

MINISTRY OF EDUCATION

Estimates

Spring 2021





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EDUCATION PROGRAMS DIVISION

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Assessment

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FOUNDATION SKILLS ASSESSMENT (FSA)

updated March 29, 2021

Description

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

Statistics

- Approximately 100,000 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.
- Participation for the 2020 administration, delayed to Feb-March 2021) is not yet finalized, but is anticipated to be around 64%.

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. AWIS (ending 2020/21)
2. Vretta (starting 2021/22)
3. Teachers
4. School administrators
5. School district staff
6. Independent Schools
7. Yukon

Key Facts:

- The FSA was redesigned based on recommendations from the Advisory Group on Provincial Assessment and a 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 was postponed to February 15, 2021 – March 12, 2021.
- The new assessment is designed and developed by BC teachers and includes engaging and interactive question formats, as well as collaboration and self-reflection components.
- [Advice/Recommendations](#)
- The new FSA assessments were first administered in October/November 2017 and have 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	2020/21
84%	84%	81%	79%	76%	76%	74%	74%	64%*

*estimation at this time given COVID-19-delayed administration date

**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:

- Costs to develop and administer the FSA for FY 2020/21 was \$910K. Previous FY 2019/20 costs were \$982K. Costs were less this past FY20/21 due to the lower costs associated with the development activities for FSA through the pandemic.
- 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 March 29, 2021

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%	94%	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%	68%
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%	66%	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 March 29, 2021

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, \$150,000 budget 21/22)
- PCAP –\$122,556 PCAP funding is a part of a total Ministry contribution to CMEC for \$384,165.

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 administration of the field test will be in the Spring of 2022 with the main administration in 2023.
- 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 took 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 Spring 2021 with the main administration in 2022.

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: BC was outperformed by only one jurisdiction (Estonia). Nationally, BC students performed at the Canadian average.
- PISA 2018 Global Competence: BC was outperformed by only one jurisdiction (Singapore). Nationally, BC students performed at the Canadian average,
- 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 the four-point provincial proficiency scale with a “requirement met” reported on transcripts at Grade 10.
- Assessments are developed for Immersion, Francophone, and English programs.

Statistics:

- 60,077 students have written the Grade 10 Literacy Assessment since November 2019.

Services to Ministry:

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

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 after delayed implementation as a result of the COVID-19 pandemic.
- 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 were conducted in February/March 2021.
- Collaborative learning video packages are completed for the Grade 10 Literacy Assessments and will be developed and posted 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.

Delivery Partners:

1. A. Willock Information Systems (AWIS) (current electronic assessment service provider, changing to Vretta in 2021/22)
2. Carpe Diem New Media Publishing (Desktop Publishing & Technical Support, changing to Vretta in 2021/22)
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

Funding:

- Development costs for Grade 10 and 12 Literacy: FY 2020/21 \$600K and FY 2019/20 \$940K
- Administration and Marking costs for Grade 10 Literacy: FY 2020/21 \$494K and FY 2019/20 \$563K
- Discrepancy between years due to the COVID-19 pandemic. FY20/21 scheduled administration sessions for spring were cancelled and the summer sessions had very small amount of Gr 12 students write

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 the 4-category provincial proficiency scale.
- Taken in grade 10, results are reported on student transcripts.

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:

- FY 2020/21 costs for Grade 10 Numeracy Development: \$116K.
- FY 2020/21 costs for Grade 10 Numeracy Administration and Marking: \$494K.

Services to Ministry:

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

Statistics:

- 219,674 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, changing to Vretta in 2021/22).
2. Carpe Diem New Media Publishing (Desktop Publishing & Technical Support, changing to Vretta in 2021/22).
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.

Curriculum and Classroom Assessment

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Description:

- The Ministry of Education is working with a variety of partners to develop anti-racism resources and resources related to diverse cultural histories in BC, including Black History.
- This project was initiated in March 2021 and is a key part of the System Support element of the Ministry's K-12 Anti-Racism Action Plan.
- Ministry of Education will work with community partners, including the British Columbia Teachers' Federation (BCTF), to compile lists of recommended resources to support teaching about anti-racism, human rights, and diverse cultural histories in BC, including Black History
- Ministry of Education will work with community partners to identify gaps in currently-available resources and develop professional development resources and curriculum-aligned classroom resources for educators that address these gaps to effectively teach about anti-racism, human rights, and diverse cultural histories in BC, including Black History.

Statistics:

- More than 30 organizations were members of the Community Roundtable on Anti-Racism, including the BC Black History Awareness Society and the African Descent Society BC

Key Facts:

- Minister Fleming hosted a Community Roundtable on Anti-Racism in July 2020 to support the development of a K-12 Anti-Racism Action Plan and to review how we can strengthen resources and support for our provincial curriculum.
- An inventory of existing and valid resources is being developed, which will serve as a repository for educators across the K-12 curriculum and the province.
- A range of K-12 curriculum-aligned resources related to anti-racism, human rights, and diverse cultural histories in BC will be developed to fill gaps in existing resources.
- This work will reflect the diversity of the Province of British Columbia and ensure that the voices and perspectives of a wide range of community groups are heard.
- These resources will also be developed with significant teacher input to ensure that these resources are helpful and useful for classroom teachers throughout the province.

Key Outcomes:

- Minister Fleming hosted a Community Roundtable on Anti-Racism in July 2020 to support the development of a K-12 Anti-Racism Action Plan and to review how we can strengthen resources and support for our provincial curriculum.
- Ministry has held ongoing discussions with an Anti-Racism Curriculum Advisory Group to identify needs and make connections with community groups with a variety of academic background and/or lived experience.

Funding:

- **Advice/Recommendations; Government Financial Information**

Services to Ministry:

- **Advice/Recommendations; Government Financial Information**

Delivery Partners:

1. Learning Division(Anti-Racism Action Plan)
2. Focused Education Resources
3. Community advocacy groups related to anti-racism and diverse perspectives.
4. FNSEC and FNSA
5. BCTF
6. Independent Schools

Agreements:

- Grant letter has been developed and signed by Focused Educational Resources covering their role in developing resources related to anti-racism and diverse cultural histories.

CLASSROOM ASSESSMENT

updated April 15, 2021

Description:

- 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.
- The Ministry has been working with education partners to develop a new draft K-12 Student Reporting policy that is better aligned with the curriculum.
- Work continues with teachers to develop classroom assessment resources, including Performance Standards in literacy and numeracy.

Delivery Partners:

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

Funding:

- Classroom Assessment activity costs during COVID FY 2021/21 was \$51,000 for compared to previous FY 2019/20 costs of \$96,000.
- Student Reporting activities were delayed due to COVID showing FY 2020/21 costs of \$8,000 in comparison to FY2019/20 costs of \$63,000.

Services to Ministry

- Classroom Assessment and Reporting Advisory Group (CAR) provides field perspective and advice 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, FNEC, 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 were 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 Performance Standards. The Performance Standards provide clear criteria and examples of proficiency in key Literacy and Numeracy skills. The Performance Standards 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 Performance Standards will introduce a dependable standard for educators and learners as well as 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 proposed changes will provide increased opportunities for student self-assessment and goal-setting, as well as ensuring students and parents receive timely, formative 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.
- Performance Standards documents are in development, with K-12 Literacy and Numeracy proficiency benchmarks drafts completed by the end of the 2020/21 school year.
- Proposed Student Reporting Policy updates are anticipated to be shared publicly in Spring 2021.

Description:

- British Columbia's curriculum is a concept-based, competency-driven curriculum with significant flexibility for educators.
- Topics related to climate change and sustainability can be found throughout the learning standards of the curriculum, particularly in Science and Social Studies.
- Climate change is a topic of interest to students, as it directly impacts their future. The Ministry has had initial discussions with teacher and student groups about how to enhance the teaching of climate change in BC schools.
- The Ministry of Education is also partnering closely with the Climate Action Secretariat (CAS) to ensure activities are aligned with and support broader government goals related to climate and the environment.
- Youth mental health related to climate (climate anxiety) is a growing area of concern. Working with CAS has helped highlight the importance of promoting positive and action-oriented messages about the many ways British Columbians can adapt to and prepare for a changing climate.

Statistics:

- 2 new environmental education courses (Environmental Science 11 and 12) developed and implemented.
- 18 BCTF teachers (9 Elementary and 9 secondary) consulted as part of climate resource development.

Key Facts:

- Topics related to climate change and sustainability can be found throughout the provincial curriculum from Kindergarten to Grade 12, particularly in Science and Social Studies.
- The Ministry of Education has developed the Environmental Science 11 and 12 courses for students with a particular interest in climate and the environment. These courses were fully implemented and available in schools starting in the 2019/20 school year.
- The Ministry of Education has partnered with BC's Climate Action Secretariat to develop evidence-based learning resources aligned with overall government direction related to climate.
- The Ministry of Education has held 2 initial consultation sessions with educators to identify challenges and opportunities related to climate learning, one session with elementary school teachers and one session with secondary school teachers. Follow-up activities and development will occur during the upcoming school year.
- The Ministry of Education has also consulted with a youth advocacy group called Climate Education Reform BC regarding student perspectives on climate change education.
- Specific outreach is planned with Indigenous groups and other partners and communities particularly impacted by the effects of changes in the climate.

Key Outcomes:

- Initial discussions held with both educators and students to better understand challenges and opportunities related to climate learning in BC schools.
- Partnership between the Ministry of Education and BC government's Climate Action Secretariat is ensuring schools will receive evidence-based climate resources.

Agreements:

- Ministry of Education working to develop a formal partnership agreement with Climate Action Secretariat, including funding and areas of formal cooperation.

Delivery Partners:

1. Climate Action Secretariat
2. BCTF
3. FNEC and FNSA
4. BCPVPA
5. FISA

Funding:

- Due to COVID, actual costs in FY 2020/21 for Curriculum Resource development activities was \$56,000 in comparison to previous FY 2019/20 spend of \$190,000. This funding is split between several priorities including climate change education.
- \$3,000 in funding provided to the Ministry of Education by Climate Action Secretariat during 2020/21, with a further \$30,000 planned for 2021/22. This funding is to support development of new climate resources for teachers.

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 resources to support both topics.
- Teachers also identified new Performance Standards as a major priority and the Ministry began development in the 2020/21 school year.

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.
- The Ministry is developing the ShareEd website to provide teachers across the province access to curated content aligned with BC's new curriculum
- The Ministry has also begun the development of new Performance Standards, an important resource requested by teachers to support them as they help students develop key literacy and numeracy skills

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 anti-racism and diverse cultural histories including Black history.

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.
- 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.
- 27 K-5 teachers and 58 Grade 6-12 teachers participating in the early development of Performance Standards.
- 31 districts trialing K-5 Performance Standards.

Funding:

- Costs associated with supporting the implementation of the graduation program and engagement processes are part of the Education Programs Division's operational budget.
- Actual operational costs in COVID FY 2020/21, Curriculum and Assessment was \$115,000 and included the Performance Standards development for \$51,000 and Curriculum Resources development activities for \$56,000. To show comparison, previous FY 2019/20 total spend was \$350,000.
- **Government Financial Information**

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 developing the new curriculum.
- Over 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 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 international jurisdictions are looking at B.C. for its leadership in curriculum and assessment work, including, the Netherlands, Australia, New Zealand, Ontario, Wales and, Korea.
- Canadian jurisdictions have also looked the B.C. curriculum, particularly because of the flexibility for educators and the inclusion of First Peoples Principles of Learning.

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

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 diverse course offerings and now any Grade 11 or 12 Socials course can satisfy that grad requirement.

Delivery Partners:

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

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.

Funding:

- Career education courses are funded like all other courses in Grades 10-12 at a rate of \$986 per course (2021/22).
- 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.

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 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 were implemented in 2019. Both 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.
- The Ministry has developed a draft career development strategy (Careers Strategy) to work across the K-12, post-secondary and employment sectors to enhance career development for K-12 students.

Key Outcomes:

- Brought together education partners, industry experts and employers for a May 2019 Careers Summit.
- Formed a Career Advisory group in Summer 2019 to develop and socialize the Careers Strategy with key K-12, post-secondary and employer partners.
- 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.

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
5. WorkBC – Career education 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.

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 is providing greater choice for 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 students in Grade 8 and up 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. Since 2018, over 1,600 students across 53 schools have 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.

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.

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.

Other General BC Tech Facts:

- The tech sector employs approximately 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 75% higher than those of the average B.C. worker.

Delivery Partners:

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

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.

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:

- TRN and WRK enrolments have remained relatively stable over the past four years.
- TST and STX enrolments have more than doubled over the past four years.
- WEX enrolment has decreased in the past four years due to changes in funding criteria, regional labour market changes, and the impacts of the pandemic.

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.
- Ongoing support to field in preparing, reporting, and delivering career development programs.

Key Outcomes:

- Contributed to ITA meeting goal of 5000 'Youth Participant' registrations in STX, TST, WRK, TRN.
- Careers Summit brought together trades representatives, SDs, PSIs and employers (May 2019).

Funding:

- Ministry's commitment for STX, TST, WEX, WRK and TRN is approximately \$21 million (based on September 2019 course enrolments generated by course-based funding).
- Approximately \$300,000 (net) annually in WRK Awards funding (cost shared with ITA).

Delivery Partners:

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

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 and Skills Training – program and facilities funding support.

Agreements:

- Funding partnership and information-sharing agreement with the ITA to support the WRK Award.

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, 1,693 adults who have graduated completed 2,521 academic upgrading courses.
- In 2019/20, 46 school districts offered tuition-free courses.
- When employment falls or grows slowly, enrolment in education and skills training goes up.
- EDUC has been working with AEST to ensure there is no duplication between adult upgrading programs offered by each ministry.

Statistics:

- 72.2% of adults taking tuition-free courses between 2007/08-2019/20 graduated in B.C. (depending on the year, between 51.3-71.1% 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.
- 74.6% 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, 22.0% of adults repeated a course that they completed prior to graduation and of them, 79.3% improved their final mark.

