives or persons living in the same household.

Outside Remunerative and Volunteer Work

Employees may hold jobs outside government, carry on a business, receive remuneration from public funds for activities outside their position, or engage in volunteer activities provided it does not:

- interfere with the performance of their duties as a BC Public Service employee;
- bring the government into disrepute;
- represent a conflict of interest or create the reasonable perception of a conflict of interest;
- appear to be an official act or to represent government opinion or policy;
- involve the unauthorized use of work time or government premises, services, equipment, or supplies; or
- gain an advantage that is derived from their employment with the BC Public Service.

Employees who are appointed as directors or officers of Crown corporations are not to receive any additional remuneration beyond the reimbursement of appropriate travel expenses except as approved by the Lieutenant Governor in Council.

Responsibilities

Agency Head

- Provide timely advice to managers, ethics advisors and deputy ministers respecting the application of this policy statement including guidance on an appropriate employer response to transgressions of the policy statement;
- Coordinate the development of awareness, training, and communication programs in support of this policy statement; and,
- Establish procedures for managing investigations of serious wrongdoing under the Public Interest Disclosure Act and reporting annually.

Deputy Ministers

- Advise employees of the required standards of conduct and the consequences of non-compliance;
- Designate a senior staff member in their organization as ethics advisor for matters related to the standards of conduct;
- Promote a work environment that is free of discrimination;
- Deal with breaches of this policy statement in a timely manner, taking the appropriate action based upon the facts and circumstances;
- Seek out guidance and advice from the Agency Head on issues that are complex and/or cannot be easily resolved;
- Waive the provision on working relationships under the circumstances indicated; and
- Delegate authority and responsibility, where applicable, to apply this policy

- statement within their organization; and,
- Designate a ministry designated officer for the purposes of providing advice to employees and receiving disclosures from employees under the Public Interest Disclosure Act. The designated officer may be the ministry ethics advisor or another senior official.

Ethics Advisors

- Provide advice on standards of conduct issues to employees and managers in their organization, including in regards to assessing and addressing possible conflicts of interest;
- Seek out guidance and advice from the BC Public Service Agency on issues that are complex and/or cannot be easily resolved;
- Determine whether an issue requires consideration and/or decision by the deputy minister and provide briefings to the deputy as necessary;
- Document any advice provided and/or decisions made; and
- Participate as ministry representative in working with the Corporate Ethics Lead to ensure a consistent and coordinated approach to ethics management across the public service.

Ministry Designated Officers

- Receive disclosures and provide advice to employees under the Public Interest Disclosure Act.
- Transfer disclosures to the Agency Designated Officer in a timely manner.

Line Managers

- Provide comprehensive orientation to new employees related to the Standards of Conduct;
- Advise staff on standards of conduct issues, including in regards to assessing and addressing possible conflicts of interest;
- Respond to reports of bullying, breaches of the Standards of Conduct, and wrongdoing, or refer them to the next level of excluded manager not involved in the matter;
- Engage the ministry-designated ethics advisor and seek advice from the BC Public Service Agency as may be appropriate in the circumstances;
- Document any advice provided and/or decisions made;
- Contribute to a work environment that is free of discrimination;
- Provide advice to and receive disclosures from employees under the Public Interest Disclosure Act; and,
- Transfer disclosures to the Agency Designated Officer in a timely manner.

Employees

- Objectively and loyally fulfill their assigned duties and responsibilities, regardless of the party or persons in power and regardless of their personal opinions;

- Disclose and cooperate with the employer to resolve conflicts of interest or potential conflict of interest situations in which they find themselves;
- Maintain appropriate workplace behavior;
- Report incidents of bullying, breaches of the Standards of Conduct and wrongdoing.
- Avoid engaging in discriminatory conduct or comment; and
- Check with their supervisor or manager when they are uncertain about any aspect of this policy statement.

This document has been
checked for accessibility.



Conflict of Interest Disclosure

I, _____, withdrew from the
(Committee Member Name)

discussion of _____
(Topic / Description)

at _____ on _____ as I have a conflict
(Committee) (Date)

due to _____.
(General nature of the conflict, e.g. personal reasons)

(Signature of person making the disclosure)

Received by: _____ on _____
(Signature of Cabinet Committee Secretary) (Date)

Excerpt from the *Members' Conflict of Interest Act*

An excerpt from the *Members' Conflict of Interest Act* is noted below. **Section 10 (1)** outlines the responsibility of the committee member.

Procedure on conflict of interest¹

10 (1) A member who has reasonable grounds to believe that he or she has a conflict of interest in a matter that is before the Legislative Assembly or the Executive Council, or a committee of either of them, must, if present at a meeting considering the matter,

- (a) disclose the general nature of the conflict of interest, and
- (b) withdraw from the meeting without voting or participating in the consideration of the matter.

(2) If a member has complied with subsection (1), the Clerk of the Legislative Assembly or secretary of the meeting must record

- (a) the disclosure,
- (b) the general nature of the conflict of interest disclosed, and
- (c) the withdrawal of the member from the meeting.

(3) The Clerk of the Legislative Assembly or secretary of the meeting must file the information recorded under subsection (2) with the commissioner,

- (a) in the case of a meeting of the Legislative Assembly or a committee of the Legislative Assembly, as soon as practicable, and
- (b) in the case of a meeting of the Executive Council or a committee of the Executive Council, as soon as practicable after the Executive Council's decision on the matter which has been the subject of the disclosure is made public.

(4) The commissioner must keep all information filed under subsection (3) in a central record kept for that purpose and must

- (a) make the central record available for inspection by any person without charge during normal business hours, and
- (b) on request by any person provide a copy of the record or portion of it on payment of a reasonable copying charge.

¹ *Members' Conflict of Interest Act*, [RSBC 1996] CHAPTER 287,
http://www.qp.gov.bc.ca/statreg/stat/M/96287_01.htm

RECORDS MANAGEMENT RESPONSIBILITIES OF MINISTERS

Government information created and held by BC's Cabinet ministers and their staff is a valuable public asset. The appropriate creation and maintenance of government information supports openness and transparency, facilitates effective decision making, provides evidence of government policies, programs and decisions, and contributes to the historical record for future generations.

Information is considered "Government information" if it is created or received by ministers and their staff *as ministers of the Crown*. Government information comes in many forms and includes books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by any means whether graphic, electronic, mechanical or otherwise. Government information does not include MLA records or personal records.

"Transitory information" is information of temporary usefulness that is only needed for a limited period of time to complete a routine action, enter into a digital system, or prepare an official record. Transitory information does not have ongoing value for supporting or documenting the work of the Minister's Office, and therefore does not need to be maintained as part of the official records of the office. Note that it is the content and use of a record that determines its value, not its form (e.g. an email may be transitory or official.)

Next Steps

Like the rest of government, Ministers' Offices must adhere to legislative and policy requirements regarding information management, freedom of information, and privacy.

Shortly after taking office, Ministers and their staff should:

1. Familiarize themselves with the following:
 - a. [Appropriate Use Policy](#)
 - b. [Managing Government Information Policy \(MGIP\)](#)
 - c. [CRO Directive and Guidelines on Documenting Government Decisions](#) (also known as "Duty to Document"). A decision must be documented if it describes the evolution of government programs, protection of legal or financial rights or obligations and/or facilitates accountability
2. Develop procedures within their office for keeping government information separate from non-government information, including establishing the practice of using government accounts to conduct government business. More information can be found in Attachment A - [Government Records Service Guide to Managing Minister's Office Records](#).
3. Work closely with their Deputy Minister's Office to clarify what records will be held in the Minister's Office. While practices may vary somewhat among offices, the following are best practices: For most records received by or sent from a Minister's Office, the Office of Primary Responsibility (OPR) is the Deputy Minister's Office (i.e. most records are sent to the Deputy Minister's Office for retention, when no longer needed by the Minister's Office).

4. Develop practices around the regular deletion of transitory information. It is good practice for all offices to regularly dispose of transitory information when it is no longer useful, as this makes it easier to identify and manage the official records. Transitory information can and should be disposed of when it is no longer of value (e.g. deleted from an individual's email account). For further guidance see the Transitory Records Guide.

Summary

The Corporate Information and Records Management Office (CIRMO) is available to assist with Records Management and Freedom of Information questions. They offer dedicated, in-person training for Ministers and their staff and will be in touch in the early days of the administration to schedule a session. If you have questions in the meantime, please do not hesitate to reach out (contact information below).

Attachment(s): A – Government Records Service Guide to Managing Minister's Office Records

Contact: Kerry Pridmore, Assistant Deputy Minister
Corporate Information & Records Management, Ministry of Citizens' Services
778-698-1591



Managing Minister's Office Records

Overview

Government information created and held by British Columbia's cabinet ministers and their staff is a valuable public asset. The appropriate creation and maintenance of government information supports openness and transparency, facilitates effective decision making, provides evidence of government policies, programs and decisions, and contributes to the historical record for future generations.

Like the rest of government, ministers' offices are subject to statutory and policy requirements regarding information management, freedom of information, and privacy. They are also subject to the government-wide directive on appropriate use of information and information technology resources ("[Appropriate Use Policy](#)") and the Chief Records Officer Directive on [Documenting Government Decisions](#) (CRO 01-2019). Minister's Office employees must also adhere to their Oath and to the Standards of Conduct.

A minister's office typically has three categories of records:

- **Non-government Records** that relate to the private life and personal interests of the minister and staff.
- **Member of Legislative Assembly (MLA) Records**, which are the political and constituency records generated by ministers in their capacity as members of the Legislative Assembly.

Personal and MLA records should be managed separately from government records, in order to protect privacy and avoid having to separate them later on (it is unlikely that an incoming minister and staff would have access to the personal and MLA records of their predecessors).

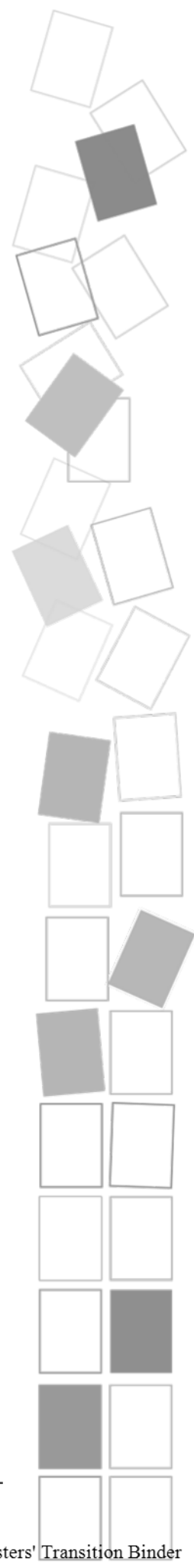
- **Government information** that is created or received by ministers and their staff as ministers of the Crown. These include both official and transitory records and are subject to the [Information Management Act \(IMA\)](#) and the [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#).

Official Records

Given the level of responsibility of a minister's office, official records must be maintained in an appropriate recordkeeping system. This includes the master or file copies of records that document decisions, decision-making processes, and substantive activities of the office.