Key Outcomes:

- Tuition-free course completion rates remain high and stable in recent years, ranging from 71.3-81.1% between the 2015/16 and 2019/20 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 50%.
- 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 \$602/course. Estimated costs for school year 2020/21 are \$9.9M. Actual costs for 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.

Delivery Partners:

Ministry of Advanced Education, Skills and Training (AEST)

Graduation

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Description:

- The Adult Graduation Program is a graduation option for adults 18 years and older.
- The Ministries of Education (EDUC) and Advanced Education and Skills Training (AEST) 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.

Key Facts:

- Both Ministers (EDUC and AEST) 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 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.

Statistics:

- Between 2015/16 and 2019/20, 16,218 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 1,596 Adult Dogwoods between 2015/16 and 2019/20.

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 2,898 in 2019/20).
- Increases beginning in 2008/09 coincided with increases in the unemployment rate and further increases in 2012/13 coincided with a policy change to reduce the eligible age from 19 to 18 years old.

Delivery Partners:

1. School district adult/continuing education centres, secondary schools, and distributed learning schools.
2. 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 that 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-secondary institutions, 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, was delayed due to the pandemic and will 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.
- 2019/20: The provincial six-year completion rate was 86.1%.
- 2019/20: The eligible Grade 12 graduation rate (the proportion of students enrolled in sufficient courses to meet graduation requirements that school year) was 96.1%.

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:

1. Boards of Education
2. Independent School Authorities
3. Yukon Department of Education
4. Offshore schools
5. 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; have now completed work with FNESC on a new process to accept First Nations Authorized courses for elective credit toward graduation as of July 1, 2021.
- 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-developed 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):
 - 126,000 BAA courses (41% 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.
- Effective July 1, 2021, locally created and authorized courses, similar to BAA courses, are being extended to FN schools as part of the B.C. 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 and Skills Training (AEST) regularly collaborate 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:

- K–12 education partners, such as BCPVPA, BCSSA, Career Education Society, BCCPAC, and FNEC.
- The Industry Training Authority (ITA).
- The Ministry of Advanced Education and Skills Training.
- 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 in May 2019, at which the afternoon was focused on dual credit.
- Most dual credit courses are taken in lieu of other electives; \$3M of \$10.5M 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 spring and 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 dual credit 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:

- 3,061 B.C. Public School resident students who were in Grades 11, 12 or Secondary Ungraded in September 2019 took about 11,210 dual credit courses in 2019/20.
- That is about 3% of the 101,129 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 students with special needs (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).
- ~75% of job openings in the next decade will require post-secondary education.
- Students who do not graduate or transition to post-secondary study have an unemployment rate three times higher than post-secondary credential holders, and they earn 47% less than those with a credential (Statistics Canada, 2017, which is the latest data).

PROVINCIAL SCHOLARSHIPS PROGRAM

updated March 25, 2021

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 November
 2. District/Authority—\$1,250 x 5,500 graduates, applications managed locally, vouchers awarded in November
 3. BC Excellence—\$5,000 x 55 graduates, applications due February 15th and vouchers awarded in October
 4. Pathway to Teacher Education—\$5,000 x 20 graduates, applications due February 15th and vouchers awarded in October
- 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 is based on grades 10–12 course results and automatically awarded.
 - District/Authority is based on ministry categories and local criteria.
 - BC Excellence and Pathway to Teacher Education 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 scholarships in 2019/20 (fiscal year 2021) is \$15.6M: \$9.5M BC Achievement; \$5,772,000 District/Authority; \$275,000 BC Excellence; \$100,000 Pathway to Teacher Education.
- The scholarships awarded in 2019/20 have a total value of \$17.3M: \$10M BC Achievement; \$6,875,000 District/Authority; \$275,000 BC Excellence; \$100,000 Pathway to Teacher Education.
- In the unlikely event of increased redemption rates, an overage can be managed within the ministry's scholarships liability account.

Delivery Partners:

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

LEARNING DIVISION

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Early Care and Learning

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Description:

The [Childcare BC Plan](#), released in 2018, is a 10-year plan (2018 – 2028) to create a universal child care system. It is a key government priority, as evidenced in multiple Ministers' 2020 mandate letters and includes:

- Integrating child care into the broader learning environment by developing a strategy to move delivery of child care into the Ministry of Education by 2023.
- Working towards providing universal access to before and after school care prioritizing care on school grounds so parents know their children are safe at one place for the full work day.
- From 2018-2021, initiatives focused on improving quality early learning experiences. Legislative and policy changes has enabled improved opportunities for greater integration of child care into school districts through before and after school care expansion and piloting various types of child care in selected school district sites.

Statistics (2019/20)

- **CR4YC:** Engaged 365 educators in 47 SDs/communities; involved 7,500 children.
- **SEY2K:** Engaged approx. 90 educators and community partners in 12 SDs/communities; involved 900 families.
- **NLC:** Since 2017, EDUC has created over 1,200 child care spaces through the addition of NLCs in 23 new and replacement schools.
- **Child care pilots:** Since 2019, 7 SD sites have created approx. 144 new child care spaces.

Key Facts:

- **Changing Results for Young Children (CR4YC):** a professional learning network for Early Childhood Educators and primary teachers focused on improving social/emotional outcomes.
- **Strengthening Early Years to Kindergarten Transitions (SEY2K):** the project explores approaches to improving children's transitions into school and informs future policies and programs. Compassionate Systems Leadership was embedded in the initiative in 2020/21.
- **Child care space in Neighbourhood Learning Centres (NLC):** a policy allocating up to 15% of additional space to a new school or a full replacement school for a NLC.
- **Innovation child care in selected school district sites:** 7 SDs start-up grants to develop district capacity in overseeing various models of child care operations, including partnering with third-party child care providers. One model is the "Seamless Day" that integrates before and after school care into the classroom with instructional support from certified Early Childhood Educators.
- **Spaces on School Grounds:** 866 child care facilities (34,147 spaces) operating infant/toddler (1,367 spaces), 3-5 care (6,496 spaces), preschool (6,197 spaces), school-age (19,619 spaces) and multi-age care (468 spaces) on school properties.
- **School Act amendments** (Feb 2020): board of education's ability to provide before/ after school care directly and/or to permit child care providers to use board property for child care programs. It also enabled PENs to be assigned to any child who resides in BC.

Key Outcomes:

- **CR4YC:** Research results show that the model supports children's social/emotional development and educators' collaborative professional learning. 96% of children had positive changes in social/emotional well-being.
- **SD No. 53 (Okanagan-Similkameen) Pilot:** Preliminary evaluation findings show that Seamless Day child care contributes to an inclusive school community, a collegial and caring staff, social-emotional

Funding:

- **Childcare BC** (FY 2020/21): \$3.45M (Budget lift to EDUC from MCFD)

Delivery Partners:

1. Ministry of Children & Family Development, Ministry of Health, Ministry of Advanced Education, Skills & Training
2. United Way of the Lower Mainland (CR4YC)
3. School districts

Services to Ministry:

- Early Learning Strategic Consultant
- WhenThen Child Care Consultant
- Horizon Consulting

Agreements (2020/21):

- **CR4YC:** 49 active agreements with SDs
- **SEY2K:** 12 active TUAs agreements SDs
- United Way of the Lower Mainland
- **Child care pilots:** 7 active with SDs

Description:

The Early Learning Branch supports early learning programs and Childcare B.C. initiatives for children aged birth-8 years. These include:

- **StrongStart BC (SSBC):** free, daily drop-in programs for families and their pre-school aged children, providing early learning development support for children (0-5 years) in school settings.
- **Ready, Set, Learn (RSL):** funding supports schools to offer school transition supports and orientation events for pre-schoolers (3-5 years) and their families.
- **Full Day Kindergarten (FDK):** available to all children within B.C.
- **Childcare BC initiatives:** supports the [Childcare BC Plan](#), released in 2018. See Early Learning and Child Care Fact Sheet.

Key Facts:

- Launched **RSL** in 2004, **SSBC** in 2007, and **FDK** in 2010. Kindergarten is optional in B.C. but nearly all children attend (99% of age cohort).
- First published the B.C. Early Learning Framework in 2008 and revised in 2019. It establishes a vision for early care and learning. Launched the BC ELF online course in 2020.
- Published four comprehensive parent resources to support children's play-based learning and development (2019-2020). Some publications are available in multiple languages.
- According to Early Development Index (EDI), one-third of children (33.4% in 2019) enter kindergarten vulnerable in one or more areas of early developmental health and well-being.

Key Outcomes:

- **SSBC:** Programs are designed for enhanced early learning. Literacy and numeracy activities are offered to help make children feel comfortable in a school environment and support transitions to Kindergarten.
- **RSL:** Provides support for improved transitions from early care and learning environments and/or homes to school.
- **FDK:** Play-based kindergarten has long-term benefits for a child's academic/social skills.

Statistics (2019/20):

- **SSBC:** 329 programs in public schools across BC (includes 1 virtual program). Approx. 27,500 children participated
- **RSL:** 1,182 participating schools
 - 1,062 public, 120 independent.
 - Approx. 20,000 children and 19,000 adults participated.

Note: The COVID-19 pandemic has resulted in reductions in program participation.

- **FDK:** 45,457 total headcounts (2020/21)
 - 38,950 in public and 6,507 in independent schools

Funding:

- Special grants to public and independent schools (FY 2020/21 forecast):
 - SSBC: \$10.510M
 - \$32K per location
 - RSL: \$2.750M
- Annual operating grants to public schools:
 - FDK: \$373M (SY 20/21)

Educator Resources:

1. [B.C. Early Learning Framework](#) (2019)
2. [Play Today: B.C. Handbook](#) (2019)

Parent Resources:

1. [Early Learning Framework: A Guide for Families](#) (2019)
2. [Let's Play! Activities for Families](#) (2019)
3. [When I Go To Kindergarten](#) (2020)
4. [Play Today: A Guide for Families](#) (2020)

Delivery Partners:

1. School Districts (SD) –SSBC, RSL, and FDK
2. Independent schools - FDK and RSL
3. Ministry of Children and Family Development

Agreements for 2020-21:

- **SSBC/RSL:** 60 active agreements with SDs
- **RSL:** 97 active agreements with Independent schools
- MOU with Crown Publications for print-on-demand of educator and parent resources

French Education

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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.
 - Management of the federally funded French Teacher Recruitment and Retention strategy.
 - Coordination of translation services and resource development.
 - Administration of French student 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 received \$2.2M from the federal government in 2020 to support Ministry and partner-led French Teacher Recruitment and Retention (FTRR) work.
- In 2021, the Ministry received a further \$4.23M to support FTRR in 2021-2023.

Key Outcomes:

- Published all K-12 provincial curriculum in French online.
- Recent negotiation and signing of new the new Canada-B.C. bilateral agreement.
- Worked with the sector to draft a French teacher recruitment and retention strategy, which has been funded by the federal government.

Statistics:

- In 2020/21, 6,412 students were enrolled in the Francophone Program, about **1%** of the B.C. public school student population.
- In 2020/21, 53,491 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 15% and the Francophone student population by 39%.
- Six-Year completion rate in 2019/20:
 - **96.8%** for French Immersion students (public schools)
 - **100.0%** for Francophone students (SD93)
- In 2018/19, 2,937 students received a Dual Dogwood (2,751 French Immersion and 186 Francophone students).
- In B.C., students (Grades 5 to 8) are required to study a second language; about **79%** of these students (in 2020/21) studied Core French.

Funding:

- In 2020/21, the province spent \$101.4M on francophone education (to SD#93/CSF). This includes a 15% supplement on its operating grant to support the delivery of minority language education and ongoing special grants such as Classroom Enhancement Fund and CommunityLINK.
- B.C. also receives federal funding to support French education through the Protocol for Agreements for Minority-Language Education and Second-Language Instruction.
 - 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 \$17.5M 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 \$70.0M agreement are now complete.
 - The bilateral agreement outlines the allocation of funds by initiatives.
 - It includes an action plan with performance indicators and targets for each funding initiative.
 - Complementary projects funding for 2020/21 has been confirmed at \$3.3M, to support postsecondary education in French at SFU.

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 (2019-2023), 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 \$17.5M annually for the 2019-2023 period.
- In March 2021, B.C. signed a new multi-year Canada-B.C. Agreement for the 3 remaining years (2020/21-2022/23). Negotiations begin soon for the new Protocol 2023-2028.
- In 2019, the Federal Government announced a new investment to finance a French teacher retention and recruitment strategy with \$62M federally over 4 years. Three calls for proposals have since been launched by Canada.
- The Ministry submitted a first project proposal for \$2.2M, drafted with input from the sector. B.C. received \$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 approved \$1.1M for these projects.
- The Ministry submitted a third project proposal in November 2020: the federal government recently approved \$3.1M for these projects to be implemented over two years (2021/22 and 2022/23).

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: public schools: 53,491 students. Independent schools: 461 students.
- Core French: public schools: 184,466 students. Independent schools: 42,245 students.

Funding:

- B.C. will receive \$17.5M annually from 2019 to 2023. \$7.5M for Minority-language and \$10M for French as a second language.
- Funding allocation
 - \$13.9M 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 2019/2020:
 - Grade 4 students on track or extending expectations: Francophone: 86%; all students: 77%
 - 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)
- Complementary projects:
 1. \$ 69,750 to equip SD #93 students with laptop computers.

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.

Statistics:

- In 2019/20, 4,429 students were identified as CYIC:
 - This represents approximately 0.8% of B.C. students between 5 and 19 years old who were at their authority schools as of September 30 in 2019/20 (the total number of B.C. students in the cohort was 576,000).
- Of these 4,429 students, approximately:
 - 55% are designated in one of twelve Inclusive Education categories.
 - 68% self-identify as Indigenous.
 - 37% 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 51% in 2019/20 for **all CYIC**.
 - Increased from 33% in 2010/11 to 45% in 2019/20 for **Indigenous CYIC**.
 - Increased from 46% in 2010/11 to 58% in 2019/20 for **Non-Indigenous CYIC**.

Delivery Partners:

1. MCFD & AEST
2. School Districts
3. FNEC, FNLC and UBCIC
4. Education Partners and stakeholders

Key Facts:

- Children and Youth in Care (CYIC) face exceptional circumstances that can have a significant impact on their learning and educational outcomes.
- In 2017, the Representative for Children and Youth (RCY) released a report, Room for Improvement: Toward Better Education Outcomes for Children in Care that outlined recommendations to government for improving educational outcomes for CYIC.
- The Ministerial Order for the Enhancing Student Learning (M302/20) requires school districts to report to the Ministry on the educational outcomes of CYIC.

Key Outcomes:

- RCY approved the Ministry of Education's plan for addressing 4 recommendations from RCY report.
- EDUC & MCFD signed a Partnership Agreement, committing to work jointly on improving outcomes of CYIC.
- EDUC and MCFD *Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines* (first released in 2017-will be updated in 2021) identify how to provide wrap around support for CYIC.
- March 2019 EDUC released the report How Are We Doing? Children and Youth in Government Care in response to RCY recommendation to publicly report on outcomes for CYIC.
- EDUC & MCFD released a Guidance Document on Information Sharing regarding CYIC.
- EDUC, AEST, and MCFD signed a Protocol Agreement with First Nations Education Steering Committee (FNEC), First Nations Leadership Council (FNLC), and the Union of BC Indian Chiefs (UBCIC) to improve the educational outcomes of First Nations CYIC and former youth in care through legislative, policy & practice reform.
- The Ministry published website pages: for [teachers and administrators](#), for [students and caregivers](#) containing resources to support students in care in educational settings.

Funding:

- \$23.99M Equity of Opportunity Supplement distributed to school boards to support additional services to students by recognizing CYIC, children and youth receiving nonclinical mental health supports and low-income families.

Agreements:

- The Ministry has an information sharing agreement with MCFD and AEST that allows for CYIC data to be shared to support program planning and evaluation and decisions related to funding and services.
- The Ministry has a new information sharing agreement with MCFD signed February 26, 2021. Under this ISA, EDUC will release to school districts unmasked, aggregate CYIC data (counts and percentages) on the educational measures outlined in the Enhancing Student Learning Ministerial Order.

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 within domains.
- Additionally, 2020/21 Equity of Opportunity Supplement was announced to provide additional support for vulnerable students: children and youth in care, mental health supports and low-income families.

Funding (Public):

- 2020/21 \$54.3M CommunityLINK funding was distributed to 60 school districts (see attachment).
 - CommunityLINK Funding increases annually based on local negotiated wage settlements.
- 2020/21 \$23M in Equity of Opportunity Supplement was distributed to 60 school districts.

Accountability Reporting:

- School districts submit an annual report to the Ministry of Education describing the programs and services offered throughout the year.

Key Facts:

- Each school district has a CommunityLINK coordinator.
- CommunityLINK funding is disbursed to public schools only.
- 60,000 - 80,000 students served by CommunityLINK each school year.

Expenditures by Category (2020/21) in Percentage of total CL Budget *		# of SDs delivering
Food	27%	50
Academic	13%	37
Social Emotional	67%	54

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.
- School Districts report that positions such as child and youth worker, counsellor, and social workers are funded through CommunityLINK and that programs and services contribute to school connectedness and increased academic achievement.
- In 2020/21, the Ministry developed a web-based reporting tool to streamline the reporting process.
- EDUC Funding Model Review recommended changes to CommunityLINK funding disbursement to be included as a part of Recommendation 6.
- In March 2020, government announced that it would move forward with 12 of the 22 recommendations from the Funding Model Review as Phase 1. Recommendation 6 was not one of the recommendations implemented as a part of Phase 1.

Delivery Partners:

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

2020/2021 CommunityLINK Allocations:

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
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	

ENGLISH LANGUAGE LEARNING / FRENCH LANGUAGE LEARNING

updated March 2021

Description

- English Language Learning (ELL) French Language Learning (FLL) services assist students to become proficient in the academic English or French (in the Conseil Scolaire Francophone (CSF)) in BC schools, to develop both intellectually and as citizens, and to achieve the expected learning standards and/or outcomes of the provincial curriculum.
- School Districts receive \$1,520 per eligible ELL/FLL student in 2020/21, increasing to \$1,585 in 2021/22 for up to 5 years.
- School districts are eligible for an additional \$760 For each school-age full-time equivalent (FTE) newcomer refugee student who qualifies.

Statistics

- 2020/21, there are 68,743 ELL students in public schools and 528 in independent schools, representing over 10.5% of the total student population in BC.
- In 2020/21, there were 5,054 Indigenous students receiving ESD services, representing approximately 7.3% of the total ELL student population.
- 2019/20 ELL student 5-year completion rates (83.5%) are slightly higher than Provincial rates (81.5%).
- While the number of ELL students had steadily increased in previous years, 2020/21 saw a decrease from 2019/20 by 0.7%, reflecting a decrease immigration number during the pandemic.
- BC is consistently in the top four Canadian immigration jurisdictions.

Permanent Residents Including Resettled Refugees

Province	2020	2019	2018
Ontario	82,980	144,715	137,435
BC	28,510	52,230	44,870
Quebec	25,225	37,385	51,125

BC Immigration Total by Year	2020	2019	2018
Economic - Total	18,405	30,060	26,690
Sponsored Family	8,040	16,250	14,775
Resettled Refugee & Protected Person	1,830	3,710	3,215
All Other Immigration	240	205	195
BC Total	28,510	50,230	44,870

*Source: Immigration, Refugees and Citizenship Canada

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.
- ESD funding is used inconsistently across the province.
 - Some SDs use the funding for its intended purpose, while other SDs use the funding to support Indigenous students with lower than grade level literacy.
- Most ELL students are located at the Metro Vancouver/ Lower Mainland region while most ESD students are located outside of this region.

Key Outcomes

- An Annual Instruction Plan (AIP) is required for students reported for ELL/FLL Supplemental funding; currently, MyEd BC, in collaboration with specialist English Language Learning (ELL) educators, is leading the development of an AIP online template to be released in Spring 2021.
- The AIP template will provide functionality to plot a student's language proficiency in one of the provincial proficiency levels in each of the four domains of speaking, listening, reading and writing.

Funding Public

- 2020/21, ELL/FLL supplemental funding totalled \$102M
- ELL funding has increased by \$17.6 million since 2016/17.
- In 2020/21, an estimated additional \$352,000 was provided for the Newcomer Refugee Supplement.

Services to Ministry

- ELL students/families may also receive settlement supports through the federally funded Settlement Workers in School (SWIS) Program.
- IRCC estimates for SWIS spending for 2021/22 is \$12M through 21 Contribution Agreements with programming in over 950 schools, covering over 60 cities, towns, and districts across B.C.

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Description:

Provincial Resource Programs (PRPs) are grouped into two types of programs:

- **Provincial Outreach Programs (POPs)** provide outreach services and capacity building to support educators, students, families, and community to effectively respond to the needs of students with disabilities and diverse abilities; and
- **Provincial Inter-Ministerial Programs (PIPs)** provide an educational program for school age children and youth while attending:
 - a full or part-time program established, operated and funded through a provincial ministry or authority such as a, hospital, mental health, substance use, or custody program; or
 - a full-time program supported and funded through provincial ministries in a centralized provincial centre with a specific focus such as the Provincial School for the Deaf.

Delivery Partners:

1. Ministry of Children & Family Development
2. Ministry of Health (BC Health Authorities)
3. Ministry of Public Safety & Solicitor General
4. Host School Districts

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.

Key Facts:

- Provincial Resource Programs have been formally operating since 1989.
- PRPs are established by Ministerial Order, funded by the Ministry through a special purpose grant, and administered by host school districts.
- Custody programs staffing shifted in 2021 from a facility capacity ratio (8 beds to 1 teacher) to a student teacher ratio (6 students to 1 teacher) and is now based on enrolment averages. This shift is in response to declining enrollment in custody programs due to a variety of factors including increased use of restorative justice.
- In 2020/21 - two programs underwent a virtual quality review:
 - **Auditory Outreach Program:** provides assistive listening devices for students with hearing loss, and hearing resource teacher expertise and outreach. Recommendations resulting from the review include:
 - updating the *Temporary Loan Policy* to allow temporary equipment loans while permanent equipment is repaired, and
 - determining and maintaining a precise estimate of the replacement cost of equipment to include as a part of the annual budget submission.
 - **Camp Trapping:** six-bed Indigenous student program for male young offenders (12-19). Recommendations resulting from the review include:
 - identification of specific goals for the use of technology that align with the curriculum and the individual needs of learners, and
 - improving the transition process between the program and the receiving school district.
- Positive changes identified from past 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,
 - improving online presence for outreach programs
 - consolidating budget submissions for programs operating within the same facility,
 - supporting efficiency by defining the roles partners, Ministry, Host District, and Program
 - supporting programs to develop collaborative processes to improve service delivery.

Agreements:

Inter-Ministerial Protocols (IMPs) - coordination and delivery of support services across the province

- IMP – Education, MCFD, PSSG regarding educational programs in Youth Custody Centres and Court-Ordered Residential Attendance Programs.
- IMP – Education, MCFD and Health (through Health Authorities) to provide educational programs for students while in in- hospital, hospital outpatient or residential treatment programs.

Statistics:

- ~ 20,000 educators, administrators, receive supports from POPs.
- There are 38 PRPs hosted by 16 school districts, these include:
 - 9 POPs
 - 29 PIPs

PROVINCIAL RESOURCE PROGRAMS

Full Listing of Provincial Resource Programs – by Cluster

9 Provincial Outreach Programs (POPs)

Auditory Outreach Program	47	Outreach Program
Inclusion Outreach Program	61	Outreach Program
Outreach for Autism and Related Disorders	37	Outreach Program
Outreach for Deafblindness	38	Outreach Program
Outreach Program for Fetal Alcohol Spectrum Disorder	57	Outreach Program
Outreach Program for the Early Years	38	Outreach Program
Outreach Program: Deaf and Hard of Hearing	41	Outreach Program
Resource Centre for the Visually Impaired	39	Outreach Program
SET-BC Special Education Technology BC	39	Outreach Program
SET-BC Region 1 (Vancouver Island/Central Coast)	61	Outreach Program
SET-BC Region 3 (Kamloops-Thompson)	73	Outreach Program

29 Provincial Inter-ministerial Programs (PIPs)

Camp Trapping School Program	57	Inter-ministerial Program - Custody (Indigenous Male)
Fraser Park Secondary School Program	41	Inter-ministerial Program - Custody
Headstart School Program	72	Inter-ministerial Program - Custody (Male)
Oasis School Program	72	Inter-ministerial Program - Custody (Female)
Two Wolves Centre School Program	57	Inter-ministerial Program - Custody
AMUT School Program	36	Inter-ministerial Program - Custody (Indigenous Female)
Kackaamin Family Development Centre School Program	70	Inter-ministerial Program - Substance Use (Indigenous)
Peak House School Program	39	Inter-ministerial Program - Substance Use
Nenqayni Wellness Centre School Program	27	Inter-ministerial Program - Substance Use (Indigenous)
Daughters & Sisters School Program	36	Inter-ministerial Program - Substance Use (Female)
Waypoint School Program	36	Inter-ministerial Program - Substance Use (Male)
BC Children's Hospital School Program	39	Inter-ministerial Program - Hospital
BC Children's Hospital - Sunny Hill School Program	39	Inter-ministerial Program - Hospital
Canuck Place School Program	39	Inter-ministerial Program - Hospital
GF Strong Rehabilitation Centre School Program	39	Inter-ministerial Program - Hospital
Abbotsford Adolescent Day Treatment School Program	34	Inter-ministerial Program - Mental Health
BC Children's Hospital Adolescent Psychiatric Unit School Program	39	Inter-ministerial Program - Mental Health
BC Children's Hospital Child Psychiatric School Program	39	Inter-ministerial Program - Mental Health
BC Children's Hospital Eating Disorders In-Patient School Program	39	Inter-ministerial Program - Mental Health
Carlile Inpatient Program School Program	44	Inter-ministerial Program - Mental Health
Interior Health Adolescent Psychiatry Unit School Program	23	Inter-ministerial Program - Mental Health
Ledger School Program	61	Inter-ministerial Program - Mental Health
Maples School Program	41	Inter-ministerial Program - Mental Health
North Fraser Youth Day Treatment School Program	43	Inter-ministerial Program - Mental Health
Surrey Adolescent Day Treatment School Program	36	Inter-ministerial Program - Mental Health
Surrey Adolescent Psychiatric Unit School Program	36	Inter-ministerial Program - Mental Health
University Hospital of Northern BC School Program	57	Inter-ministerial Program - Mental Health
School for the Deaf & Oral Program for the Deaf & Hard of Hearing	41	Inter-ministerial Program - Full Time
Transition Program for Gifted Students	39	Inter-ministerial Program - Full Time

Description:

- 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 recommendations are directed to EDUC.

Statistics:

- 2020/21 Registered home-schooled students: 5,548 (Public: 2,275; Independent: 3,273)

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.

Services to Ministry:

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

Delivery Partners:

1. School Districts
2. MCFD
3. Ministry of Health

Agreements:

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

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.

Key Outcomes: Recommendations directed to EDUC and outcomes:

- Rec 3: MCFD work with Health and EDUC to develop an integrated service delivery model that enables appropriate information-sharing between service providers.
 - Outcome: Established a cross ministry committee supporting the development of the Children & Youth with Special Needs (CYSN) Service Framework for coordination of services,
 - Integrated service delivery models are being established under *A Pathway to Hope*.
- Rec 6: MCFD and EDUC develop practice guidelines and a joint protocol to address concerns of unexplained school absences and withdrawals.
 - Outcome: EDUC and MCFD are developing guidelines and a protocol to address unexplained absences or withdrawals from school.
- 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. RCY has accepted EDUC's Action Plan to address recommendations 7 and 8.
- 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.
 - Outcome: An information sharing protocol was finalized between EDUC and school districts to identify when a school-age child is not registered in an educational program.
- Rec 8: EDUC determine how many students with special needs designations are being home-schooled and conduct a review to determine whether school districts should be offering additional support and guidance to home schooled students.
 - Outcome: completed a review of school district supports provided to home schoolers; convened a working group to draft guidelines and/or policy clarifications on ways to support home schooled students.