A government body should document a decision where a record would serve one or more of the following purposes:

- Informing the government body or others about the evolution of the government body's programs, policies or enactments;
- Protecting the legal or financial rights or obligations of the government body, the Crown, or any person, group of persons, government or organization that is directly and materially affected by the decision;
- Facilitating the government body's accountability for its decisions, including through internal or external evaluation, audit or review.



RECORDS MANAGEMENT GUIDE

For more information on how to identify decisions that should be documented, see the Chief Records Officer [Guidelines on Documenting Government Decisions](#). Minister's office records now are increasingly digital (e.g. electronic messages and documents) and are maintained in many locations by multiple responsible bodies. Records are typically received from many offices, acted upon by the minister's office, and then routed to other offices for action and/or retention.

While practices may vary somewhat among offices, the following are best practices: **For most records received by or sent from a minister's office, the Office of Primary Responsibility (OPR) is the deputy minister's office** (i.e. with such exceptions as listed below, most records are sent to the deputy minister's office for retention, when no longer needed by the minister's office).

The deputy minister's office is able to provide continuity and appropriate public service administration of the records of successive ministers. In some cases, certain minister's office records are best maintained along with other related records within the appropriate functional area.

- **Cabinet records go to Cabinet Operations.**
- **Expense records go to the Ministry of Finance.**
- **Other types of records** (e.g. approved decision notes) may go to the **relevant ministry program area OPR** for the subject matter.

Recordkeeping Requirements for Official Records

Since ministers' office records are maintained by a variety of responsibility centres, it is important to maintain documentation of where specific types of records are routed. Best practice is to maintain this documentation within the deputy minister's office.

Appendix A provides an overview of the basic routing and documentation requirements, which are:

- **Identify the offices responsible for maintaining official records received from the minister's office.** See the records' location and types list at the end of Appendix A for an example of an easy way to track designated responsibility centres for various types of records.
- **Ensure that offices identified as responsibility centres are aware of their role.** Offices receiving the master "file copies" of minister's office records need to be aware that they are responsible for maintaining the records for the required length of time, in a secure, accessible manner. (Under current information schedules, official records of minister's offices must be retained at least 10 years). See the [Recordkeeping Systems](#) guide for more information on appropriate recordkeeping systems and practices.
- Keep Government Records separate from the records related to their personal affairs, caucus or political party work, constituency business, or Legislative Assembly business. This will avoid potential confusion should an FOI request be made for the government information
- **When a freedom of information (FOI) request or litigation search occurs, use the above documentation to provide relevant information about where the requested records are held.**

Transitory Information

Transitory information is information of temporary usefulness that is only needed a limited period of time to complete a routine action, enter into a digital system, or prepare an official record. This information does not have ongoing value for supporting or documenting the work of the minister's office, and therefore does not need to be maintained as part of the official records of the office.

Note that it is the content and use of a record that determines its value, not its form (e.g. an email may be transitory or official.)

It is good practice for all offices to regularly dispose of transitory information when it is no longer useful. This makes it easier to identify and manage the official records. Transitory information can and should be disposed of when it is no longer of value (e.g. deleted from an individual's email account).

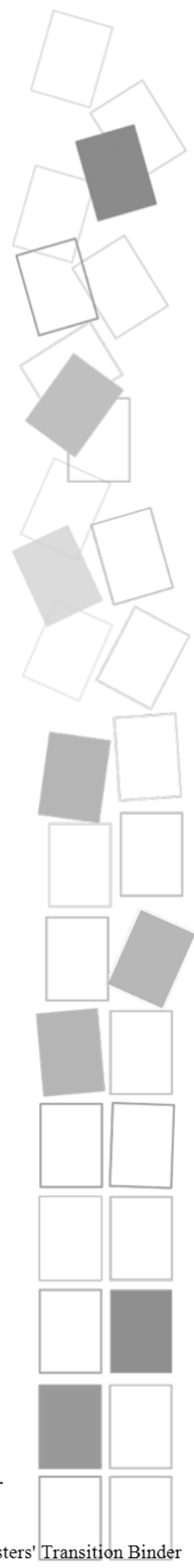
For further guidance see the [Transitory Records Guide](#). See **Appendix B** below for scenarios regarding transitory information and official records of minister's offices.

Freedom of Information and Protection of Privacy

Government records within a minister's office are subject to *the Freedom of Information and Protection of Privacy Act (FOIPPA)* and must be searched in response to an FOI request. Designated FOI contacts for ministers' offices are located within the deputy ministers' office. Ministers' offices are also subject to government-wide privacy policies.

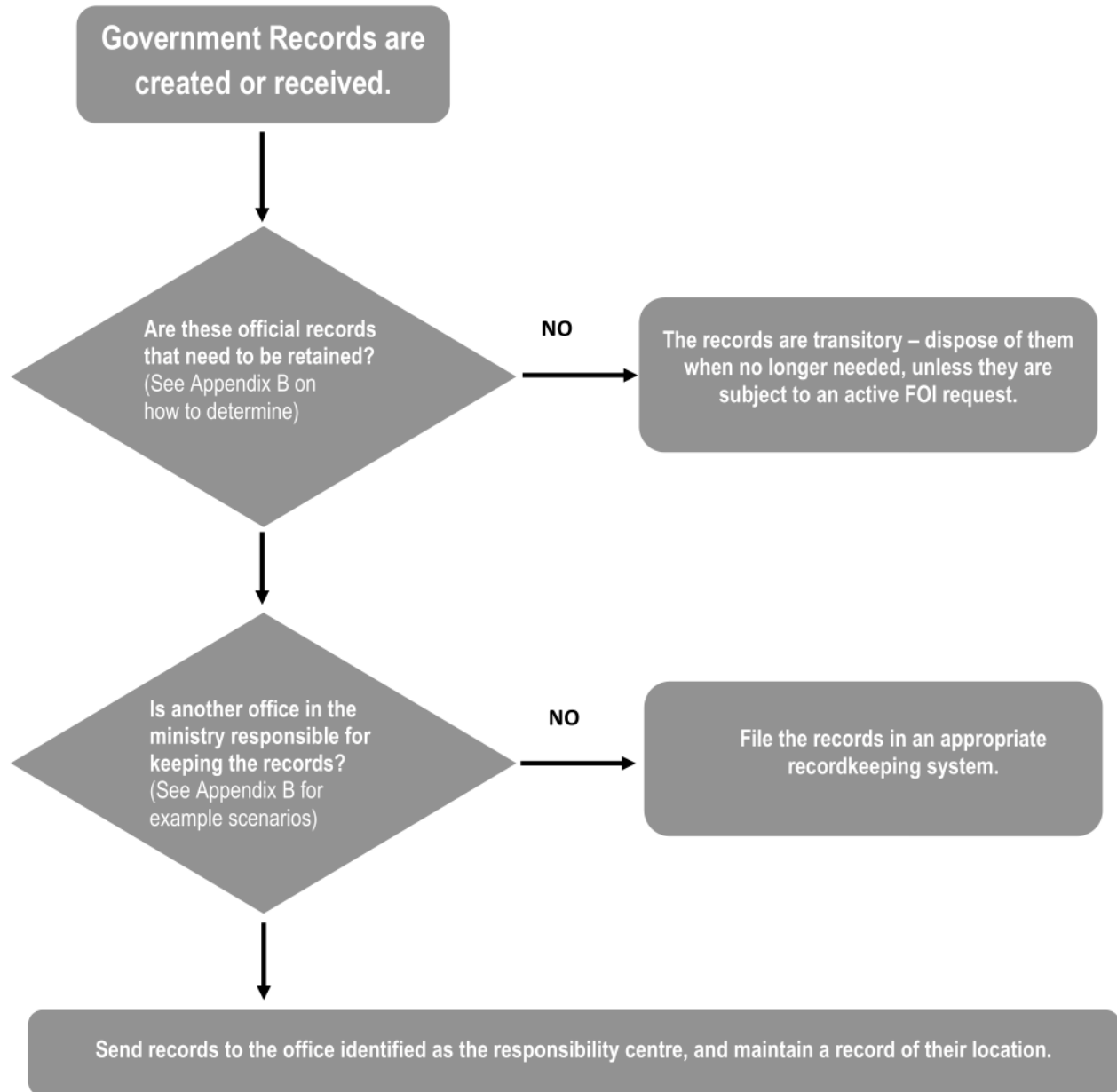
If the minister's office receives a freedom of information or litigation search request, ALL relevant records must be provided, including transitory information. Transitory information that is subject to such requests must be retained pending completion of the applicable FOI response process and review period or the applicable litigation activities (contact Information Access Operations and Legal Services Branch, respectively, for guidance on particular cases).

Where a single record (e.g. an email thread) contains information related to an MLA's personal affairs, caucus or political party work, constituency business, or Legislative Assembly business, and that information is inseparable from and integrated into a government record (e.g. in a single email thread or on the same page of a notebook), the entire record is subject to FOIPPA and must be treated as responsive to an FOI request.



APPENDIX A

Ministers' Office Records Processes



RECORDS MANAGEMENT GUIDE

APPENDIX B

Scenarios Regarding Transitory Information and Official Records

The following scenarios illustrate the variety of functions performed by a minister's office (MO) and the types of records it receives and creates. These scenarios assume that many of the official records for a minister's office will typically be filed and saved by the deputy minister's office (DMO) or other appropriate responsibility centre. Under this practice, residual copies remaining in the minister's office are transitory and may be disposed of when no longer needed.

Scenario 1 – Speeches and Presentations

The minister has been asked to speak about a new ministry initiative at a conference at UNBC. The MO works with the ministry program area on the speech/presentation.

Function/Process	Records are
Event planning correspondence (email strings around choices of hotel, flights, government vehicle use)	<u>Transitory</u> <ul style="list-style-type: none">• Dispose of when no longer useful.
Official invitations and itinerary (e.g. purpose for minister's attendance, background on the event, venue, dates)	<u>Official records</u> <ul style="list-style-type: none">• Retain records in MO or DMO.• Any attachments need to be removed from calendar entry and filed separately.
Minister's speech or presentation (e.g. text, audio-video)	<u>Official Records</u> <ul style="list-style-type: none">• Government Communications and Public Engagement (GCPE) retains the official record of the minister's speech or presentation.• Official copies of presentation material may be retained by the originating program area if they are of continuing value to that program. <u>Transitory</u> <ul style="list-style-type: none">• Residual copies may be retained by the MO or DMO for reference purposes until no longer useful.

RECORDS MANAGEMENT GUIDE

Scenario 2 – Travel Planning and Expenses

The minister is travelling to Ottawa to attend an annual meeting of Federal/Provincial/Territorial ministers.

Function/Process	Records are
Travel planning correspondence (Email strings relating to choice of flights, airport transports, car rentals, hotels etc.)	<u>Transitory</u> <ul style="list-style-type: none"> Dispose of when no longer useful.
Travel and meeting itineraries (e.g. purpose of trip, planned meetings, dates, venues, attendees)	<u>Official records</u> <ul style="list-style-type: none"> Retain records in either MO or DMO. If the official records are retained in the DMO, then residual MO copies are transitory.
Invitation logged in Outlook calendar	<u>Official records</u> <ul style="list-style-type: none"> MO will save a pdf of the calendar each month. These records will be retained in MO or DMO.
Meeting-related records prepared by ministry (e.g. briefing notes, handouts, slides)	<u>Transitory</u> (residual MO copies) <ul style="list-style-type: none"> Official records are retained in DMO and/or other appropriate responsibility centre. MO copies should be disposed of when no longer needed.
Meeting related records received before or at meeting (agenda, minutes, notes, content provided by other attendees)	<u>Official records</u> <ul style="list-style-type: none"> Retain records in either MO or DMO. If the official records are retained in the DMO, then residual MO copies are transitory.
Travel expenses for Minister and accompanying staff (e.g. transportation and accommodation costs, per diem, receipts)	<u>Official records</u> <ul style="list-style-type: none"> Travel vouchers and receipts are sent to Ministry of Finance. Residual MO copies are transitory.
Presentations or speeches by Minister	<ul style="list-style-type: none"> See Speeches and Presentations scenario.

RECORDS MANAGEMENT GUIDE

Scenario 3 – House briefing materials

Ministry program areas have been asked to provide the Minister with material for the budget estimates debate in the House.

Function/Process	Records are
Briefing materials and questions (e.g. hardcopy binders, documents attached in CLIFF)	<u>Transitory</u> (residual MO copies) <ul style="list-style-type: none">• Official records are retained in the DMO or other relevant responsibility centre.• Copies in MO should be disposed of when no longer useful.
Correspondence relating to direction on preparation of budget estimates	<u>Transitory</u> (residual MO copies) <ul style="list-style-type: none">• Official records are retained in the DMO.

Scenario 4 – Non-Cabinet Committees/Meetings

The minister is attending a meeting with key stakeholders about progress to date on a ministry-sponsored project.

Function/Process	Records are
Meeting invitation in Outlook Calendar	<u>Official records</u> <ul style="list-style-type: none">• The MO will save a PDF calendar each month for filing.• These records will be retained in the MO or DMO.
Meeting preparation (includes background/briefing materials and reports developed by the ministry, content prepared for meeting stakeholders)	<u>Transitory</u> (residual MO copies) <ul style="list-style-type: none">• Official records are retained in the DMO or other appropriate responsibility centre.• Minister's office copies should be disposed of when no longer useful.
Meeting records (includes agenda, records received from stakeholders, agenda, minutes, notes)	<u>Official records</u> <ul style="list-style-type: none">• These records will be retained in the MO or DMO. If the official records are retained in the DMO, then residual MO copies are transitory.

RECORDS MANAGEMENT GUIDE

Scenario 5 – Unfiled Minister's Office E-Mail

Due to volume, MO personnel have accumulated e-mail that has not been disposed of over time as clearly transitory or filed in other systems (e.g. EDRMS Content Manager).

Function/Process	Records are
Accumulation of email messages in Outlook folders	<p><u>Official records</u></p> <ul style="list-style-type: none">• MO retains these records until they have been either filed in another office system or transferred to the DMO (e.g. when the minister transfers to another portfolio).• MO personnel should continue to dispose of transitory messages (per the Transitory Records Guide) consistent with policy direction, except those identified in FOI and litigation searches, and to remove or dispose of any MLA or personal messages.• DMO will ultimately assume responsibility for these e-mail accumulations.

Additional Information

Contact your [Records Team](#) or check out the [Records Management website](#).



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USE OF PERSONAL EMAIL ACCOUNTS FOR PUBLIC BUSINESS

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Tel: (250) 387-5629 (in Vancouver call (604) 660-2421)

Elsewhere in BC call 1-800-663-7867

Email: info@oipc.bc.ca



Are you a
lobbyist
in BC?

2. MINISTERS' SALARIES, BENEFITS & EXPENSES

Pursuant to the *Members' Remuneration and Pensions Act*, each Member of the Legislative Assembly (MLA) receives basic compensation, with an additional salary if they hold a ministerial or parliamentary position. Information on Members' compensation is reported publicly on the Legislative Assembly website and annually in the provincial Public Accounts.

Members who hold ministerial or parliamentary office receive an additional salary that corresponds to a percentage of their basic compensation. If a Member holds two or more positions for which an additional salary is granted, the Member will receive only the higher amount.

The following table outlines the amount paid with respect to service in any of the listed positions. The amount is paid in addition to the basic compensation on the bi-weekly payroll and is fully taxable.

Please note that only salaries related to Ministers or parliamentary positions are listed in this Appendix. For MLA-specific information, including pension and other benefits, constituency travel, etc. please see the Legislative Assembly of BC Members' Guide to Policy and Resources at:

<https://members.leg.bc.ca/home/remuneration-benefits/>.

Further information about Ministers' travel/vehicle expenses policies can be found on the website for Ministers' Office Support Services in the Ministry of Finance: <http://gww.fin.gov.bc.ca/gws/camss/moss>.

Position	% of Basic Compensation	Additional Salary (annual)	(bi-weekly)
	100 %	\$111,024.19	\$ 4,258.46
Premier	90 %	\$ 99,921.77	\$ 3,832.62
Minister	50 %	\$ 55,512.10	\$ 2,129.23
Minister of State	35 %	\$ 38,858.47	\$ 1,490.46
Speaker	50 %	\$ 55,512.10	\$ 2,129.23
Deputy Speaker	35 %	\$ 38,858.47	\$ 1,490.46
Assistant Deputy Speaker	35 %	\$ 38,858.47	\$ 1,490.46
Government Whip	20 %	\$ 22,204.84	\$ 851.69
Deputy Government Whip	15 %	\$ 16,653.63	\$ 638.77

Government Caucus Chair	20 %	\$ 22,204.84	\$ 851.69
Deputy Chair, Committee of the Whole	20 %	\$ 22,204.84	\$ 851.69
Parliamentary Secretary	15 %	\$ 16,653.63	\$ 638.77
Leader of the Official Opposition	50 %	\$ 55,512.10	\$ 2,129.23
Official Opposition House Leader	20 %	\$ 22,204.84	\$ 851.69
Official Opposition Whip	20 %	\$ 22,204.84	\$ 851.69
Official Opposition Deputy Whip	15 %	\$ 16,653.63	\$ 638.77
Official Opposition Caucus Chair	20 %	\$ 22,204.84	\$ 851.69
Leader of the Third Party	25 %	\$ 27,756.05	\$ 1,064.62
Third Party House Leader	10 %	\$ 11,102.42	\$ 425.85
Third Party Whip	10 %	\$ 11,102.42	\$ 425.85
Third Party Caucus Chair	10 %	\$ 11,102.42	\$ 425.85
Chair, Select Standing or Special Committee	15 %	\$ 16,653.63	\$ 638.77
Deputy Chair, Select Standing or Special Committee	10 %	\$ 11,102.42	\$ 425.85

E. Statutory Officers of the Legislature

STATUTORY OFFICERS OF THE LEGISLATURE

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Overview of Current Statutory Officers

Position	Incumbent	Appointment and Term	Authority
Auditor General	Michael Pickup	Appointed: Resolution of Legislative Assembly Term: 8 years Start: July 27, 2020 End: July 26, 2028	<i>Auditor General Act</i> Ministry of Finance
Chief Electoral Officer	Anton Boegman	Appointed: Lieutenant Governor (Certificate) on recommendation of Legislative Assembly Term: Two elections plus 12 months Start: June 1, 2018 End: TBD	<i>Election Act</i> Ministry of Attorney General
Human Rights Commissioner	Kasari Govender	Appointed: Legislative Assembly Term: 5 years Start: September 2, 2019 End: September 3, 2024 (may be reappointed for one further term)	<i>Members' Conflict of Interest Act</i> Ministry of Attorney General
Information and Privacy Commissioner and Registrar for Lobbyists	Michael McEvoy	Appointed: Lieutenant Governor (Certificate) Term: 6 years Acting appointment: Lieutenant Governor in Council Start: April 1, 2018 End: March 30, 2024	<i>Freedom of Information and Protection of Privacy Act</i> Ministry of Citizens' Services <i>Lobbyists Registration Act</i> Ministry of Attorney General
Members' Conflict of Interest Commissioner	Victoria Gray, Q.C.	Appointed: Lieutenant Governor in Council Term: 5 years Start: January 6, 2020 End: January 5, 2025 (may be reappointed for further term or terms)	<i>Members' Conflict of Interest Act</i> Ministry of Attorney General
Merit Commissioner	Fiona Spencer	Appointed: Lieutenant Governor in Council Term: 3 years Start: April 5, 2016 End: April 5, 2019	<i>Public Service Act</i> Ministry of Finance
Ombudsperson	James (Jay) Michael Chalke, Q.C.	Appointed: Lieutenant Governor (Certificate) Term: 6 years Start: July 1, 2015 End: July 1, 2021	<i>Ombudsperson Act</i> Ministry of Attorney General
Police Complaint Commissioner	Clayton Pecknold	Appointed: Resolution of Legislative Assembly Term: 5 years Start: March 1, 2015 End: March 1, 2019	<i>Police Act</i> Ministry of Attorney General

Position	Incumbent	Appointment and Term	Authority
Representative for Children and Youth	Jennifer Charlesworth	Appointed: Resolution of Legislative Assembly Term: 5 years Start: October 1, 2018 End: September 30, 2023	<i>Representative for Children and Youth Act</i> Ministry of Attorney General

Statutory Officers of the Legislature

Statutory officers help the Members of the Legislative Assembly monitor and assess government programs, procedures and performance, or perform specific functions at arms-length from government. Statutory officers serve for fixed terms that vary according to the statute governing each position. The following section briefly summarizes the role of each statutory officer. There are nine Statutory Officers of the Legislative Assembly. They are:

- Auditor General;
- Chief Electoral Officer;
- Human Rights Commissioner;
- Information and Privacy Commissioner;
- Members' Conflict of Interest Commissioner;
- Merit Commissioner;
- Ombudsperson;
- Police Complaint Commissioner; and
- Representative for Children and Youth.

How the Officers are appointed

Of the nine positions, the four following Officers are appointed by resolution of the Legislative Assembly upon unanimous recommendation by a Special Committee of the Legislative Assembly:

- Auditor General;
- Human Rights Commissioner;
- Police Complaint Commissioner; and
- Representative of Children and Youth.

Of the remaining five Officer positions, three are appointed by the Lieutenant Governor upon unanimous recommendation of a Special Committee and recommendation by the Legislative Assembly:

- Chief Electoral Officer;

- Information and Privacy Commissioner; and
- Ombudsperson.

The last two Officer positions are appointed by the Lieutenant Governor in Council:

- Members' Conflict of Interest Commissioner (motion of the Premier in the Legislative Assembly and recommendation of 2/3 Members present); and
- Merit Commissioner (unanimous recommendation of a Special Committee and recommendation by the Legislative Assembly).

Office Budgets

Unlike government ministries, the independent statutory officers submit three-year rolling budget proposals each year to the Select Standing Committee on Finance and Government Services, which in turn reports to the Legislative Assembly with recommendations for funding.

Detailed information on each Officer follows.

Auditor General

Michael Pickup

Authority

Auditor General Act, Ministry of Finance

Profile

The Auditor General is the Legislative Assembly of British Columbia's independent auditor. Under the *Auditor General Act*, the Office of the Auditor General serves the people of British Columbia and their elected representatives by conducting independent audits and advising on how well government is managing its responsibilities and resources.