Description:

On April 15, 2021 the Representative for Children and Youth (RCY) released a report: **Excluded: Increasing Understanding, Support and Inclusion for Children with FASD and their Families:**

- Report offers insight into how families with children with Fetal Alcohol Spectrum Disorder (FASD) can be better supported through assessment, diagnosis and in their day-to-day lives.
- Report finds that ‘the apparent lack of educators’ knowledge and understanding of FASD is not necessarily due to a lack of available resources to engage in training or learning.
- Report acknowledges the Ministry of Education (EDUC) funds a promising program (POPFASD) that provides training and education to teachers in B.C.
- Report makes 11 recommendations, with two belonging solely to EDUC and one joint cross-ministry recommendation to be led by MCFD.

Statistics:

- 2020/21 – 10,663 students reported in Category D:
 - 9,177 Public; 1486 Independent
- In 2006, Health Canada estimated that nine in 1,000 (0.9 per cent) infants in Canada are born with FASD.¹
- With this estimate, it would be expected that nearly 395 infants of the approximately 43,877 births in B.C. in 2019 were born with FASD.¹ Other studies have indicated that the prevalence of FASD may be higher than this.
- Based on a review of the most current literature, the Canada FASD Research Network estimates that as many as 4% of Canadians have FASD.¹

¹ It's a Shame! Stigma Against FASD: Examining the Ethical Implications for Public Health Practices and Policies-Public Health Ethics 9, no. 1 (2016): <https://doi.org/10.1093/phe/phv012>.

Key Facts:

- School Districts may designate students with FASD and related disorders in the Physical Disability or Chronic Health Impairment category (D) to access supplemental funding.
- POPFASD (Provincial Outreach Program for FASD) identified in RCY report:
 - established in 2006 and funded by EDUC through the Provincial Resource Programs
 - mandate to “increase educators’ capacity to meet the learning needs of students with FASD.”
 - offers educators webinar training, online workshops, and in-person workshops.
 - delivered **153 workshops** across the province between fiscal year 17/18 and 19/20.
 - 979 classroom teachers, 574 resource teachers, 1,852 pre-service teachers and education assistants, and 1,605 other education staff attended these workshops.
 - delivered a total of **82 FASDcasts webinars** across the province between 17/18 and 19/20.
 - 421 classroom teachers, 203 resource teachers, 593 pre-service teachers and education and 489 other education staff attended FASDcasts.
 - Began **livestream learning opportunities** in January 2020 which has included up to 1,228 participants in one session.

Key Outcomes:

- Despite POPFASD resources and training, RCY reports that levels of understanding within schools varied, including a variation in willingness to engage in learning about FASD or to read and use a child’s diagnostic assessment report in the classroom.
- RCY also heard that the absence of a formal diagnosis affects how well children and youth with FASD are understood in the school environment. Without a diagnosis, children can be defined as behaviourally challenging, rather than being understood as needing support and accommodation for brain differences.
- RCY recommends that EDUC:
 - update the Inclusive Education Policy and supporting documents and incorporate information to enhance awareness of FASD and related disorders by Sept. 1, 2021.
 - work with partners implement staff training toward improved inclusion and learning outcomes for children and youth with FASD by Sept. 1, 2022.
 - contribute to a cross-ministry data plan to be completed and implemented by April 1, 2022, and fully implemented by March 31, 2024.

Funding 2020/21:

- POPFASD \$687K
- \$20,400 per FTE: Physical Disability or Chronic Health Impairment (D)

Delivery Partners:

1. MCFD
2. School Districts
3. BC CAISE

REPRESENTATIVE FOR CHILDREN AND YOUTH (RCY) REPORT - ROOM FOR IMPROVEMENT

updated March 2021

Description:

- In October 2017, the RCY released Room for Improvement: Toward Better Education Outcomes for Children and Youth in Care (CYIC).
- 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 directed at the Ministry of Education.

Statistics:

- In 2019/20, 4,429 students were identified as CYIC:
 - This represents approximately 0.8% of B.C. students between 5 and 19 years old who were at their authority schools as of September 30 in 2019/20 (the total number of B.C. students in the cohort was 576,000).
- Of these 4,429 students, approximately:
 - 55 % are designated in one of twelve Inclusive Education categories.
 - 68 % self-identify as Indigenous.
- Six-year completion rates:
 - Increased from 36% in 2010/11 to 51% in 2019/20 for **all CYIC**.
 - Increased from 33% in 2010/11 to 45% in 2019/20 for **Indigenous CYIC**.
 - Increased from 46% in 2010/11 to 58% in 2016/17 for **Non-Indigenous CYIC**.

Delivery Partners:

1. MCFD & AEST
2. School Districts
3. Education partners

Agreements:

- FN CYIC Protocol Agreement between EDUC, AEST, MCFD, FNEC and UBCIC.

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.
- 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.

Key Outcomes:

The four recommendations directed at EDUC and status of outcomes are:

1. Allocate targeted funding for CYIC
 - Outcome: EDUC Equity of Opportunity supplemental funding announced in 2020-21 school year for additional services to CYIC.
2. Strengthen the monitoring/reporting of education outcomes
 - Outcome: The Ministerial Order for Enhancing Student Learning MO302/20 was established and requires school districts to report to the Ministry on the educational outcomes of CYIC.
 - EDUC published a HAWD report on CYIC and on Youth on Youth Agreements.
3. Develop a strategy for Aboriginal CYIC
 - Outcome: The First Nations CYIC Protocol has been signed to improve educational outcomes for First Nations CYIC. The technical working group is in the process of developing a work plan with partner organizations (MCFD, AEST, FNEC, UBCIC).
4. Work with MCFD and school districts to create positions dedicated to improving outcomes of CYIC.
 - Each school district has a contact in place to support CYIC.
 - EDUC and MCFD signed an agreement outlining their respective roles and responsibilities regarding information sharing, coordination, and advocacy.

Funding:

- \$54.3M CommunityLINK funding provided to school districts to support vulnerable students; being in government care is one of the indicators of vulnerability.
- \$23M Equity of Opportunity Supplement provided to school districts that provides funding to support additional services to students by recognizing children and youth in care, children and youth receiving nonclinical mental health supports and low-income families in the school district.
- EDUC and MCFD work together to ensure CYIC 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 \$400k is paid annually to the Victoria Foundation, which manages the trust on behalf of CYIC.

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 Handbook 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: 2020/2021

- 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 Funding Model Independent Review Panel recommended the creation of a single Inclusive Education Supplement incorporating several current types of funding. The Inclusive Education Funding Model Working Group submitted a report to the Minister in October 2019 outlining potential implications of implementation of Recommendation 6.
- In March 2020, government announced a phased approach to implement the recommendations. Phase one included 12 of the 22 recommendations. 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.

2020/2021 Statistics:

- In 2020/2021, **12%** of B.C.'s student population were designated in an Inclusive Education category
 - 68,716 students with disabilities/diverse abilities (special needs) in public schools in 2020/2021, up 0.7% from 2019/2020
 - 9,589 students with disabilities/diverse abilities (special needs) in independent schools in 2020/2021, up 6.6% from 2019/2020.
 - 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) **16,697** students (Public and Independent) in 2020/2021, up from 15,030 students in 2019/2020 (11.1%).
 - Deafblind (B) **78** students (Public and Independent) in 2020/2021, up from 75 students in 2019/2020 (4%).
 - Moderate Behaviour Support/ Mental Illness (R) **7,393** students (Public and Independent) in 2020/2021, up from **7,187** students in 2019/2020 (2.9%).
- The 2019/2020 Six Year Completion rates for students with disabilities/diverse abilities (special needs) is 74% (74% Public, 75% Independent).

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STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES - PUBLIC AND INDEPENDENT

updated March 30, 2021

INCLUSIVE EDUCATION CATEGORIES Changes Year over Year 2015/2016 to 2020/2021

Public Schools – Inclusive Education -Year Over Year

Year	All Public School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities/ diverse	All Students with disabilities/ diverse abilities (% increase)	Students with disabilities/ diverse abilities percentage of K-12 students
2015/16	553,376	566	18,848	7,370	31,156	57,940	2%	10.47%
2016/17	557,625	560	19,659	7,975	31,060	59,254	2%	10.63%
2017/18	563,242	566	20,948	7,976	32,417	61,907	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%
2020/2021	568,271	582	25,352	8,443	34,339	68,716	0.7%	12.09%

Independent Schools – Inclusive Education -Year Over Year

Year	All Independent School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities/ diverse	All Students with disabilities/ diverse abilities (% increase)	Students with disabilities/ diverse abilities percentage of K-12 students
2015/16	81,660	79	3,321	447	2,696	6,543	8%	8.01%
2016/17	83,469	97	3,768	477	3,068	7,410	13%	8.88%
2017/18	84,998	103	3,982	545	3,147	7,777	5%	9.15%
2018/19	86,081	107	4,224	649	3,263	8,243	6%	9.58%
2019/2020	87,225	95	4,688	711	3,502	8,996	9%	10.31%
2020/2021	87,287	101	5,200	782	3,506	9,589	6.6%	10.99%

Provincial - Public and Independent Schools- Inclusive Education -Year Over Year

Year	All K-12 School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities/ diverse	All Students with disabilities/ diverse abilities (% increase)	Students with disabilities/ diverse abilities percentage of K-12 students
2015/16	635,036	645	22,169	7,817	33,852	64,483	2%	10.15%
2016/17	641,094	657	23,427	8,452	34,128	66,664	3%	10.40%
2017/18	648,240	669	24,930	8,521	35,564	69,684	5%	10.75%
2018/19	655,064	680	26,682	9,061	36,684	73,107	5%	11.16%
2019/2020	663,223	680	28,951	9,429	38,172	77,232	6%	11.65%
2020/2021	655,558	683	30,552	9,228	37,845	78,305	1.4%	11.9%

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.
- The - *Declaration on the Rights of Indigenous Peoples Act*, is a B.C. law that 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

Statistics:

- In 2016, the Government of Canada endorsed the UN Declaration without qualification and committed to its full implementation.
- British Columbia is the first jurisdiction in Canada to put the UN Declaration into action through legislation. The Province worked

Delivery Partners:

1. First Nations Education Steering Committee (FNESC)
2. Métis Nation British Columbia (MNBC)
3. Ministry of Indigenous Relations and Reconciliation (MIRR)
4. 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 introduced into the legislature as Bill 41 and 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.
- Aligning provincial laws with the UN Declaration is a complex process being led by the Ministry of Attorney General.
- The Ministry of Education is engaging with Indigenous education 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 as agreed upon in the BC Tripartite Agreement (BCTEA) The Ministry, in collaboration with the FNESC and Canada are implementing BCTEA. This agreement, signed in 2018, 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 the above, , the Ministry is undertaking other actions to support the Declaration Act, such as supporting First Nations jurisdiction over education, an anti-racism action plan, the Equity in Action project to address racism of 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 to improve outcomes for First Nation students.

Agreements:

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

Funding:

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

Delivery Partners:

1. (a) First Nations Education Steering Committee (FNEC)
- (b) First Nations Schools Association (FNSA)
2. Indigenous Services Canada (ISC)

Services to Ministry:

- Canada provides transportation funding for First Nations students living on-reserve who attend B.C. public schools (\$3.4M in 2020/21).
- Canada also reimburses 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, whereby federal, provincial, and First Nations governments collaborate to improve outcomes for First Nations learners.

Outcomes:

- \$3M in funding (2019/20) to support capacity building with school districts and First Nations to sign local education agreements.
- Established First Nations Education Outcome Improvement Teams to support districts with historical equity gaps in First Nations student outcomes.
- Established an 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 FNEC 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 5,122 school-age students living on reserve in B.C. attending band-operated First Nations schools.
- More than 8,200 On-Reserve First Nation students attended B.C. public schools and more than 2,700 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 2019/20 is as follows:

- 87.6% for all non-Indigenous students;
- 71.1% for all Indigenous students; and,
- 60.7% for First Nations students living on reserve.

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 ("Declaration Act").
- During the government-wide consultation phase of the Declaration Act's Action Plan, Indigenous partners identified finalizing the Draft Principles as a priority action (subject to Cabinet approval).

Key Outcomes:

- The Ministry completed a Draft Principles implementation plan and activities to date include:
 - Staff Training and Cultural Safety – creation of land acknowledgment posters for all Minister boardrooms and training on making territorial acknowledgements meaningful; 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, a learning circle focused on Indigenous relations behavioural 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 Regulation to designate specific instructional days from 2019/20 to 2022/23 for professional development towards enhancing Indigenous student achievement and incorporation of Indigenous perspectives, history and culture in the classroom.
 - Partnership/Engagement – ongoing engagement with FNEC and Metis Nation BC across the Ministry to support the success of Indigenous students.
 - Anti-Racism - In school year 2020/21, the total number of school districts participating in the Equity in Action project increased to 46 representing 87% 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 (2015/16).
- 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 57,500 Indigenous students are represented in participating 46 Equity in Action districts, or 87% of the Indigenous student population in BC public schools.
- Equity Districts’ six-year completion rates for Indigenous students are rising incrementally, from 64.2% in 2015/16 to 71.5% in 2019/20.
- The 2019/20 six-year completion rate for Indigenous students has remained at or above 2015/16 levels for 40 of the 46 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 project.
- In 2019/20, 10 additional school districts engaged in the project.
- In 2020/21, 15 additional school districts engaged in the project.
- 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: \$212,938
- \$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 2015 and the Commission's Final Report was released in 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 Education Peoples (UNDRIP)
- Truth and Reconciliation Commission of Canada Calls to Action (TRC)

Delivery Partners:

1. Ministry of Public Safety and Solicitor General (PSSG)
2. Ministry of Advanced Education and Skills Training (AEST)
3. 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 Federal Government is publicly releasing the interim National Action Plan in June 2021.
- The Ministry of Public Safety and Solicitor General is the government lead on BC's response to the National Inquiry. BC is preparing recommendations informed by research and Indigenous partner and community engagement sessions. The main recommendation is for the establishment of a community-fund for safety planning and capacity building over a three-year period.

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 through collaboration 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: Developed "Continuing Our Learning Journey: Indigenous Education in B.C." professional development resource for teachers dedicated to Indigenous learning and highlight authentic Indigenous knowledge, perspectives and content in B.C.'s redesigned curriculum. (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. The Supporting Student Health guides also include specific advice and lesson ideas to teach students 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 12 confirmed Negotiating First Nations representing 16 First Nations schools, and approximately 1,900 students.
- Another 51 First Nations have expressed an interest in becoming PFNs.
- Since 2015/16, 155 Status First Nation students from First Nations schools have been issued the Dogwood by the Ministry and 73 have received the Adult Dogwood.

Key Facts:

- Implementing education jurisdiction is an important step towards addressing historical gaps in education and will enable 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 (NFNs) to complete agreements for NFNs to become PFNs.
- It is expected that Canada will be offering NFN agreements very soon with a goal of operating First Nations schools under own jurisdiction for the 2022/23 school year.
- In the interest of jurisdiction and in support of TEFA and BCTEA, since 2016, the Ministry has issued Dogwood and Adult Dogwood graduation certificates to student graduates of First Nation schools who are accredited by the First Nations Schools Association.

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.
- BC-FNEC technical tables have 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.

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 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.

Funding (2020/21):

- \$90.9M 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.

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.

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. Indigenous Services Canada (ISC)

Key Facts:

- Indigenous student outcomes a priority and there has been a significant increase in completion rates over the last 15 years.
- Indigenous perspectives are a focus within the revised curriculum including the history of residential schools.
- The First Nations Educational Outcome Improvement Team (FNEOIT) 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 (Evergreen) is 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.
- First Nation schools have access to B.C. assessments, Dogwood and Adult Dogwood certificates.

Statistics (all 2019/20 unless otherwise stated):

- 75,193 Indigenous students in B.C. public and independent schools.
- 69,410 or 12.1% of public-school students self-identified as Indigenous.
- For public schools, that percentage has been stable at approximately 12% since 2006/07.
- Of the 69,410 students, approximately 8,209 were First Nations students living on reserve (Sept count only).
- 15,020 (21.6%) 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 48,043 (9.5%).
- 4,468 (6.4%) Indigenous students attending public schools have behaviour disabilities. In contrast, the number for non-Indigenous students is 11,145 (2.2%).
- 3,992 (5.8%) Indigenous students attending public schools have learning disabilities. In contrast, the number for non-Indigenous students is 16,152 (3.2%).
- 3,659 (5.3%) Indigenous students attending public schools are CYIC care (2018/19). In contrast, the number for non-Indigenous students is 2,140 (0.4%).
- There are 134 First Nations controlled schools in BC among approximately 100 First Nations communities. There are approximately 5122 students living on-reserve and attending BC First Nations schools.
- **Completion Rate (2019/20):**
- 71% Indigenous completion rate in public schools, 27.0% increase compared to 2001/02.
- 88% non-Indigenous completion rate in public schools, 7.3% increase compared to 2001/02.

INDIGENOUS LANGUAGES EDUCATION

updated April 26, 2021

Description:

- 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.

Statistics:

- Canada is home to approximately 60 Indigenous languages spanning 10 separate and distinct language families.
- B.C. is home to approximately 34 Indigenous languages.
- 60% of Canada's First Nations languages are in British Columbia.
- In 2019/20, approximately 12,700 students in grades 8-12 were enrolled in Indigenous language and culture learning through targeted funds in public schools and 490 Indigenous students in grades 10–12 were enrolled in secondary Indigenous language elective courses.
- There are 18 provincially approved Indigenous language curriculum documents.

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 2019, AEST announced a \$2.7 million investment in Indigenous teacher education training.
- The Ministry supports implementation of the *Declaration on the Rights of Indigenous Peoples Act*, particularly the articles that pertain to Indigenous languages and education.

Key Outcomes:

- Engaged with FNEC to complete a capacity and needs assessment with school districts that identified localized challenges and opportunities to implementing Indigenous languages programs.
- Collaborating with FNEC to develop a Framework for Indigenous languages in K-12.

Moving Forward:

- Complete a provincial Indigenous languages education policy.
- Revise the Indigenous language curriculum template.
- Explore new ways to train and certify Indigenous languages education teachers.

Agreements:

- The BC Tripartite Education Agreement (BCTEA) commits B.C. to work with the First Nations Education Steering Committee (FNEC) to implement an Indigenous languages policy in the provincial school system.

Funding:

- The Ministry invested \$30K on Indigenous Languages (2019/20).
- B.C. invested \$50M (2018) in First Nations languages through FPCC to support community initiatives.
- In addition to core funding, school districts can use Indigenous education targeted funding, approximately \$91M, to support culture and language learning.
- Canada's Bill C-91, *Indigenous Languages Act*, includes a funding commitment.

Delivery Partners:

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

Mandate:

- The Minister of Education's mandate letter includes a priority to "lead work to put more Indigenous languages into BC's curriculum" with support from the Ministry of Indigenous Relations and Reconciliation.

Ministry-Approved Indigenous Language Curriculum Documents:

SD #33	<i>Halq'eméylem 5 to 12 Integrated Resource Package (2007)</i>
SD #46	<i>Shashishalem 5 to 12 Integrated Resource Package (2001)</i>
SD #48	<i>Stát'yemcets 5 to 12 Integrated Resource Package (2020)</i>
SD #49	<i>Heiltsuk 5 to 12 Integrated Resource Package (2002)</i>
SD #50	<i>Xaayda Kil / Xaad Kil 5 to 12 Integrated Resource Package (2017)</i>
SD #52	<i>Sm'algyax 5 to 12 Integrated Resource Package (2000)</i>
SD #53	<i>nsíylxcən 5 to 12 Integrated Resource Package (1999)</i>
SD #57	<i>Tsek'ene 5 to 12 Integrated Resource Package (2006)</i>
SD #58	<i>Nte?kepmxcin 5 to 12 Integrated Resource Package (2008)</i>
SD #63	<i>SENĆOŦEN 5-12 Integrated Resource Package (2012)</i>
SD #68/79	<i>Hul'q'umi'num' 5 to 12 Integrated Resource Package (2007)</i>
SD #70/84	<i>Nuučaan̓ 5 to 12 Integrated Resource Package (2009)</i>
SD #72	<i>Liqwala/Kwak'wala 5 to 12 Integrated Resource Package (2008)</i>
SD #73	<i>Secwepemctsin 5 to 12 Integrated Resource Package (1999)</i>
SD #74	<i>Upper St'at'imcets 5 to 12 Integrated Resource Package (1998)</i>
SD #82	<i>Gitxsanim̓ ~ Gitxsanimax̓ 5 to 12 Integrated Resource Package (2014)</i>
SD #85	<i>Kwak'wala 5 to 12 Integrated Resource Package (2010)</i>
SD #92	<i>Sim'algax̓hl Nisga'a 5 to 12 Integrated Resource Package (2001)</i>

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. 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.

Statistics:

- The public school six-year completion rate for all Indigenous students was 71.1% in 2019/20, a 1.6% increase from 2018/19.
- The public school six-year completion rate for First Nation students living on reserve was 60.7% in 2019/20, a 2.6% increase from 2018/19.
- By comparison, the public-school completion rate for non- Indigenous students was 87.6.% in 2019/20.

Delivery Partners:

1. School District
2. FNEC / FNSA
3. Métis Nation BC

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 redesigning and implementing the Framework for Enhancing Student Learning.
- 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 most recent progress report on was completed in February of 2021.

Key Outcomes (for school year 2020/21:

- Expanded the Equity in Action project to 46 school districts (representing involvement of 57,500 Indigenous students or 87% of the Indigenous student population) taking actions to address systemic barriers impacting Indigenous student achievement.
- Created First Nations Education Outcome Improvement Teams to help 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.
- The Enhancing Student Learning Ministerial Order and its policy came into effect January 2020. The Order focuses on improving educational outcomes for all students and improving equity for specific student sub-populations such as Indigenous students.
- Engaged in an extensive review, analysis and redesign of the funding model, including targeted funding.
- 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.

TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION

updated April 26, 2021

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.
- Call to Action # 3 requires CMEC to address Indigenous education.

Agreements:

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

Key Facts:

- 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. In response, the BC Public Service Agency created the Indigenous Cultural Safety Training program for 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.

Key Outcomes:

Status of Call to Action 57: Training for public servants is provided through Indigenous Learning Circles, promotion of National Indigenous Peoples Day, promotion of key resources such as UNDRIP, TRC, 10 Draft Principles, Land acknowledgments, embedding Truth & Reconciliation in Performance Goals, and learning sessions by Indigenous educators.

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 includes specific references to Indigenous cultures, languages, history, and spirituality.

Delivery Partners:

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

Student Wellness and 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 2020, there were 333 *erase* case consults with schools involving threats to school, self or others.
- Since 2012, over 23,000 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:

\$500K for 2020/21
\$943K for 2019/20
\$1.12M in 2018/19

Includes Emergency Response and erase student safety components.

Agreements:

- General Service Agreement with TC Safer Schools Together Inc.

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 2,200 incidents reported via online reporting tool since 2012.
- Top three issues reported via the online reporting tool in 2020/21 school year:
 - Bullying (including Cyberbullying) – 25%
 - Harrassment –119%
 - Racism/Discrimination – 7%
- *erase* case consults with schools and school districts (areas include threat to school, self or others):

2020:	2019:	2018:	2017:	2016:	2015:
333	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:

- 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
- Over 23,000 educators/partners have participated in *erase* training to date.
- In 2020/21, 23 virtual *erase* trainings were delivered to over 1,400 educators and partners.
- In 2020/21, six virtual safety sessions were delivered to over 1,400 students.
- Over 80 social media education sessions delivered to over 3,500 parents since 2017.
- Over 1,300 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.
- Provincial threat assessment guidelines and school-community protocols.
- Received the 2016 Premier’s Innovation and Excellence Award.

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:

- \$500K budget for 2020/21
- \$940K budget for 2019/20
- \$7.24M from 2012 to 2019 (approx. \$1M per year)

GANGS AND GUNS

updated March 23, 2021

Description:

- The Ministries of Education and Public Safety and Solicitor General partnered to expand the provincial *erase* strategy to address gang and gun violence awareness and prevention.
- 19 priority communities received 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; 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 are: Abbotsford, Burnaby, Campbell River, Chilliwack, Courtenay, Delta, Hazelton, Hope, Kamloops, Kelowna, Kitimat, Langley, Nanaimo, Prince George, Prince Rupert, Surrey, Vancouver, Victoria and Williams Lake.
- 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. Sessions moved online in response to COVID restrictions.
- In addition to funding from the Province, the Ministry of Public Safety and Solicitor General allocated \$580K in 2019 in federal funding to the 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-eight gang and gun violence prevention training/education sessions delivered throughout B.C. to over 1,800 school district staff and community partners, 7,100 students and 400 parents.
- 19 priority communities received intensive gang prevention training and supports to help with early identification of youth on the pathway to violence.
- Provincial school-police guidelines to strengthen partnerships and information sharing.
- New school supports and curriculum resources for teachers to facilitate delivery of healthy relationships and substance use components of the provincial curriculum.
- Online resources for educators, school staff, parents and students to increase awareness, knowledge and competencies to gang and gun violence prevention.
- Increased school/district capacity to prevent and respond to safety issues involving gang-related behavior, guns and illicit drug use.
- Increased parent and student knowledge related to gangs, illicit drug use, and available supports.

Statistics (Ministry of Public Safety and Solicitor General):

- 35.6% of 2019 B.C. homicides were suspected to be linked to organized crime/street gangs (CFSEU-BC)
- B.C. had the second-highest number of gang-related homicides in the country in 2019 (StatsCan)
- The number of gang-related homicides in Canada increased in 2019 to its 2nd highest rate ever (StatsCan)
- The average age when youth begin to associate with gangs is 15 years old, and there is a growing percentage of female gang membership in B.C. (CFSEU-BC)

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 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 B.C. schools have a food program.
- 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 2019/20 the Ministry provided \$52.9M in CommunityLINK funding with \$14.1M (27%) spent on food 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 food programs, Guidelines for Food and Beverage Sales in BC Schools, and development of the redesigned curriculum.
 - School food 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 food 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 food 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, 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 (2020-2025)

Delivery Partners:

1. Ministry of Health
2. School Districts
3. Regional Health Authorities

SEXUAL ORIENTATION AND GENDER IDENTITY (SOGI)

updated March 26, 2021

Description:

- Sexual Orientation and Gender Identity (SOGI) is an inclusive term that encompasses individuals of all sexual orientations and gender identities.
- Leadership and supports to districts and schools 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, builds awareness of SOGI inclusive education and supports 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.
- 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.
- The B.C. SOGI Educator Network includes all 60 public school districts, in addition to 26 independent schools and 6 First Nations schools, with more than 2300 educators.
- SOGI 1 2 3 website has reached over 282,500 unique visitors since Oct 2016.
- SOGI 1 2 3 Learning Modules have received over 77,000 views since Nov 2017.
- SOGI 1 2 3 Lesson Plans have been downloaded 49,000 times from TeachBC.
- SOGI 1 2 3 parent resources have been translated into French, Mandarin & Punjabi.
- The SOGI-Inclusive Education Resource Guide launched in Jan 2021 with strategies to support and champion SOGI-Inclusive Education in schools and classrooms.
- The fifth annual SOGI Educator Summit pivoted to an online format in Oct 2020 with over 300 participants, a 183% participation increase from the previous year.