Term

Eight years. May not be reappointed.

Term Expiry

July 27, 2028.

Budget and Staff

For 2019/20, the Office's budget was \$18.2 million. There are 117 FTEs.

Remuneration, Pension and Expenses

The salary of the Auditor General is equal to the Chief Judge of the Provincial Court of British Columbia and the legislation provides for reimbursement for travelling and out of pocket expenses. The legislation also provides that the Public Sector Pension Plan applies to the Auditor General.

Mandate

Under the *Auditor General Act*, the auditor general has a mandate to audit the government reporting entity, which includes ministries, Crown corporations and other organizations controlled by, or accountable to, the provincial government. This includes school districts, universities, colleges, health societies and health authorities.

Financial audits are independent opinions on the financial statements of government organizations. Through these audits, the Auditor General can determine if those statements are presented fairly and free of material errors, misstatements and omissions. The largest financial audit is of the Summary Financial Statements of the Government of British Columbia, which encompasses 143 public sector entities and ministries.

Performance audits provide assurance to legislators that provincial programs, services and resources are operating with efficiency, economy and effectiveness. Through these audits, the office also makes recommendations for improvement. Topics include health care, education, transportation, information technology, the environment, financial management, and more. The performance audit team is dedicated to delivering the performance audit coverage plan. Similarly, auditors choose performance audits by considering the direct impact of programs on people in British Columbia, as well as the financial implications for taxpayers.

As well, the office may publicly report on work that is not an audit, such as a review or an examination.

Chief Electoral Officer

Anton Boegman

Authority

Election Act, Ministry of Attorney General

Local Elections Campaign and Financing Act, Ministry of Municipal Affairs and Housing

Profile

The Chief Electoral Officer (CEO) is responsible for the impartial administration of provincial electoral events and referendums, recalls and initiatives in accordance with the *Election Act*. The CEO is also responsible for the maintenance of the provincial voters list and voter education. The CEO ensures the fairness, openness and impartiality of the electoral process and cannot be a member of a political party, cannot give money to a political party or candidate and cannot vote in a provincial election.

Under the *Local Elections Campaign and Financing Act*, Elections BC administers campaign financing, disclosure and election advertising rules for local government elections. Elections BC does not administer voting or candidate nominations for these elections.

Term

The term is from the date of appointment until 12 months after the date set for the return of the last writ for the second general election for which the Chief Electoral Officer (CEO) is responsible. Mr. Boegman was appointed June 1, 2018 and the October 2020 election is Mr. Boegman's first. If the next provincial election is a scheduled election under the *Constitution Act* (i.e. October 2024), term expiry will be November 2025. The CEO may be reappointed to further terms of office.

Term Expiry

Unknown – see "Term".

Budget and Staff

For 2019/20, the budget for Elections BC was \$18.2 million. Uniquely among the officers, Elections BC's budget is highly event-driven and may fluctuate dramatically from year to year. For 2020/21 the budget will be significantly increased due to the conduct of the October 2020 general election – the 2017 general election cost \$39.45 million to administer. There are approximately 55 permanent employees.

Remuneration, Pension and Expenses

The salary of the CEO is equal to the Chief Judge of the Provincial Court of British Columbia and the legislation provides for reimbursement for travelling and out of pocket expenses. The legislation also provides that the Public Section Pension Plan applies to the CEO.

Mandate

Elections BC administers provincial general elections, by-elections, recall petitions, initiative petitions, initiative votes, referenda and plebiscites, and oversee campaign financing and advertising rules at the local level.

Elections BC is an independent and non-partisan Office of the Legislature, and its mandate comes from several Acts, including the *Election Act*, *Recall and Initiative Act*, *Referendum Act* and *Local Elections Campaign Financing Act*. Together, these Acts define the office's responsibilities and set out the duties of the Chief Electoral Officer.

Elections BC administers the most comprehensive range of electoral legislation in Canada, with the *Recall and Initiative Act* being unique in the Commonwealth.

Elections BC is responsible for maintaining the Provincial Voters List and regulating access to it.

The CEO is a member of the independent Electoral Boundaries Commission, and Elections BC has responsibility for maintaining a geospatial database of BC's electoral boundaries.

Human Rights Commissioner

Kasari Govender

Authority

Human Rights Code, Ministry of Attorney General

Profile

The Human Rights Commissioner and her office work to address the root causes of inequality, discrimination and injustice in B.C. by shifting laws, policies, practices and cultures through education, research, advocacy, inquiry and monitoring. The office was created in legislation in 2018.

Term

Five years.

Term Expiry

September 3, 2024.

Budget and Staff

For 2019/20 the budget for the Office of the Human Rights Commissioner was \$2 million, increasing to \$5.5 million in the current fiscal year as the office assumes its full responsibilities.

Remuneration, Pension and Expenses

The compensation of the Commissioner is set by the Lieutenant Governor in Council and the legislation provides for reimbursement for travelling and out of pocket expenses. The legislation also provides that the Public Section Pension Plan applies to the Commissioner.

Mandate

- Identify and promote the elimination of discriminatory practices, policies and programs;
- Develop, deliver and support research and education about human rights;
- Create policies, guidelines and recommendations to prevent discrimination and ensure policies, programs and legislation are consistent with the BC Human Rights Code;
- Promote compliance with international human rights obligations;
- Approve special programs to improve conditions of disadvantaged individuals or groups;

- Intervene or represent complainants in human rights proceedings before the BC Human Rights Tribunal and other courts and tribunals;
- Conduct human rights investigations and inquiries and issue reports and recommendations;
- Make special reports to the Legislature about human rights in B.C.;
- Inquire into matters referred to BC's Human Rights Commissioner by the Legislative Assembly.

Information and Privacy Commissioner and Registrar of Lobbyists

Michael McEvoy

Authority

Freedom of Information and Protection of Privacy Act, Ministry of Citizens' Services

Lobbyists Registration Act, Ministry of Attorney General

Profile

This position is unique amongst the BC statutory officers in that it encompasses two sets of responsibilities. Under the *Freedom of Information and Protection of Privacy Act* ("FOIPPA") and the *Personal Information Protection Act* ("PIPA"), the Office of the Information and Privacy Commissioner is to review public bodies' decisions respecting access to information and protection of privacy, and to comment on information and privacy implications of government legislation and program.

Under the *Lobbyists Registration Act* ("LRA"), the Office of the Registrar of Lobbyists manages the publicly-accessible lobbyists registry and enforces compliance with the LRA.

Term

Six years.

Term Expiry

March 30, 2024.

Budget and Staff

For 2019/20, the Office of the Information and Privacy Commissioner's budget was \$6.7 million. There are approximately 40 employees.

Remuneration, Pension and Expenses

The salary of the Commissioner is equal to the Chief Judge of the Provincial Court of British Columbia and the legislation provides for reimbursement for travelling and out of pocket expenses. The legislation also provides that the Lieutenant Governor in Council may apply the Public Sector Pension Plan to the Commissioner.

Mandate

Under FOIPPA, the Commissioner has the power to:

- investigate, mediate and resolve appeals concerning access to information disputes, including issuing binding orders;
- investigate and resolve privacy complaints;
- initiate Commissioner-led investigations and audits of public bodies or organizations, if there are reasonable grounds of non-compliance or if it is in the public interest;
- comment on the access and privacy implications of proposed legislation, programs or policies;
- comment on the privacy implications of new technologies and/or data matching schemes;
- conduct research into anything affecting access and privacy rights; and
- educate and inform the public about their access and privacy rights and the relevant laws.

The Commissioner's jurisdiction extends to approximately 2,900 public bodies, including the core provincial government, provincial agencies, boards and commissions, and local governments. A full list of public bodies is set out in Schedule 2 of FOIPPA.

Under the Lobbyists Registration Act ("LRA"), the mandate of the Office of the Registrar of Lobbyists is to:

- Promote awareness among lobbyists of registration requirements;
- Promote awareness among the public of the existence of the lobbyists registry;
- Manage registrations submitted to the lobbyists registry; and
- Monitor and enforce compliance with the LRA.

Members' Conflict of Interest Commissioner

Victoria Gray, QC

Authority

Members' Conflict of Interest Act, Ministry of Attorney General

Profile

The Commissioner has three primary roles:

- to provide confidential advice to Members about their obligations under the Act;
- to oversee the disclosure process, including meeting with each Member at least annually to review the disclosure of the Member's financial interests;
- to respond to allegation that a Member has contravened the Act, and conduct an Inquiry if warranted.

Term

The Commissioner is appointed for a five-year term and may be reappointed for a further term or terms.

Term Expiry

January 5, 2025.

Budget and Staff

For 2019/20, the budget for the Office of the Conflict of Interest Commissioner was \$718,000. The office has five staff, three of whom are part-time.

Remuneration, Pension and Expenses

The salary of the Commissioner is specified in the appointment by the Lieutenant Governor in Council and is set at \$226,800 for 2020, with an annual cost of living adjustment of 2% per year. This initial salary is equal to 75% of the salary of the Chief Judge of the Provincial Court. The legislation does not provide for reimbursement for travelling and out of pocket expenses, nor does it provide for application of the Public Sector Pension Plan to the Commissioner. However, the Order in Council provides that all of the benefits received by the Auditor General may be received by the Conflict of Interest Commissioner and the Auditor General receives reimbursement for travelling, out of pocket expenses and that the Public Sector Pension Plan applies.

Mandate

The Commissioner performs three separate but related roles:

First, the Commissioner acts as an advisor to Members of the Legislative Assembly so the Members know what their obligations are and that the steps they have taken or propose to take will fulfill those obligations.

Second, the Commissioner meets with each Member at least annually to review the disclosure of the Member's interests and general obligations imposed by the Act.

Third, the Commissioner will undertake investigations and make inquiries into alleged contraventions of the *Members' Conflict of Interest Act* or section 25 of the *Constitution Act*. The Commissioner may provide written opinions on application by any individual Member, the Executive Council, the Legislative Assembly, or by a member of the public and may at the request of the Lieutenant Governor in Council, or of the Legislative Assembly undertake such special assignments as the Commissioner considers appropriate.

Merit Commissioner

Maureen Baird, QC

Authority

Public Service Act, Ministry of Finance

Profile

The Merit Commissioner provides oversight and insight into the conduct of merit-based hiring in the BC Public Service.

Term

The Commissioner is appointed for three years and may be reappointed for a further three years.

Term Expiry

January 13, 2023.

Budget and Staff

For 2019/20 the Office of the Merit Commissioner's budget was \$1.365 million. There are 4 full-time and two part-time employees.

Remuneration, Pension and Expenses

The salary of the Commissioner is specified in the appointment by the Lieutenant Governor in Council and is set at \$610 for each full day of work up to a maximum of \$79,910 in a calendar year. The legislation provides for reimbursement for travelling and out of pocket expenses. The legislation does not mention a pension plan.

Mandate

The Commissioner has responsibility for oversight which includes examining the extent to which the merit principle is being applied to public service hiring and promotions, whether there is compliance with the *Public Service Act* and related policies and, if not, what remedies exist to address non-compliance. Responsibility for oversight ensures decision-makers are provided with an independent assessment of appointment practices, policies, and results.