Agreements:

- MOU with ARC Foundation to June 30, 2022 commitments include:
 - Ministry leads the provincial SOGI strategy.
 - ARC employs a SOGI Education Lead position with financial support from the Ministry.
 - ARC provides SOGI expertise and resources to support boards and schools with SOGI inclusive policies and procedures.

Delivery Partners:

1. ARC Foundation
2. UBC Faculty of Education
3. K-12 Education Partners (BCTF, BCSTA, BCSSA, BCPVPA, BCCPAC, FNEESC, FISA, FNSA, BCASBO, CUPE)

Funding:

- 2020/21 - \$350K (Provincial SOGI Lead, SOGI Network support/expansion, provincial and regional SOGI Education Leadership Summits, K-12 SOGI Resource Guide launch)
- 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

Strategic Priorities

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Description:

- Students and families representing Black, Indigenous, and People of Colour report experiences of systemic racism and oppression in B.C.'s education system.
- Equity and anti-racism are a foundational principle for all Minister's mandates, including dismantling systemic racism and discrimination.
- The Ministries of Education, Attorney General and other provincial partners are working to strengthen a systemic approach to address racism and hate-related incidents in B.C.
- The K-12 Anti-Racism Action Plan is a comprehensive multi-year strategy to address racism, discrimination and hateful behaviours. The plan includes 5-elements: Provincial Leadership, System Leadership, System Support, Workforce Development and Raising Awareness.
- The elements in the Action Plan focus on systemic change through policy and program review, curriculum, and resource updates, collecting race-based data, teacher recruitment, and professional development for all levels of staff in education.

Key Facts:

- Racism has been consistently linked with higher instances of stress, self-reported poor health, and suicidal thoughts and attempts.
- Studies indicate that exposure to racial discrimination in early years, particularly adolescence, is a significant predictor of depressive symptoms in later years.
- 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 and discrimination.
- The K-12 Curriculum Core Competencies, which include topics of valuing diversity and respecting differences, are woven throughout all subject areas and grade levels. Students are challenged to think critically about issues such as racism.

Key Outcomes:

- A new Community Roundtable on anti-racism in education was created in July 2020 to support the development of an anti-racism action plan.
- The first Anti-Racism Education Minister's Community Roundtable hosted key organizations in B.C. including 10 Indigenous partners from 6 organizations and 20 community partners.
- On July 24, 2020, the Minister and K-12 education partners issued a statement of support for anti-racism.
- The ministry developed a comprehensive, multi-year anti-racism action plan for B.C.'s K-12 education system that will continue to be informed through community, youth and partner engagement.
- Ministry staff participate in the Anti-Hate Anti-Racism Working Group that is leading cross-ministry work through the Resilience BC Network.
- The ERASE strategy and training expanded to specifically address racism.

Funding:

- **Government Financial Information**
-

Statistics:

- In 2018, 14% of students reported experiencing discrimination because of race, ethnicity, or skin colour. An increase from 11% in 2013 (BC AHS 2013, 2018).
- B.C.'s six-year completion rate for public schools in 2019/20 is as follows:
 - 87.6% for all non-Indigenous students
 - 71.1% for all Indigenous students
 - 60.8% for First Nations students living on reserve.
- Experiences of racism among Black students have increased from 21.9% in 2003 to 26.9% in 2018, regardless of gender or immigration status (BC AHS 2003, 2018).
- Between 2018 and 2019, the number of police reported crimes motivated by hatred of a race or ethnicity across Canada increased 10%, from 793 to 876 (StatsCan).

SCHOOL FOOD PROGRAMS

updated May 17, 2021

Description:

- Mandate Letter: To help make sure students are properly fed for learning, work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture, Food and Fisheries to integrate Feed BC into this plan so that districts can include locally grown food.
- School food programs are designed and coordinated by individual school districts. Programs vary greatly across the province.
- In addition to CommunityLINK funding, school districts receive support from non-governmental organizations, sponsors and the local community. There are opportunities to leverage connections with local producers through Feed BC.

Statistics:

- Pre-COVID: 7% of B.C. students experience hunger (*SRDC Report to Ministry of Education, March 2019*).
- First Call's 2020 Report Card says one in five children are living in poverty in B.C.
- Canadian Community Health Survey data indicates that nearly one in six children (15.6 per cent, representing 135,000 children) aged between 0 and 17 years were living in food insecure households. The implication is that more than 1 in 4 (28 per cent of) food-insecure BC residents are children. Foundational Skills Assessments results demonstrate a strong correlation between the number of breakfasts eaten (as reported in the Student Learning Survey) and the average final score students achieve on the assessment.
- Students who eat breakfast more frequently experience less absenteeism and report higher rates of satisfaction with school (Grades 4,7,10,12; 2019/20 BC Student Learning Survey).
- On average, only 45% of B.C. public-school students eat fresh vegetables every day (Grades 4,7,10,12; 2019/20 BC Student Learning Survey).

Key Facts:

- The Ministries of Agriculture, Food and Fisheries (AAF), Education (EDUC) and Health (HLTH) support food program initiatives that help address food insecurity in B.C. Currently, each Ministry is applying a different approach.
- Food insecurity is a risk factor for youth, both as a physical and mental health challenge, and is tied to academic outcomes.
- Anecdotally, B.C. teachers report that school food programs increase attendance.
- EDUC has supported school food programs since 1991 through CommunityLINK.
- There are data gaps regarding school food programs in B.C. including: how many students rely on food programs; the number of schools that have food programs; how school food programs are delivered and the link between programs and attendance.
- The 2021 Federal Budget allocates \$140 million in 2021/22 to prevent hunger, strengthen food security in our communities, and provide nutritious food to more Canadians.

Key Outcomes:

- In March 2020, AGRI and HLTH in partnership with EDUC, conducted a K-12 Public School Food Survey to better understand food environments and local food procurement in public schools. The survey confirmed that food programming grants are difficult to apply for and can be a challenge to maintain with required annual applications.
- During COVID-19, school districts indicated an increase in student hunger and food insecurity for families. From March-June 2020, school districts served more than 75,000 meals a week for 16,000 families to address food insecurity.
- The Ministry of Education is currently undertaking an environmental scan of school districts to understand community by community, school by school, what the need is, what and how programs currently operate and established partnerships with providers and non-profits.

Funding:

- In 2019/20 – 50 school districts directed a portion of their CommunityLINK funding to food programs. A total of \$14.4M (27% of the \$53.17M budget) was used for food programs from CommunityLINK funding.

Delivery Partners

1. Ministry of Agriculture, Food and Fisheries
2. Ministry of Health
3. School Districts

Mental Health and Substance Use

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MENTAL HEALTH IN SCHOOLS

updated March 23, 2021

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 *A Pathway to Hope*:
 - The *Mental Health in Schools (MHIS) Strategy* (September 2020) takes 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, systems leadership training, workshops and evaluation
 - Supplemental funding for students with serious mental needs.
 - Through the Provincial Resource Programs, 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 Covid-19 'boost' funding (2020/21)
- \$3M Early Action Initiative (Additional Federal Funding 2021/22)
- \$2M Mental Health in Schools Covid-19 'boost' funding (2021/22)

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 is collaborating with MMHA, HLTH, and MCFD to develop integrated child and youth teams in five school district communities over three years (Maple Ridge - Pitt Meadows, Comox Valley, Richmond, Okanagan Similkameen and Coast Mountains). as part of the Pathway to Hope initiatives.

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:

- In British Columbia, nearly 12.7% or 95,000 children aged 4-18 years are affected by mental health disorders at any given time; of those, only 44.2% are receiving any services for these conditions according to a 2020 study out of Simon Fraser University.
- 2020/21, 16,618 (2.5%) students were designated in one of two behaviour/mental health categories – a 21% increase since 2015/16:
 - 9,225 students in Intensive Behaviour Interventions/Serious Mental Health
 - 7,393 students in Moderate Behaviour Support/Mental Health
- From Sept 30th, 2019 to Sept 30th, 2020 there were 2,208 special education teachers (up 1.5% from 2019/20), 154 school psychologists (up 1.3% from 2019/20), and 737 teacher counsellors (up 1.4% from 2019/20) employed in BC public schools. These are FTE counts for certified teachers only and do not include individuals other than teachers working in these roles.
- 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:

- 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 B.C. 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.
- The *erase* strategy was expanded in 2018/19 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, eighteen young people under age 19 died from illicit drug overdoses in B.C., 1.0% of 1,723 recorded overdoses (Coroner Report, April 2021) – 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 in September.
- 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 Ministries of Health and Education are collaborating with the B.C. Lung Association and McCreary Centre Society with a key focus on vaping education, prevention and cessation. A Youth Ministry Council has been established.
- The Ministry is supporting the Ministry of Health with the Enhancing Substance Use Prevention in B.C. Schools through a Comprehensive School Health Approach Project.

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.getcannabisclearity.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).

GOVERNANCE and ANALYTICS DIVISION

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Analytics

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Description:

- The Ministry of Education is analysing the effects of the COVID-19 Pandemic on K-12 education by taking a holistic approach towards seeking evidence of impacts to students under the pillars of the Educated Citizen (intellectual, human and social, and career development).

Key Facts:

- Looking across Canada and internationally, BC's unique approach to the delivery of K-12 education during the pandemic could yield distinct results and outcomes.
- Specifically, BC students have experienced greater stability in their education than some other jurisdictions.
- The Ministry anticipates the approach taken by British Columbia will serve to mitigate potential negative impacts to students' learning and well-being.

Key Outcomes:

- BC may have fewer impacts than other jurisdictions. Throughout the pandemic BC has had a lower COVID-19 prevalence relative to provinces such as Quebec, Ontario and Alberta. Accordingly, BC was one of two jurisdictions in Canada to resume in-class instruction in June 2020. In September, BC was able to resume in-class instruction province wide.
- The students impacted the most are likely within underserved populations such as Indigenous, those with disabilities and diverse abilities, low socioeconomic status, and children and youth in government care.
- There may be a delayed effect, both with intellectual development and mental well-being, that has not yet fully emerged.
- Enrolment in non-standard schooling such as distributed learning increased substantially in 2020/21 from previous years, as did registration in homeschooling.
 - Proportionately more Indigenous learners transitioned from standard schools into DL schools and into registered homeschooling in 2020/21.
- The district transition programs introduced in September 2020 enabled students to maintain seats in programs and schools of choice; while more than 35,464 students began the 2020/21 school year in a transition program, there are still 25,556 students in transition programs as of January 2021.
- Student absences from in-class instruction appear to be higher than in previous years.
 - Absence rates vary considerably by district.
- Indigenous students and students with disabilities and diverse abilities have higher absence rates than their peers, as do students from low SES backgrounds.
- Workforce absences are consistent thus far in 2020/21. Teacher and education assistant absences province wide are relatively steady so far in the school year.

Statistics:

- Homeschooling registrations in BC in 2020/21 increased 126.2% from 2019/20 to 5,548. 41% (2,275) with public school system and 59% (3,273) with independent schools.
- Distributed learning registrations increased by 45% to 36,528 from 25,184 in 2019/20.

Funding: N.A.

Services to Ministry: N.A.

Agreements: N.A.

Delivery Partners: BCCDC released an Impact of [School Closures report](#) in September, 2020

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:

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; ~~Government~~ Health, \$200,000 ~~Financial~~
- 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

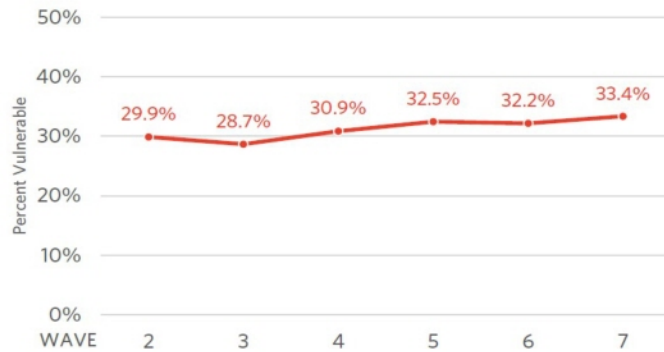
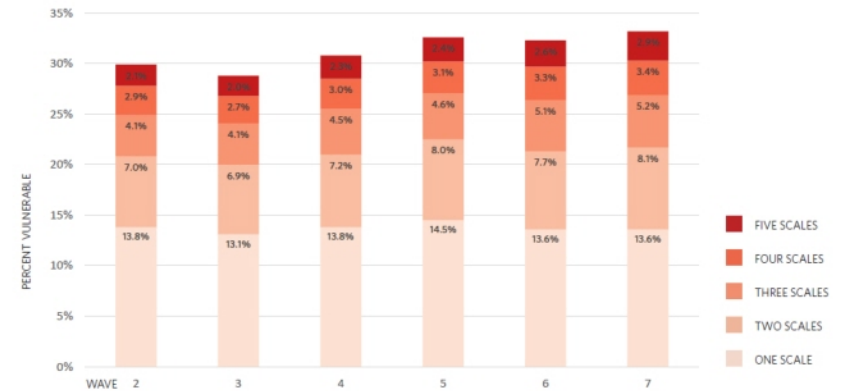


FIGURE 17. THE DISTRIBUTION OF VULNERABILITY ACROSS ONE OR MORE SCALES FOR CHILDREN VULNERABLE ON THE EDI



- Physical Health and Well-Being



- Emotional Maturity



- Social Competence



- Language & Cognitive Development



FORECASTING STUDENT ENROLMENT

updated April 6, 2021

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.

Statistics:

Top Enrolment Growth 2020/2021 (funded FTE):

- Comox Valley grew by 936 (funded FTE) for a total of 9,488 students in 2020/2021. In 2021/2022, growth of 199 is forecast.
- Powell River grew by 441 (funded FTE) for a total of 2,929 students in 2020/2021. This was due to an increased enrolment Distance Ed.
- Coquitlam grew by 284 (funded FTE) for a total of 31,175 students in 2020/2021. In 2021/2022 enrolment is forecast to drop by 74 FTE.