Ombudsperson

Jay Chalke, QC

Authority

Ombudsperson Act, Ministry of Attorney General

Public Interest Disclosure Act, Ministry of Attorney General

Profile

The Ombudsperson generally oversees the administrative actions of provincial and local government authorities. Thorough, impartial and independent investigations of complaints are conducted and possible resolutions of complaints are presented.

Term

The Ombudsperson is appointed for six years and may be reappointed for additional 6-year terms.

Term Expiry

July 1, 2021.

Budget and Staff

For 2019/20 the budget for the Office of the Ombudsperson was \$8.873 million. There are approximately 61 FTEs.

Remuneration, Pension and Expenses

The salary of the Ombudsperson is equal to the Chief Judge of the Provincial Court of British Columbia and the legislation provides for reimbursement for travelling and out of pocket expenses. The legislation also provides that the Public Sector Pension Plan applies to the Ombudsperson.

Mandate

The office oversees more than 1,500 provincial, regional and local public sector organizations.

Under the *Ombudsperson Act*, the office:

- Assesses and responds to enquiries and complaints from the public;
- Conducts thorough, impartial and independent investigations;
- Resolves complaints and recommends improvements to policies, procedures and practices;
- Educates citizens and public organizations about how to be fair in the delivery of services; and
- Reports publicly to bring attention to issues that impact the public.

Under BC's new whistleblower protection law (the *Public Interest Disclosure Act*) the Office investigates allegations of wrongdoing and reprisal brought forward by current and former provincial government employees.

Police Complaint Commissioner

Clayton Pecknold

Authority

Police Act, Ministry of Attorney General

Profile

The Office of the Police Complaint Commissioner (OPCC) is a civilian, independent office of the Legislature which oversees and monitors complaints and investigations involving municipal police in British Columbia and is responsible for the administration of discipline and proceedings under the *Police Act*.

Term

The Police Complaint Commissioner is appointed for five years and may be appointed for a second term of up to five years as specified in the reappointment.

Term Expiry

February 14, 2024.

Budget and Staff

For 2019/20 the budget for the Office of the Police Complaint Commissioner was \$3.822 million. There are 20 employees in addition to the Commissioner.

Remuneration, Pension and Expenses

The salary of the Commissioner is equal to the Chief Judge of the Provincial Court of British Columbia and the legislation provides for reimbursement for travelling and out of pocket expenses. The legislation also provides that the Public Sector Pension Plan applies to the Commissioner.

Mandate

The Office of the Police Complaint Commissioner (the OPCC) performs an active oversight function by determining the admissibility of complaints received from the public, initiating investigations and, when appropriate, referring matters for adjudicative review. The OPCC ensures that investigations by police agencies under the *Police Act* are thorough and professional and are undertaken with impartiality and fairness to all parties involved. The OPCC maintains records of all police complaints and *Police Act* investigations involving municipal police officers and the investigation outcomes. The office compiles statistical information and reports regularly to the public about these complaints and investigations.

The Police Complaint Commissioner (the Commissioner) is responsible for advising, informing and assisting all parties involved in the complaint process; this includes complainants, police officers, Discipline Authorities, police boards and adjudicators appointed under the *Police Act*.

Representative for Children and Youth

Dr. Jennifer Charlesworth

Authority

Representative for Children and Youth Act, Ministry of Attorney General

Profile

The Representative's role is to:

- Advocate on behalf of children, youth and young adults to improve their understanding of and access to designated services;
- Monitor, review, audit and publicly report on designated services for children and youth;
- Conduct independent reviews and investigations into the critical injuries or deaths of children receiving reviewable services.

Term

The representative is appointed for 5 years and may be reappointed for a further five years.

Term Expiry

September 30, 2023.

Budget and Staff

For 2019/20 the budget for the Office of the Representative for Children and Youth was \$9.75 million. There are approximately 61 FTEs.

Remuneration, Pension and Expenses

The salary of the Representative is equal to the Chief Judge of the Provincial Court of British Columbia and the legislation provides for reimbursement for travelling and out of pocket expenses. The legislation also provides that the Public Sector Pension Plan applies to the Representative.

Mandate

The mandate of the Representative for Children and Youth is to improve services and outcomes for children in B.C. through advocacy, accountability and review.

Advocacy: The Representative advocates on behalf of children and youth to ensure services meet their needs. The Representative also advocates for improvements to the system of services for children, youth and their families. It is the responsibility of the Representative to initiate reviews and investigate

government agencies that provide services to children in B.C.

Accountability: The Representative independently reviews and investigates deaths and critical injuries of children and youth receiving services, with an emphasis on preventing children and youth from being harmed in any way. The Representative also has the power to release reports that are independent of government approval and that uniquely focus on the child welfare system.

Review: The Representative holds the system of care to account by conducting independent audits, and monitoring and reviewing government services. The Representative has the power to investigate a child's critical injury or death.

CABINET MEMBERS' REFERENCE GUIDE – OCTOBER 2020

F. Statutory Decision-Makers

STATUTORY DECISION-MAKERS

Introduction

The resolution of disputes involving government laws and how they are applied is called administrative law.

Statutory decision-makers (SDMs), also frequently referred to as “administrative law decision-makers”, are a critical component of the civil justice system. SDMs make hundreds of decisions in individual circumstances about:

- licences, permits and benefits;
- compliance with regulations; and
- conduct of members of self-governing professions.

Many SDMs also have the authority to impose penalties.

The courts could not make all these decisions, nor would it be an appropriate use of resources for them to do so.

SDMs do not possess the same level of independence as the judiciary, and may be mandated to implement government policies. But like the courts, SDMs must make their decisions fairly and in accordance with the law. For this reason, and also because these decisions can have significant impacts on the affected individuals and businesses, it is important that the affected persons not only understand *why* a particular decision was made, but can also accept the decision as fairly made, even if they do not agree with the outcome.

Statutory/Administrative Decision-making Bodies and Government

There are many types of statutory decision-making bodies in BC including:

- tribunals;
- boards;
- agencies; and
- commissions.

In addition, there are regulatory branches of government that administer policy, programs, and enforcement in areas such as liquor control and licensing, gaming, the financial services industry, and residential tenancies. Employees of these offices are also decision-makers subject to the rule of law, including the rules of procedural fairness described below.

The number of administrative decision-making bodies in British Columbia varies over time, as the executive branch of government chooses to expand or contract the scope of its statutory delegation of authority. For a list of administrative decision-making bodies, see the BC Directory of Administrative Tribunals & Agencies at <https://www.adminlawbc.ca/tribunals>.

Most decision-making bodies report to the Legislature, and thus the public, through a government ministry. For example, the Property Assessment Appeal Board, which deals with parties who wish to appeal their property assessments, reports to the legislature through the Ministry of Attorney General. The responsible Minister and ministry are called the decision-making body's "host ministry".

A decision-making body is governed by:

- its enabling legislation (Act and Regulations);
- in BC, the *Administrative Tribunals Act*, a procedural statute of general application for specified decision-making bodies;
- rules enacted by the decision-making body in accordance with its enabling legislation; and
- the common-law requirements of procedural fairness.

Procedural fairness refers to the principles that govern the processes to be followed by administrative decision-makers. They have been described as "fair play in action". There are four fundamental principles:

- a person has the right to be heard before a decision affecting their interests is made;
- a person has the right to an impartial decision-maker;
- the person who hears the issue must decide it; and
- the decision-maker must provide reasons for the decision.

Decisions of SDMs may be subject to review, appeal, or reconsideration, and ultimately will always be subject to judicial review by the courts.

Independence of Decision-making Bodies and Decision-makers

SDMs are expected to ensure that they are not improperly influenced in their decision-making by other members of the body, the government, or external sources. Both decision-making bodies and individual members must have the independence within their statutory framework to decide each case on the basis of the relevant evidence and on its merits. In order to protect independence, there must be safeguards against various institutional pressures, including those resulting from the relationship with a decision-making body's host ministry.

[Source material excerpted from: *BC Administrative Decision-maker's Manual*, B.C. Council of Administrative Tribunals, May 1, 2016]

APPENDIX

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POLICY FOR STUDENT SUCCESS

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THE **School Act**

Section 169 requires that the Minister must articulate a statement of education policy for British Columbia, and that this be approved by Cabinet.

THE **Educated Citizen**

The three overarching goals of education:

- 1. Intellectual Development**
- 2. Human and Social Development**
- 3. Career Development**

Our Purpose

WHY

WE DO WHAT WE DO



Our Purpose

WHAT

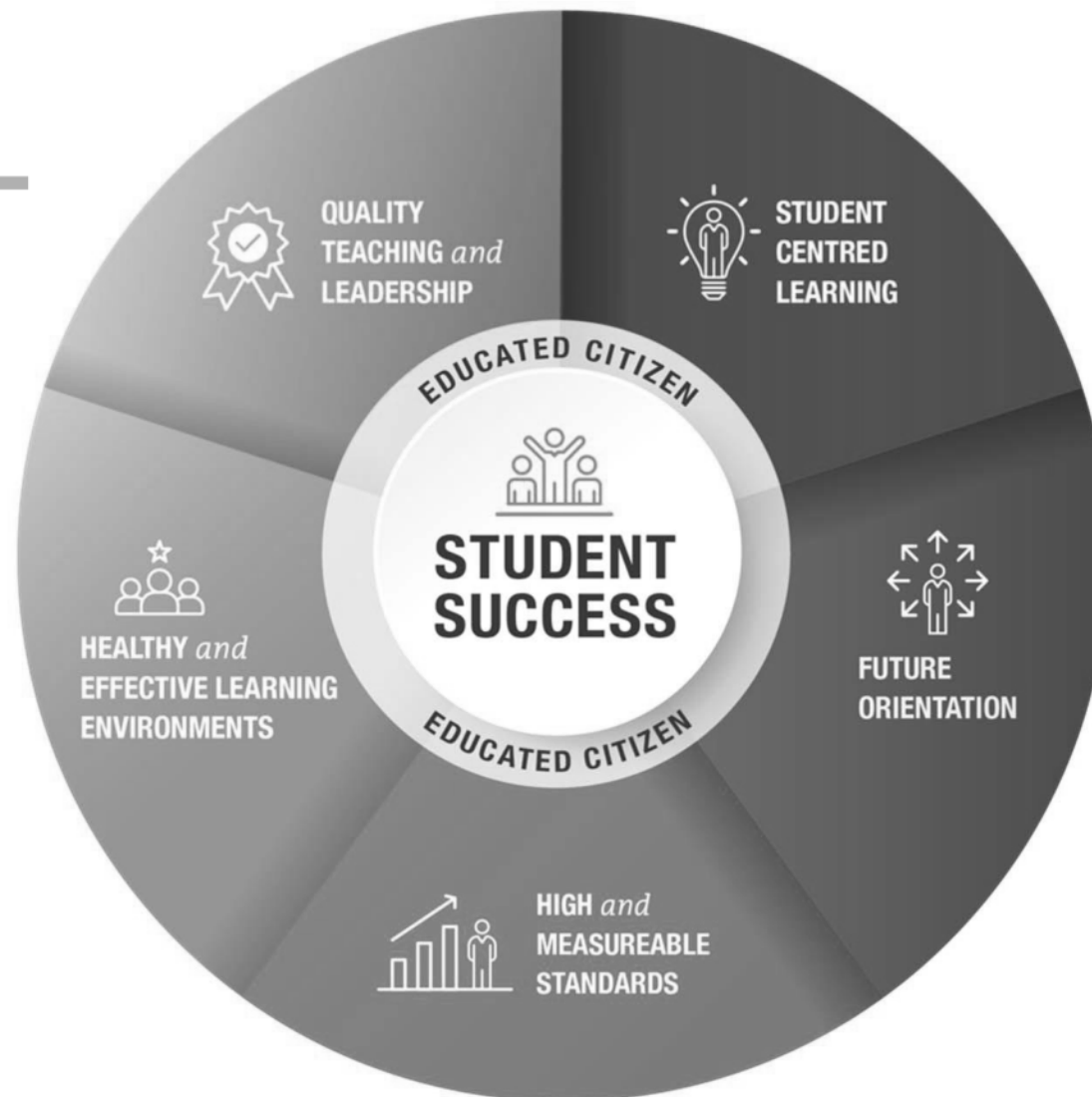
WE'RE AIMING TO ACHIEVE



Our Purpose

HOW

WE DO IT





QUALITY
TEACHING *and*
LEADERSHIP

QUALITY TEACHING AND LEADERSHIP

Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student's life will be constantly evolving to adapt to the rapidly changing context in children's lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. School leaders and teachers will focus on practices proven to achieve results, including experiential learning and technology in their classrooms, personal learning opportunities for every student, robust assessments, and time allocated for collaboration with other educators and professional development.