Top Enrolment Decline 2020/2021:

- Surrey declined by 586 (funded FTE) for a total of 71,936 students in 2020/2021. In 2021/2022, an increase of 707 funded FTE is forecast.
- Coast Mountains saw a decline of 309 (funded FTE) for a total of 3,831 students in 2020/2021. In 2021/2022, a decline of 6 is forecast.
- Greater Victoria declined by 296 (funded FTE) in 2020/2021 for a total of 19,352 students, and is forecast to grow by 57 funded FTE in 2021/2022.

Key Facts:

- As of September 2020/2021 there are 547,633 (rounded funded FTE) school aged students attending BC public schools, an decrease of 228 from 547,861 in 2019/2020.
- As of September 2020/2021 there are 87,287 students (headcount) attending BC independent schools, an increase of 62 from 87,225 in 2019/2020.
- COVID-19 has resulted in changes to the Net Migration and Independent-to-Public Transition trends this year. However, 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 and home school to public schools

Key Outcomes:

- Enrolment is expected to continue to grow over the next three years. It is forecast that by September of the 2021/2022 school year there will be 551,581 (funded FTE) school aged students enrolled in the public system, an increase of 3,948 students (0.7% growth) over 2020/2021
- 4,979 additional school-aged students enrolled in the 2022/2023 school year
- 4,962 additional school-aged students enrolled in the 2022/2023 school year

Background:

- Enrolment in BC public schools trended downward for the 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 increased by an average of 1% each year between 2015/2016 and 2019/20.

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 April 6, 2021

Student Enrolment 2019/20, 2020/21 and 2021/22 forecast (funded FTE):

Restricted to public school-aged students on Sept 30.

District	2019/20	2020/21	Change	2021/22f	Change
Total Public	547,861	547,633	-229	551,581	3,948
5 - Southeast Kootenay	5,671	5,549	-122	5,616	67
6 - Rocky Mountain	3,310	3,303	-7	3,336	32
8 - Kootenay Lake	4,792	4,684	-108	4,687	3
10 - Arrow Lakes	461	514	53	512	-2
19 - Revelstoke	1,008	1,022	15	1,016	-6
20 - Kootenay-Columbia	3,980	3,881	-99	3,920	39
22 - Vernon	8,526	8,486	-39	8,526	40
23 - Central Okanagan	23,057	23,140	82	23,696	556
27 - Cariboo-Chilcotin	4,592	4,413	-179	4,403	-10
28 - Quesnel	2,972	2,927	-45	2,931	5
33 - Chilliwack	13,851	13,974	122	14,186	212
34 - Abbotsford	19,610	19,428	-182	19,480	52
35 - Langley	20,890	21,171	281	21,263	92
36 - Surrey	72,522	71,936	-586	72,643	707
37 - Delta	15,491	15,759	268	15,742	-17
38 - Richmond	19,662	19,698	36	19,858	160
39 - Vancouver	48,680	48,451	-228	48,247	-204
40 - New Westminster	6,484	6,517	33	6,338	-179
41 - Burnaby	23,875	23,644	-231	23,899	255
42 - Maple Ridge-Pitt Meadows	14,847	15,009	162	15,245	237
43 - Coquitlam	30,889	31,175	286	31,101	-74
44 - North Vancouver	15,317	15,332	15	15,490	159
45 - West Vancouver	6,997	6,945	-52	7,029	84
46 - Sunshine Coast	3,270	3,200	-70	3,223	23
47 - Powell River	2,488	2,929	441	3,295	366
48 - Sea to Sky	5,158	5,266	108	5,403	137
49 - Central Coast	222	231	8	220	-11
50 - Haida Gwaii	448	440	-8	413	-27
51 - Boundary	1,238	1,241	2	1,218	-22
52 - Prince Rupert	1,967	1,831	-136	1,795	-36

District	2019/20	2020/21	Change	2021/22f	Change
53 - Okanagan Similkameen	2,290	2,291	1	2,300	9
54 - Bulkley Valley	1,944	1,931	-13	1,915	-16
57 - Prince George	13,092	12,848	-244	12,769	-80
58 - Nicola-Similkameen	2,046	1,959	-88	1,952	-7
59 - Peace River South	3,622	3,558	-64	3,638	80
60 - Peace River North	6,121	6,030	-91	6,064	34
61 - Greater Victoria	19,648	19,352	-296	19,409	57
62 - Sooke	11,114	11,255	141	11,624	369
63 - Saanich	7,122	7,406	284	7,442	36
64 - Gulf Islands	1,477	1,431	-46	1,279	-152
67 - Okanagan Skaha	5,711	5,534	-177	5,488	-46
68 - Nanaimo-Ladysmith	14,285	14,304	19	14,536	233
69 - Qualicum	4,153	4,226	72	4,257	31
70 - Alberni	3,806	3,727	-79	3,758	31
71 - Comox Valley	8,552	9,488	936	9,687	199
72 - Campbell River	5,464	5,419	-45	5,377	-42
73 - Kamloops/Thompson	14,832	14,766	-66	14,957	192
74 - Gold Trail	1,102	1,042	-60	1,037	-5
75 - Mission	6,145	6,189	44	6,253	64
78 - Fraser-Cascade	1,679	1,638	-40	1,624	-14
79 - Cowichan Valley	8,144	8,111	-33	8,255	144
81 - Fort Nelson	670	635	-36	614	-21
82 - Coast Mountains	4,140	3,831	-309	3,825	-6
83 - North Okanagan-Shuswap	6,431	6,425	-6	6,582	156
84 - Vancouver Island West	474	381	-94	397	16
85 - Vancouver Island North	1,290	1,205	-84	1,162	-43
87 - Stikine	151	168	17	165	-3
91 - Nechako Lakes	3,479	3,580	102	3,603	23
92 - Nisga'a	373	370	-3	376	6
93 - Conseil scolaire francophone	6,228	6,439	211	6,503	64

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.

Statistics:

- EDUC maintains a total of 45 resources in the DataBC catalogue.
- All of these resources are under the open government license (OGL).
- Thirty-nine of the 45 resources are regular datasets, four are geographic datasets and two applications.
- Since December 2014, the top five resources are:
 - Student Headcount (8,262 views)
 - FSA (6,381 views)
 - Student Enrolment/FTE (6,034 views)
 - Six Year Completion Rate (5,404 views)
 - Projection of Public School Aged Headcount Enrolments (3,861 views)

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.

Key Outcomes:

- Enhanced accessibility of data to users. In 2017, EDUC published twelve new datasets
 1. Graduation Assessment
 2. Student Learning Survey
 3. StrongStart BC Centres Map
 4. Metadata for K-12 Student Demographics and Achievements
 5. Projection of Public School-aged Headcount Enrolments
 6. Headcount of Homeschooled Children
 7. Enrolments in Student Programs
 8. Enrolments by School Calendar Type
 9. Student Headcount by Home Language
 10. Student Headcount by Special Needs Category
 11. Student Headcount by Grade Range
 12. Class size by Composition
 13. 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:

- 11 active third-party research agreements + 5 MED linkage only projects currently at EDUC
- In 2020, EDUC processed:
 - 11 amendments to existing agreements
 - Five 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.

Statistics:

- The **On-time Completion** for females was 5 percent higher than males in B.C., less of a gap than the national average of 7 percent. B.C. has the 4th smallest gender difference in on time completion of the 10 provinces.
- **Education participation** is the proportion of the population aged 15 to 19 years old that are enrolled in full-time or part-time schooling: 86.1% of the OECD population aged 15 to 19 were in some form of schooling in 2020. This compares to 80.1% of in education participation in Canada, 84.3% in Ontario, 77.7% in Alberta, and 74.7% in B.C.
- **Expenditure Per Student (EPS):** In 2017/2018, expenditure per student in B.C. was an average of \$12,109/student. This was \$2,144/student less than the Canadian average of \$14,253/student, and the lowest of all the provinces. Saskatchewan had the highest EPS of \$17,161. B.C.'s EPS on capital expenditure was 7%, which is equivalent to the Canadian average. Saskatchewan has the highest EPS spent on capital expenditure at 13.5%.
- When normalized to USD using purchasing power parity, B.C.'s EPS was \$10,051 USD, higher than the OECD average of \$9,999 USD, but lower than the Canadian average of \$11,018 USD.
- 63.8% of primary and secondary expenditure in B.C is attributable to teachers' compensation. This is slightly below the national average of 66.4%.
- **Teachers' Salaries:** In 2018/2019, starting salaries for full-time teachers in the most prevalent level of qualification averaged \$52,669 in Canada and \$50,300 in B.C. (9th of 10 provinces). Salaries at the top of a teacher's career averaged \$91,930 in Canada and \$87,900 in B.C. (6th of 10 provinces).
- 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 2018/19 was \$36,772 USD, compared to \$40,504 USD in Canada and \$38,683 USD in B.C. Average salaries for teachers at the top of their career were \$61,722 USD in the OECD, \$70,698 USD in Canada, and \$67,599 USD in B.C.

Description:

- *The Education Indicators in Canada: An International Perspective 2020* 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 2017/2018 school year but includes teacher salaries from 2018/2019, and education attainment and participation rates from 2019 and 2020 respectively.
- The indicators in this report found most relevant to the B.C. education system include: Educational attainment and participation; 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 2017/2018 within three years after starting grade 10. This is equivalent to the Canadian average rate. B.C. ranked 7th of the 10 provinces for on time completion. Extended-time high school completion was 89% for B.C. in 2017/2018. This rate is equivalent to the Canadian average. B.C. was tied for 6th of the 10 provinces reporting extended on time completion.
- In 2017/2018, **Expenditure per student** in B.C. was the lowest in all of Canada at \$12,109/student. This was \$2,144 less than the Canadian average (\$14,253). When converted to U.S. dollars using purchasing power parity, B.C.'s expenditure per student on primary and secondary education was \$10,051 USD, slightly above the OECD average of \$9,999 USD.
- **Teachers' Salaries:** In 2018/2019, starting salaries for full-time teachers in the most prevalent level of qualification averaged \$52,669 in Canada and \$50,300 in B.C. (9th of 10 provinces). Salaries at the top of a teacher's career averaged \$91,930 in Canada and \$87,900 in B.C. (6th of 10 provinces).

STUDENT LEARNING SURVEY

updated March 25, 2021

Description:

- The SLS provides a student-based measure of Human and Social Development.
- The Student Learning Survey (SLS) provides 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. Revised Grade 4 questions were implemented in the spring of 2018.
- 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.
- The 2020/21 administration is currently underway and ends April 30, 2021. As of March 24, 2021, 58,404 responses have been received.

Key Facts:

- Survey administered electronically each spring to all students in grades 4, 7, 10, and 12; parents, and staff in all schools. Where there is no grade 4 in the school, grade 3's participate.
- 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. There are both closed and open-ended questions, some of which are anonymous and most of which are identifiable by PEN to allow linkage to other data and to track results over time.
- The SLS will be reviewed in 2021 in advance of the January 2022.

Key Outcomes:

- Through improved data visualization and increased relevancy of results, provides more accessible, engaging, and enhanced reporting influences decision-making that directly impacts students.
- We can track an individual student's responses between grades and do cohort tracking.
- Data is being used by ministry to augment predictive models of student success and to improve tools that identify "at risk" students.
- Districts report annually to the ministry through the [Enhanced Student Learning Reporting Order](#) on results from the SLS.
- Districts use the SLS data to inform their mental health action grant initiatives.
- Data is included in the annual [Aboriginal How Are We Doing](#) report, and is posted publicly on [Data BC](#) in addition to the [Student Success](#) site.
- BC Centre for Disease Control uses SLS data in their [Community Health Profiles](#).

Funding:

- Funding provided to contractor to administer survey is 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:

1. Survey is done online (on paper where necessary) in schools and takes less than one hour to complete.
2. 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.

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 five 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; and
5. actions in negligence.

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.
- **Government Financial Information**

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. In Dec. 2020, the CSF filed a new civil claim for alleged failure to remedy the unjustified breach of the Charter. (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; the hearing is scheduled for Oct. 7-8, 2021.
- **Employment-related claims:** (1) 11 former College of Teacher employees are bringing claims regarding termination without severance when the College was dissolved, and the College's functions were absorbed by the Province. Two claims are proceeding as test cases; the others are dormant until these test cases are complete. (2) A former CSF employee filed an employment claim against the district, raising *School Act* interpretation issues. AG will participate in this matter.
- **Human Rights proceedings:** There are five education related cases involving the Province. Two cases relate to teacher certification/discipline issues; **Advice/Recommendations**
- **Contractual disputes:** There is one dormant case: A claim against the Ministry arising from an agreement under which the Ministry provided student information for research purposes.
- **Actions in negligence:** A former teacher is pursuing negligence claim against Province and individual actions of misfeasance against members of the former BC College of Teachers and discipline tribunals. The action relates to an alleged delay in resolution of professional conduct matters preventing the plaintiff from renewing a teaching certificate. There is also a dormant case relating to an alleged failure to provide adequate funding for supports for a child with special needs.

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.

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:

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.

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

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 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:

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 2021, 7 school districts (Chilliwack, Langley, Coast Mountains, Powell River, North Vancouver, Vernon and Central Okanagan) 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 school trustee by-elections during the COVID-19 pandemic, the Minister of Education has issued a number of ministerial orders to allow for broader use of voting by mail ballot and to permit oral declarations instead of written declarations concerning eligibility to vote.

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. TAC is a forum for discussing matters of common interest to the represented authorities respecting the administration and application of LECFA.

Description:

- The Minister has authority under section 171.1 of the *School Act* (the *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.
- In 2019/2020 three special advisors were appointed to evaluate the work experience of school principals and vice principals in all districts. A special advisor was appointed to SD 84.
- In 2020/21 two special advisors were appointed to SD 33 (Chilliwack), and one of those advisors is currently reappointed to that district. Two special advisors are currently appointed to SD 57 (Prince George).