STUDENT CENTRED LEARNING

Students benefit from more flexibility and choice of how, when, and where their learning takes place. This requires maintaining provincial-level consistency in policy design and funding allocation, while enabling the most flexibility as possible to organize and deliver programs within schools. This will become increasingly important as B.C. takes a more inclusive approach to education, ensuring all students – regardless of ability or background – benefit from a learning environment tailored to maximize their potential. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.



**FUTURE
ORIENTATION**

FUTURE ORIENTATION

Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, encourage the use of technology, and be prepared for graduation with practical expectations informed by employers and post-secondary institutions.



**HIGH *and*
MEASUREABLE
STANDARDS**

HIGH AND MEASUREABLE STANDARDS

Having a modern and well-developed curriculum that reflects our values and expectations for skills, knowledge, and competencies will be effective for students only if it is complemented by rigorous and consistent learning standards and province-wide assessments. Evidence and international best practice conclude that using information on learning outcomes, especially feedback to learners from assessments, is critical to student success. British Columbia will endeavour to maintain our already high standards on learning outcomes, with a focus on literacy and numeracy, which evidence indicates offers all learners, regardless of background, the best opportunity to succeed in life and contribute to prosperous economy.



HEALTHY *and*
EFFECTIVE LEARNING
ENVIRONMENTS

HEALTHY AND EFFECTIVE LEARNING ENVIRONMENTS

We will foster inclusive learning environments where all students feel that they are safe and belong – physically and emotionally –and where all students are inspired to explore their personal strengths and interests. To offer healthy learning environments where students, families, and educators can focus on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition.



**Focus all talents, efforts and resources
on improving student success.**

Our success will not be measured by the amount of investment, legislative changes, the number of programs or the amount of new construction, but rather on how well all students, regardless of their background or where they live in B.C., are succeeding in life.

Ministry of Education

2020/21 – 2022/23 SERVICE PLAN

February 2020



Minister Accountability Statement



The *Ministry of Education 2020/21 - 2022/23 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in cursive script, appearing to read 'Rob Fleming'.

Honourable Rob Fleming
Minister of Education
February 4, 2020

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Purpose of the Ministry

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

The Ministry of Education (ministry) places student success at the centre of its mandate, by continually focusing on improving results and ensuring equity of access and outcomes for all learners. As specified in the *Statement of Education Policy Order*, the ministry's mandate is to develop the "Educated Citizen," which is defined as the intellectual, human, social, and career development of students. The ultimate purpose being that our children achieve their individual potential and become independent adults who enjoy happy, successful, and prosperous lives.

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

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

Strategic Direction

The Government of British Columbia remains focused on its three strategic priorities: making life more affordable, delivering better services, and investing in a sustainable economy.

Ministries are actively working to provide quality, cost-effective services to British Columbia families and businesses. By adopting the Gender-Based Analysis Plus (GBA+) lens and Business and Economic Implications Framework to budgeting and policy development, Ministries will ensure that equity is reflected in budgets, policies and programs.

Additional key initiatives underpinning lasting prosperity in 2020/21 and beyond are the implementation of:

- A Framework for Improving British Columbians' Standard of Living which will provide the foundation for quality economic growth in our province and a pathway to a more inclusive and prosperous society,
- The *Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission Calls to Action, demonstrating support for true and lasting reconciliation, and
- The CleanBC plan, putting B.C. on the path to a cleaner, better future – with a low carbon economy that creates opportunities while protecting our clean air, land and water.

This 2020/21 service plan outlines how the Ministry of Education will support the government's priorities, including selected action items identified in the July 2017 Minister's Mandate Letter. Over the previous fiscal year, the Ministry of Education made progress on these priorities by:

- Completing the implementation of the Grade 11 and 12 curriculum and developing related learning support materials for key curriculum areas, such as Physical and Health Education and Indigenous Education.
- Implementing key components of the BC Tripartite Education Agreement to support First Nations student success including: transportation plans; a dedicated professional development day; and the first Jointly Convened Annual Meeting, which brought together Superintendents and Indigenous leadership to discuss reconciliation in education and the implementation of the Calls to Action from the Truth and Reconciliation Commission.
- Completing the funding model review process, with input from over 350 partners. Twenty-two recommendations were provided to the Minister which offered a pathway to a more equitable, accountable and transparent funding system for K-12 public education.
- Establishing the Playground Equipment Program to invest \$5M in playground installations. This Program will be ongoing.

The following performance plan outlines how the Ministry of Education will continue to track progress on key mandate letter commitments and other emerging government priorities.

Performance Planning

The ministry's 2020/21-2022/23 Service Plan has been designed to strategically align with the *Policy for Student Success* and to ensure ministry priorities stated in this policy are captured in the Goals, Objectives, and related Performance Measures outlined below. Consequentially, several amendments have been made since the 2019/20-2021/22 Service Plan and (when applicable) are discussed in the 'Linking Performance Measure to Objective' sections. Through the *Policy for Student Success*, the ministry aims to align its legislated mandate and vision for the education system with the work of all boards of education, independent school authorities and First Nations schools to ensure everyone in the education sector is working towards the same goal: student success.

Goal 1: Ensure Students Become Educated Citizens

The ministry endeavors to maintain high and measurable standards, with a focus on intellectual, human and social development, and career development, in order to offer each student the best opportunity to succeed in life and contribute to a prosperous economy. By increasing student-centred learning opportunities that prepare learners to achieve their career and life goals, the ministry aims to improve outcomes and enhance education experiences for all students, no matter their background or where they live.

Objective 1.1: Promote an Education System that Places Students at the Centre

Student-centred learning acknowledges that the pace of learning is different for everyone. Not all students learn at the same rate, or in the same way. A student-centered education system involves the provision of high-quality and engaging learning opportunities that aim to meet the diverse needs of individual students.

Key Strategies:

- Provide teachers and students with access to updated learning resources and teaching materials designed to support ongoing instruction and assessment across the redesigned K-12 curriculum.
- Work in partnership with the Ministry of Children and Family Development to create quality early learning and child care experiences on school grounds, as part of the Child Care plan that creates new spaces that are affordable and accessible for families.
- Close the equity gap for Indigenous learners and decolonize the education system by working in partnership with Indigenous rightsholders to fully implement the BC Tripartite Education Agreement and the *Declaration on the Rights of Indigenous Peoples Act*, with specific attention to building system capacity and enabling government to government relationships.

Performance Measure	2018/19 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
1.1 Equity in high school completion rates for Indigenous students, students with diverse learning needs, and children and youth in and from care relative to all other students. ¹	70.5%	72%	≥73%	≥74%	≥75%

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

Linking Performance Measure to Objective:

This new performance measure reflects the ministry's commitment to closing the performance gap for Indigenous students, students with diverse learning needs and children and youth in and from care, and ensuring all students have equitable access to graduation opportunities. Research has shown how crucial it is for education systems to take learning differences into account, in order to ensure each student can meet and exceed provincial learning standards. This requires maintaining provincial-level consistency in policy design, all the while concurrently enabling flexibility to organize and deliver programs within the education sector. In this Performance Measure, the goal is to eliminate the completion rate difference between learners. The measure shows how close the completion rate for Indigenous students, students with diverse learning needs and children and youth in and from care is relative to the completion rate for all other learners, and sets future targets to reduce the gap.

Objective 1.2: Establish and Maintain High and Measurable Standards

BC's education system provides several provincial assessment checkpoints to ensure students are on their path to success, to target interventions and resources for them when needed, and to monitor overall system performance.

Key Strategies:

- Continue to deliver reliable provincial assessments aligned with the BC curriculum (including the new Grade 12 Literacy Assessment) and implement strategies to support the timely instructional use of resulting student data.
- Use information from the Literacy and Numeracy assessments in Grade 4, 7 and 10 to monitor student outcomes across the province.

Performance Measure	2017/18 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
1.2 Percentage of students in Grade 4 and 7 on-track or extending literacy expectations as specified in Foundation Skills Assessment. ²	Literacy: 83%	Literacy: 85%	Literacy: ≥85%	Literacy: ≥85%	Literacy: ≥85%
	Numeracy: 69%	Numeracy: 70%	Numeracy: ≥70%	Numeracy: ≥70%	Numeracy: ≥70%

² Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>

Linking Performance Measures to Objectives:

The Foundation Skills Assessments at Grades 4 and 7 measure the extent to which students are both literate and numerate and provide them with information about their proficiency relative to the provincial curriculum. Literacy and numeracy are distinct skills which require separate measurement. The ministry also uses the information from these provincial assessments to assess the efficiency and adequacy of BC's education system.

Objective 1.3: Position the Education System to Be Future-Oriented

BC's education system must prepare all students for their future. Because of the increased pace of social, economic and environmental changes, there is a greater need to equip students with an array of skills and competencies that will support them to successfully transition to the next stages of their lives.

Key Strategies:

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

Performance Measure	2011/12 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
1.3a Percentage of students who complete school within five years of first starting Grade 8. ^{3,4}	All students: 81% Indigenous students: 49%	All students: 85% Indigenous students: 60%	All students: ≥85% Indigenous students: ≥67%	All students: ≥85% Indigenous students: ≥67%	All students: ≥85% Indigenous students: ≥67%
1.3b Percentage of students transitioning to a BC post-secondary institution within 3 years. ^{5,6}	66%	67%	≥67%	≥67%	≥67%

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

⁴ **Note:** Completion Rates involve only residents attending BC Public or Independent schools.

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

⁶ **Note:** Data on transition rate to post-secondary institutions is currently only available for post-secondary institutions in BC.

Linking Performance Measures to Objectives:

The ministry is committed to preparing students for lifelong learning. Learners are better positioned to transition to post-secondary education, or the workplace, if they complete graduation program requirements and receive a secondary school diploma.

The five-year completion rate indicates the percentage of students entering Grade 8 who graduate with a B.C. Certificate of Graduation within five years. In previous Service Plans, the ministry reported on six-year completion rates to recognize that a number of students will take/require an additional year to complete their graduation certificate. This Performance Measure has been changed to reflect the percentage of students who graduate within the actual timeframe between Grade 8 and Grade 12, that is five years.

Entry to a post-secondary institution within three years of graduation is another indicator of the success of the system in meeting its mandate of effectively preparing students for life independence and career planning. While it is understood that many students attend colleges and universities across Canada and around the world, the ministry is currently only able to record and track information specific to our province. The actual percentages for students enrolling in post-secondary institutions not only in BC, but worldwide, is higher than information shown in the table above.

Goal 2: Support Healthy and Effective Learning Environments

With student success at the core of the ministry's mandate, the importance of the learning environment cannot be overstated. For students to be able to learn and grow, they must feel safe, physically and emotionally, and know that adults care about their well-being. The ministry recognizes the crucial role of teachers and education leaders in this and relies on a workforce of highly trained professionals who enable students to grow and thrive.

Objective 2.1: Encourage and Support Quality Teaching and Leadership

Great teachers and education leaders have always been instrumental to student success. They play a crucial role in creating and promoting a culture of inclusion, thereby ensuring every student is a valued member of the learning community. With a focus on continuous improvement, the ministry works closely with teachers, education leaders, rightsholders and partners to improve student outcomes.

Key Strategies:

- Expand workforce intelligence to develop and implement recruitment/retention strategies in order to ensure the education system is staffed to support student success.
- Refresh the approach to continuous improvement/accountability across the education system by implementing the Framework for Enhancing Student Learning to ensure all students are successful and resources are being used effectively.

Performance Measure	2017/18 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
2.1 Number of Teacher Education Program reviews successfully completed. ⁷	7	9	9	9	9

⁷ Data Source: Ministry of Education, [Teacher Education Program Approval and Review Framework](#)

Linking Performance Measures to Objectives:

The Teacher Education Program Approval and Review Framework establishes a set of processes to review and approve the province's teacher education programs, providing confidence that teacher candidates have the knowledge and experience to meet the high standards expected of BC educators. By including this new Performance Measure in the Service Plan, the ministry demonstrates its commitment to ensuring the high quality of BC's teacher education programs as a fundamental factor to the quality of BC's education system and student success.

Objective 2.2: Foster Safe and Welcoming Learning Environments

Key Strategy:

- Leverage the Student Learning Survey results to monitor student reporting on their learning experiences/environment, and to develop and implement meaningful programs to ensure students are safe, healthy, and feel connected to their school community.

Performance Measure(s)	2018/19 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
2.2a Percentage of students in Grade 4, 7 and 10 who feel welcome, safe, and have a sense of belonging in their school. ⁸	66%	67%	≥68%	≥69%	≥70%
2.2b Percentage of students in Grade 4, 7 and 10 who feel there are two adults or more at their school who care about them. ⁸	69%	70%	≥72%	≥74%	≥76%

⁸ Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>.

Linking Performance Measures to Objectives:

The ministry is committed to fostering inclusive learning environments where each student can develop their sense of belonging. Students who feel safe, have a strong sense of belonging, and feel that adults in their school care for them, are more engaged and more likely to move through their education program on pace. They are also more inspired to explore their aptitudes and interests. This Performance Measure has two sets of data, as it is more informative to have students express their perception of safety and belonging separately from their perception of adults who care about them.

Resource Summary

Core Business Area	2019/20 Restated Estimates ¹	2020/21 Estimates	2021/22 Plan	2022/23 Plan
Operating Expenses (\$000)				
Public Schools	5,970,100	6,124,152	6,153,324	6,160,733
Independent Schools	436,469	448,839	448,839	448,839
Transfers to Other Partners	76,477	42,636	76,052	76,052
Executive and Support Services	46,899	42,300	42,660	42,660
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
Teachers Act Special Account	8,952	8,975	6,791	6,791
Total	6,568,898	6,696,903	6,757,667	6,765,076
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	179	601	2	2
Capital Plan (\$000)				
Public Schools	788,189	880,192	884,547	705,015

¹ For comparative purposes, amounts shown for 2019/20 have been restated to be consistent with the presentation of the 2020/21 Estimates.

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

School Districts Resource Summary

School Districts	2019/20 Forecast	2020/21 Estimate	2021/22 Plan	2022/23 Plan
Combined Income Statement (\$000)¹				
Total Revenue	7,088,121	7,201,997	7,257,936	7,293,144
Total Expense	6,980,409	7,079,517	7,119,016	7,135,655
Operating Results	107,712	122,480	138,920	157,489
Gain (Loss) on sale of capital assets (if applicable)	5,376	25,100	14,500	-
Net Results	113,088	147,580	153,420	157,489

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

Major Capital Projects

Program Descriptions:

- **Expansion Program** – school additions and new schools that reduce the current and/or future use of portables by creating permanent space.
- **Replacement or Renovation Program** – projects that renew or replace schools that are beyond their useful life, with focus primarily on non-seismic regions.
- **Seismic Mitigation Program** – school structural upgrades, partial replacements and full replacements that improve life safety in the event of an earthquake.

Major Capital Projects (over \$50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2019 (\$ millions)	Estimated Cost to Complete (\$ millions)	Approved Anticipated Total Capital Cost of Project (\$ millions)
Kitsilano Secondary	2020	62	3	65
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is adding a new wing and seismically upgrading and completely restoring the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Construction is complete and only trailing costs remain. It is estimated that the improvements will cost \$65 million and be complete in 2020. The school has been fully occupied since September 2017.				
Centennial Secondary	2020	53	8	61
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The replacement of Centennial Secondary completed in 2016. Work is continuing the demolition of the old school, construction of a Neighborhood Learning Centre (NLC), and installation of playfields and landscaping. It is estimated that the replacement school will cost \$61 million and be complete in 2020. The school has been occupied since September 2017.				
R. E. Mountain Secondary (Willoughby Slope)	2020	58	1	59
Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 1,500-student-capacity secondary school in the Willoughby neighbourhood in Langley. Enrolment in this part of the Langley School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly R. E. Mountain Secondary, which is operating over its current capacity. The total potential budget for the new school is \$59 million, it opened to students in September 2019.				
Argyle Secondary	2020	39	23	62
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,200-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$62 million and it is scheduled to be complete in 2020.				
Grandview Heights Secondary	2021	25	60	85
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has				

Major Capital Projects (over \$50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2019 (\$ millions)	Estimated Cost to Complete (\$ millions)	Approved Anticipated Total Capital Cost of Project (\$ millions)
grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. The total potential budget for the new school is \$85 million and it is scheduled to be complete in 2021.				
Handsworth Secondary	2021	3	67	70
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$70 million and it is scheduled to be complete in 2021.				
New Westminster Secondary	2021	54	53	107
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. It is estimated that the replacement school will cost \$107 million and be occupied in Fall 2020 and fully complete in 2021.				
Burnaby North Secondary	2022	3	105	108
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student-capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million and it is scheduled to be complete in 2022.				
Eric Hamber Secondary	2023	2	107	109
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student-capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$109 million and it is scheduled to be complete in 2023.				
South Side Area Elementary Middle	2022	5	49	54
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is building a new 930-student-capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$54 million and it is scheduled to be complete in 2022.				
West Langford Elementary and Middle	2022	2	87	89
Under the ministry's Expansion Program, School District No. 62 (Sooke) is building a new 500-student-capacity elementary school and a 700-student-capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million and they are scheduled to be complete in 2022.				

Major Capital Projects (over \$50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2019 (\$ millions)	Estimated Cost to Complete (\$ millions)	Approved Anticipated Total Capital Cost of Project (\$ millions)
Sheffield Elementary	2021	1	51	52
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430-student-capacity elementary school in Coquitlam's growing Burke Mountain community. Enrolment in this part of the School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$52 million and it is scheduled to be complete in 2021.				
Quesnel Junior Secondary	2022	0	53	53
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is replacing the existing Quesnel Junior Secondary School on a new site to address the significant structural and building conditions issues at the school. The total potential budget for the new school is \$53 million and it is scheduled to be complete in 2022.				
Victoria Secondary School	2022	1	79	80
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is seismically upgrading the existing school and building and addition to increase the capacity of the school by 200 spaces. The total potential budget for the replacement school is \$80 million and it is scheduled to be complete in 2022.				
Cowichan Secondary	2024	0	82	82
Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is replacing the existing Cowichan Secondary School with a new 1,100 capacity school on a new site to address the seismic risk and building condition of the current school. The total potential budget for the new school is \$82 million and it is scheduled to be complete in 2024.				

Appendix A: Agencies, Boards, Commissions and Tribunals

BC Teachers' Council

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

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

Disciplinary and Professional Conduct Board

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

Independent School Teaching Certificate Standards Committee

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



K-12 Education Restart Plan

Ministry of Education



September Return to School

In September 2020 all schools in British Columbia will start up in Stage 2 with the goal of maximizing in-class instruction for all students within the revised public health guidelines to reduce the risk of COVID-19 transmission. Having students in the classroom helps to minimize learning gaps and provide the academic, social and emotional supports essential for learning. Schools and school districts will also have the necessary plans in place to be able to shift quickly between stages if and when required.

The Ministry of Education Five Stage Framework for K-12 includes comprehensive COVID-19 health and safety measures and aligns with B.C.'s Restart Plan. Based on new public health guidance for K-12 schools from the Provincial Health Officer, the Five Stages have been updated to outline expectations for B.C. elementary, middle and secondary schools for the 2020/21 school year. This includes organizing students into cohorts (Learning Groups) to help limit contact and potential exposure.

The September start-up will be supported by the four foundational principles established at the beginning of the COVID-19 pandemic:



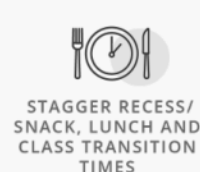
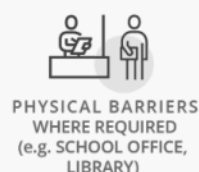
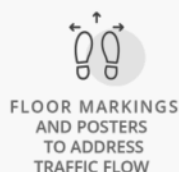
- Maintain a healthy and safe environment for all students, families, teachers and staff
- Provide the services needed to support the children of our essential workers (ESWs)
- Support vulnerable students who may need special assistance
- Provide continuity of educational opportunity for all students

STAGE 1 IN-CLASS	STAGE 2 IN-CLASS	STAGE 3 HYBRID	STAGE 4 HYBRID	STAGE 5 REMOTE
COHORT SIZE <ul style="list-style-type: none"> ▪ Elementary: <i>No limit</i> ▪ Middle: <i>No limit</i> ▪ Secondary: <i>No limit</i> DENSITY TARGETS <ul style="list-style-type: none"> ▪ Not applicable <p>In-Class Instruction Full-time all students, all grades</p>	COHORT SIZE <ul style="list-style-type: none"> ▪ Elementary: 60 ▪ Middle: 60 ▪ Secondary: 120 DENSITY TARGETS <ul style="list-style-type: none"> ▪ Not applicable <p>In-Class Instruction Full-time instruction for all students for the maximum instructional time possible within cohort limits.</p> <p>Self-directed learning supplements in-class instruction, if required</p>	COHORT SIZE <ul style="list-style-type: none"> ▪ Elementary: 30 ▪ Middle: 30 ▪ Secondary: 60 DENSITY TARGETS <ul style="list-style-type: none"> ▪ 50% for all schools <p>In-Class Instruction Full-time instruction for:</p> <ul style="list-style-type: none"> ▪ Children of essential service workers ▪ Students with disabilities/diverse abilities ▪ Students who require additional supports <p>In-class instruction for all other students for the maximum time possible within cohort limits and density targets.</p> <p>Self-directed and remote learning supplements in-class instruction.</p>	COHORT SIZE <ul style="list-style-type: none"> ▪ Elementary: 30 ▪ Middle: 30 ▪ Secondary: 30 DENSITY TARGETS <ul style="list-style-type: none"> ▪ 25% for all schools <p>In-Class Instruction Full-time instruction for:</p> <ul style="list-style-type: none"> ▪ Children of essential service workers ▪ Students with disabilities/diverse abilities ▪ students who require additional supports <p>In-class instruction for all other students for the maximum time possible within cohort limits and density targets.</p> <p>Self-directed and remote learning supplements in-class instruction.</p>	COHORT SIZE <ul style="list-style-type: none"> ▪ Elementary: 0 ▪ Middle: 0 ▪ Secondary: 0 DENSITY TARGETS <ul style="list-style-type: none"> ▪ 0% for all schools <p>In-Class Instruction Suspend in-class instruction for all students.</p> <p>Self-directed and remote learning in place of in-class instruction.</p>



Safety Measures

On September 8, 2020, all schools in B.C. will begin the new school year with the goal to maximize in-class learning for all students. To support the return to school, a comprehensive suite of COVID-19 safety measures are being implemented in B.C. schools to help protect students and staff:



Students and staff will be required to clean their hands frequently, cover their faces when they cough/sneeze and not share food, school supplies or equipment. They will also be required to stay home when sick.

Learning Groups

To get the most students back in full-time in-class instruction in September, the Provincial Health Officer has recommended the use of cohorts (Learning Groups) to reduce the number of close, in-person interactions. This will reduce the number of people each student or staff member comes into contact with, thereby reducing the risk of transmission and ensuring quicker contact tracing by health authorities.

Within a Learning Group, minimized physical contact is required, but physical distancing does not need to be maintained at all times. Outside of a Learning Group, physical distancing of 2m will remain the expectation for middle and secondary school students, and for all staff.

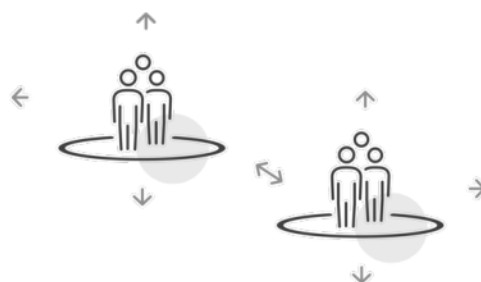
WHAT IS A LEARNING GROUP?



- A Learning Group is a group of students and staff who remain together throughout the school quarter, semester or year, and who primarily interact with each other.
- Examples include a single class, multiple classes that occasionally meet for additional learning activities, or a group of secondary school students with the same courses.
- Extracurricular activities will likely involve students interacting outside of their Learning Groups and will require appropriate physical distancing in those circumstances.
- Learning Groups are recommended by the Provincial Health Officer as an effective way to limit the number of interactions between people in schools and subsequently reduce potential exposures to COVID-19.

LEARNING GROUPS PROVIDE A RANGE OF BENEFITS FOR STUDENTS

1. Learning – Allow full-time attendance instead of on-line/remote
2. Social – Increase peer interaction, avoid isolation
3. Emotional – Increase peer support and connection
4. Psychological – Decrease mental health impacts



WHAT COULD A LEARNING GROUP LOOK LIKE IN DIFFERENT SCHOOL TYPES?

The majority of elementary and middle schools will return to full-time, in-class instruction with minimal modifications to school structures and timetables. Many secondary schools will require adjustments to timetables and school schedules in order to maximize in-class instruction.

ELEMENTARY SCHOOL



- Elementary schools will still be organized into classrooms as students' primary environment.
- Elementary schools will have the option to create Learning Groups of up to 60 students and staff who can interact more regularly. This could be two classes that work together on shared projects, or up to three primary classes that go outside together on a regular basis.

MIDDLE SCHOOL



- Middle schools that follow an elementary school model (e.g., one classroom, one teacher) will be organized like elementary schools.
- Middle schools that follow a "junior high" model (e.g., students move from class to class to take a range of subjects from different teachers) will be re-organized to limit students to Learning Groups of no more than 60 students and staff.

SECONDARY SCHOOL

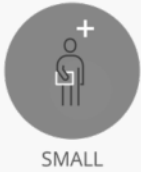


- Secondary school students will continue to be organized in classrooms; however, school timetables will be organized to limit students to Learning Groups of no more than 120 students and staff.
- For example, students in a secondary school Learning Group might take some of their courses together, and then take separate electives, where they would need to practice physical distancing from the students outside of their Learning Group.
- Some secondary schools may also:
 - *Re-organize to system where students take two courses at a time for 10 weeks and then continue a rotation of two courses every 10 weeks*
 - *Supplement in-class instruction with online, self-directed or remote learning where course offerings cannot be delivered through cohorts or physical distancing strategies.*
- Secondary schools will be able to re-organize Learning Groups after each semester.

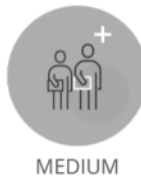




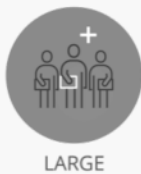
There are 266 secondary schools in B.C. attended by 196,000 students and they are as diverse as the province itself.



- There are 96 public secondary schools and 49 independent schools that have less than 800 students and these schools will likely require only minor modifications to their bell schedules or timetables to ensure a safe, full-time return to the classroom for all students.



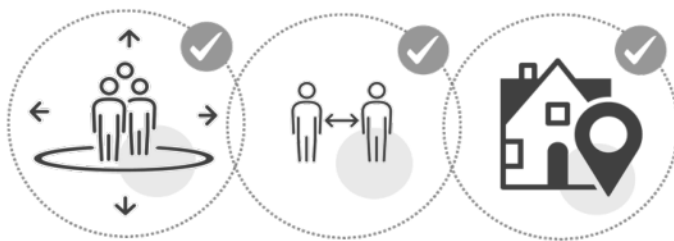
- There are 104 public secondary schools and one independent school with between 800-1,500 students and they will need to consider modifications to their bell schedules and timetables to accommodate students in the classroom full-time.



- There are 16 public secondary schools with between 1,500 – 2,000 students, located primarily in the Lower Mainland and the Okanagan.
- For these larger secondary schools, school districts are looking at a variety of options to maximize in-class learning and, in rare cases, may need to offer a hybrid approach with a blend of remote online and self-directed learning.
- Students with disabilities, those who need extra support in school and children of essential service workers will continue to receive full-time, in-class learning.

WAYS TO KEEP SAFE

1. Keep in your Learning Group.
2. If it is not possible to keep in your Learning Group, then practice physical distancing.
3. If it is not possible to keep in your Learning Group or physically distance, your school may choose to use remote, online or self-directed learning.



What Can Parents & Students Expect in Stage 2?

Given the permitted sizes of Learning Groups, it is expected that elementary and middle school students will return to full-time, in-class instruction with minimal modifications to school structures and timetables. Many secondary schools will require adjustments to timetables and school schedules to ensure all students can attend school on a full-time basis and maximize in-class instruction. Parents and students can also expect:

REGULAR COMMUNICATION

- Contact from school or school district/authority to confirm educational program options for September.
- Regular information updates on school and district websites.

IN-CLASS INSTRUCTION & SUPPORTS

- Full return to in-class instruction provided that all required health and safety measures can be accommodated.
- Full-time instruction for students with disabilities/diverse abilities and students requiring additional support.
- Focus on mental health and well-being supports for students returning to school.
- Options for students with underlying complex medical needs.
- Alternative methods of delivery, to be jointly determined by boards of education and First Nations, for students from First Nations that remain closed and will not be sending students back in September.

CURRICULUM, ASSESSMENT & REPORT CARDS

- Provincial curriculum for all students at all grade levels.
- Regular report cards as per the Student Reporting Policy.
- Regular assessments at the classroom and provincial level.

ENHANCED HEALTH & SAFETY MEASURES

- Parents will be asked to monitor their children daily for symptoms and not to send them to school if they are sick. Anyone who is sick will not be allowed in school.
 - Students will be asked to wash their hands frequently, including before coming to school. They will have access to hand sanitizer when hand washing is not available.
 - Schools will continue to be cleaned more frequently, including classrooms and high touch areas.
 - School and classrooms might look different:
 - *Organizing students into Learning Groups*
 - *Increased spacing between students in classrooms and more individual and smaller group activities*
 - *Limitations on assemblies and other large gatherings*
 - Wearing non-medical masks will be a personal choice for students and teachers and will be made available and provided upon request.
 - Students will be asked to label their personal items and not to share them.
 - Parents may need to remind children to minimize physical contact with their friends.
 - See COVID-19 Public Health Guidance for K-12 School Settings for more information on K-12 health and safety measures.
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Next Steps

AUGUST 10, 2020

- Release of September Return to School Planning & Reporting template.
- School districts and independent schools will continue to develop a Restart Plan outlining their approach to providing full in-class instruction for all students in September.
- Each Restart Plan will outline:
 - *How in-class instruction will be offered in elementary, middle and secondary schools using Learning Groups.*
 - *Collaboration and consultation with community partners and local unions that occurred in the development of the district/school approach to Learning Groups.*
 - *Revisions to district and school health and safety plans to meet the requirements of the updated COVID-19 Public Health Guidance for K-12 Settings (BCCDC).*
 - *Consultation and engagement with First Nations governments and parents/caregivers about the educational choices and transportation available for First Nations students attending public schools.*

AUGUST 17, 2020

- Release of updated K-12 Operating Guidelines for COVID-19 and final Steering Committee materials.

AUGUST 17 - 21, 2020

- School Districts and FISA Member Associations finalize their Restart Plans and submit to the Ministry of Education for review.
- Boards of education and independent school authorities should ensure their Restart Plans allow them to be able to shift quickly between stages if and when required.
- Under the jurisdiction of individual First Nations, some First Nations independent schools may remain closed. They will also not be required to submit a plan to the Ministry.

AUGUST 21 - 26, 2020

- Ministry reviews Restart Plans and confirms School District and FISA Member Association approaches.
- School districts and schools begin to communicate information to parents on health and safety guidelines, learning groups, scheduling and enrolment options under Stage 2 plans.

AUGUST 26, 2020

- School Districts and schools communicate information to parents on Stage 2 Plans and post final versions online.

SEPTEMBER 8, 2020

- Stage 2 of the K-12 Restart Plan starts.