Key Facts:

- Mike McKay and Lynn Smith were appointed as special advisors to SD 33 (Chilliwack) for a term ending February 26, 2021. Mike McKay was reappointed April 6, 2021 for a term ending November 12, 2021.
- Catherine McGregor and Kory Wilson are appointed as a special advisory committee to SD 57 (Prince George) for a term ending June 1, 2021.

Services to Ministry:

- Mr. McKay and Ms. Smith were tasked with inspecting and evaluating the board's ability to fulfill its duties and work together, create safe and inclusive school communities, and uphold student human rights, and adhere to its Code of Ethics, as well as inspecting and evaluating the board relationships in school communities and partners.
- The special advisors identified concerns about the board's ability to adhere to principles of good governance and ethical, civil and co-operative trustee behaviour. Mr. McKay has subsequently been reappointed to assist the board in these regards.
- Catherine McGregor and Kory Wilson are to inspect and evaluate numerous aspects of the board's governance, especially regarding systemic racism, and assist the board in developing culturally appropriate and racially sensitive practices and policies, and promoting student achievement.

Key Outcomes:

- Special advisors are required to report back throughout their appointment, and to submit final reports to the Minister.

Agreements:

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

Statistics:

- Since 2002, when the special advisor provision was added to the *Act*, the Ministry has appointed 22 special advisors.

Funding:

- The Ministry has provided remuneration for special advisors.
- The most recent reappointment of Mike McKay to SD 33 is an exception; the board is responsible for remuneration.

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:

- To date the Ministry has received five appeals in 2021. Of those, three were incomplete. Two have been viewed by the SOA, one of which is still in progress.

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 term expires on May 15; 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 expressed concerns about board-level student appeals. The BCCPAC have completed a review of appeals in the Province and have prepared a report.

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 March 24, 2021

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 serve 958 students with disabilities / diverse abilities (2020/21 school year).
- In 2019/20, Special Education Schools awarded 97 school completion credentials to students with disabilities / diverse abilities:
 - 72 Dogwood (74.2%)
 - 21 Adult Dogwood (21.6%)
 - 4 Evergreen (4.1%)

Funding:

Designated Special Education Schools (SES) Grant: 2014/15 – 2020/21	
Year	SES Grant
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
2020/21	\$1,884,000

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 March 24, 2021

APPENDIX

DESIGNATED INDEPENDENT SPECIAL EDUCATION SCHOOLS (Group 1 and 2)

Name	Funding Group	Funded FTE (2020/21)	Operating (2020/21)	Special Education (2020/21) ¹	Total Grant Funding (2020/21) ²
Artemis Place Secondary	1	46.0000	\$ 215,678	\$ 615,100	\$ 830,778
Children's Hearing and Speech Centre BC	1	5.0000	\$ 23,533	\$ 112,000	\$ 135,533
Choice School For Gifted Children	2	49.0000	\$ 178,926	\$ 378,200	\$ 557,126
Discovery School	1	72.6250	\$ 352,050	\$ 758,000	\$ 1,110,050
Fawkes Academy	1	37.5000	\$ 171,919	\$ 985,600	\$ 1,157,519
Fraser Academy	1	257.0000	\$ 1,206,701	\$ 792,100	\$ 1,998,801
Greater Heights Learning Academy	1	56.0000	\$ 267,317	\$ 1,316,950	\$ 1,584,267
Honour Secondary School	1	12.0000	\$ 55,812	\$ 202,750	\$ 258,562
James Cameron School	1	35.0000	\$ 165,008	\$ 236,200	\$ 401,208
Kenneth Gordon	1	172.0000	\$ 829,126	\$ 2,030,700	\$ 2,859,826
PALS Autism School	1	16.0000	\$ 70,103	\$ 369,600	\$ 439,703
Purpose Independent Secondary School	1	68.7500	\$ 332,475	\$ 955,900	\$ 1,288,375
Whytecliff Agile Learning Centre-Burnaby	1	30.0000	\$ 137,535	\$ 511,500	\$ 649,035
Whytecliff Agile Learning Centre-Langley	1	46.0000	\$ 219,535	\$ 768,500	\$ 988,035
Total		902.8750	\$ 4,225,718	\$ 10,033,100	\$ 14,258,818

Notes:

1. Special Education Funding includes the supplemental Special Education Grant (\$2,000 per eligible student)
2. Estimated Total School Year Grant Funding excluding Homeschoolers.

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 grade 10 – 12 online learning courses.

Statistics:

- 5,551 registered homeschoolers in the 2020/21 School Year.
- Registered homeschoolers in B.C. represent 0.84% of the total student population.
- Registrations increased from 2,455 in 2019/20 to 5,551 in 2020/21 (increased by 3,096 registrations or 126%).
- 3,275 homeschoolers registered with independent schools (59%).
- 2,276 homeschoolers registered with public schools (41%).
- 92% of all homeschoolers 5,080/5,551 are in the K-9 age range.
- 9% 471/5,551 of all homeschoolers are in grade 10-12 age range.

*See appendix for additional information

Key Facts:

Procedures:

- Homeschooling is enabled by the *School Act* and recognized in the *Independent School Act (1989)*.
- Registering schools receive an annual grant from the Ministry for each homeschool registration:
 - \$250 per public and \$175 per independent school registered homeschooler,
 - 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 parents of registered homeschoolers; parents can decide whether to make use of these services.
- 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 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.

Recent Ministry Work to Support Homeschooling

- The Ministry of Education is in the process of developing a *Homeschooling Procedures and Guidelines Manual* to provide clear information to home-educators, homeschoolers and the schools that register them regarding homeschooling requirements, entitlements and best practices.
- Once completed – expected before the start of the 2021/22 school year – the manual and supporting policy clarifications will help to support BC's education system and the increasing number of pandemic-related homeschoolers, many of whom are expected to remain in homeschooling in the 2021/22 school year.
- The draft Manual was developed in collaboration with a sector working group: Council of Administrators of Inclusive Support in Education; Federation of Independent School Associations; First Nations Education Steering Committee; First Nations Schools' Association; Home Educator's Association; Principals' and Vice-Principals' Association; and School Superintendents' Association.
- The draft Manual was posted online for consultation until April 2021. 66 submissions were received, and this feedback will be considered in finalizing the document.
- The Manual and policy revisions support the Ministry's response to the Representative for Children and Youth (RCY) report entitled "Alone and Afraid" (released in December 2018) which included two recommendations for Ministry action related to homeschooling:
 - Establish mechanisms for tracking and follow-up when school age children are not registered; and
 - Assess whether school districts/school authorities should offer additional supports to homeschoolers with special needs designations.

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

2020/21 Summary: Homeschooling in British Columbia

Table 1: Number of registered homeschoolers by sector

Homeschooler Registrations	# Homeschoolers	% of Total
Independent School	3,275	58.9%
Public School	2,276	41.1%
Total	5,551	100.0%

Table 2: Number of registered homeschoolers by age range

Homeschooler Registrations	# Homeschoolers	% of Total
Age 5-14 (Grades K-9)	5,080	91.5%
Age >=15 (Grades 10-12)	471	8.5%
Total	5,551	100.0%

Table 3: Number of registered homeschoolers by facility type

Homeschooler Registrations	# Homeschoolers	% of Total
Distributed Learning (public and independent)	2,495	44.9%
Brick & Mortar	3,055	55.0%
Total	5,550	100.0%

Table 4: Number of Homeschoolers: Past 5 Years

School Year	# Homeschoolers	% total school-aged population
2016/17	2,316	0.36%
2017/18	2,258	0.35%
2018/19	2,309	0.35%
2019/20	2,455	0.37%
2020/21	5,551	0.84%

Delivery Partners:

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

Funding:

- \$1.139M is the total funding for homeschooling grants for school year 2020/21:
 - \$568,750 independent
 - \$570,250 public

INDEPENDENT CERTIFICATION AND INSPECTION

updated April 16, 2021

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:

- 223 Independent schools were inspected in the 2020/21 inspection cycle.
- In response to COVID, inspections for 2020/21 were conducted virtually.. 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: \$261,748

Delivery Partners:

- Federation of Independent Schools Association (FISA): supports member schools during inspections.
- 16 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/specialist teachers).

Statistics:

- There are 365 certified independent schools for the 2020/21 school year.
- For the 2020/21 school year, 64 schools were scheduled for comprehensive external evaluations, 155 were scheduled for monitoring visits and 4 were scheduled for program evaluations.

Certificates of Group Classification (2019/20 – 2020/21):

Group	2019/20	2020/21	Description	Funding	Inspection cycle
Group 1	# Schools: 242 # Students: 66,706	# Schools: 240 # Students: 67,805	<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	# Schools: 73 # Students: 17,712	# Schools: 75 Students: 17,693	<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	# Schools: 25 # Students: 416	# Schools: 21 # Students: 420	<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	# Schools: 24 # Students: 2,388	# Schools: 28 # Students: 1,355	<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

INDEPENDENT ONLINE LEARNING

updated April 23, 2021

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. However, during the pandemic all independent schools have been enabled to provide online learning as required.

Statistics:

- September 2020/21 Independent Online Learning Headcounts:
 - 16 Independent Online Learning Schools;
 - 12,154 Students, 2,779 (29.6%) increase from 2019/20;
 - This comprises 36% of the provincial headcount for Distributed Learning students in B.C.
- Increase primarily due to special education funded students.
- 90,118 – Number of course enrollments through an independent online learning school in 2019/20.
- Headcount of students with special needs in independent online learning schools has increased by 57% over the past 5 years:
 - 1,871 in 2016/17
 - 3,034 in 2020/21

Online Learning Outcomes 2019/20:

	Course Completion Rate	6 Yr. Completion Rate	Av. Eng. 12 Exam Mark
PUB	60%	39.7%	63.9%
IND	78.6%	52.9%	68.1%

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

Key Facts:

- There were 16 independent Online Learning (IOL) schools in B.C. serving 12,154 students in 2020/21.
- All independent Online Learning schools are Group 1 Independent schools.
- IOL schools have annual inspections, alternating between full and monitoring inspections.
- Funding for IOL students is based on a percent of the flat public-school Online Learning per pupil rate:
 - 50.0% for Group 1 IOL students and 35% for Group 2 IOL students (currently no Gr.2 IOL schools).
- 2020/21 Online Learning flat rates for 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.
- Govt. funding of independent schools is not meant to cover schools' full operating costs.
- Prior to the rate change, in 2019/20, 15 of the 16 IOL schools operated without charging tuition.
- Now, after the change, 14 IOL schools charge tuition and 15 of 16 intend to charge tuition fees next year.
- The rate change addressed an historic inequity of the previous rate. Students in brick and mortar schools receive more funding because overhead is higher. On the public side, online schools receive \$1,460 less per student than brick and mortar schools do. But prior to the rate change IOL schools received only \$500 less per student. After the rate change, the differentials are almost equivalent.
- IOL schools are eligible for 100% of the special education funding that public schools receive.
- Independent school representatives are included in the Ministry of Education's current engagement activities to update the Ministry's online learning policies and procedures.
- Before the end of the school year, the Ministry of Education will issue new **interim** online learning agreements to the 16 IOL schools for the 2021/22 school year.
- Future online learning agreements will be informed by input from public and independent online providers gathered through the current consultation.

Funding:

- \$92.54M: Total Estimated grants to IOL schools for SY 2020/21
 - \$54.63M in spec educ grants (~59% of total grants)
 - \$37.91M operating grant
- \$80.89M: Total grants to IOL schools for SY 2019/20
 - \$44.24M in spec educ grants (~54.7% of total grants)
 - \$36.65M in operating grants

Agreements:

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

Delivery Partners:

Federation of Independent School Associations

- Students in B.C. can choose to take all or part of their educational program through an Independent Online Learning School. Online programs offer flexibility for students choosing not to participate in in-person learning environments and offer alternatives for students in remote settings and/or who wish to access faith-based education content and/or whose school is unable to offer a full roster of courses.

Independent Online Learning Schools (Group 1 Only – No Group 2 OL Schools)

Name	Location	2019/20 Headcount*	2020/21 Headcount*	2018/19 SY OL Funded FTE**	2018/19 SY	2019/20 SY OL Funded FTE**	2019/20 SY	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**
					OL (Operational) Funding**		OL (Operational) Funding**	Personal Information			
Anchor Academy (DL)	Salmon Arm	489	603	511.9000	\$1,990,801	507.7988	\$1,960,871	166	\$2,682,400	194	\$3,357,800
ASCEND Online Distributed Learning	Kamloops	380	535	365.0075	\$1,404,263	406.5350	\$1,528,509	118	\$2,187,800	138	\$2,844,650
Bulkley Valley Christian Distributed Learning	Smithers	28	62	33.7050	\$131,451	35.5000	\$136,427	Personal Information			
CHEK-ABC	Nelson	166	263	151.0975	\$587,369	153.7850	\$588,832	19	\$329,800	39	\$737,300
Christian Homelearners eStreams	Grindrod	264	448	254.2675	\$973,472	281.9363	\$1,070,192	51	\$795,700	76	\$1,343,900
Fawkes Academy DL	Richmond	54	55	45.5000	\$167,172	61.0000	\$231,642	39	\$746,900	53	\$1,082,500
Heritage Christian Online School (DL)	Kelowna	3,144	4,090	3,215.0150	\$12,377,952	3,273.9550	\$12,543,197	448	\$7,704,500	549	\$9,805,575
iLearn DL Secondary School	Surrey	158	90	237.7500	\$817,082	246.8750	\$936,490	Personal Information			
KLEOS Open Learning (DL)	Kelowna	287	370	240.3300	\$921,832	280.1250	\$1,081,067	171	\$3,201,100	196	\$3,889,075
Oak & Orca School (DL)	Victoria	163	274	176.2850	\$667,067	149.8750	\$584,035	77	\$1,528,400	80	\$1,648,050
Pathways Academy Distributed Learning	Prince George	239	295	235.0625	\$915,819	234.0000	\$918,367	11	\$213,400	12	\$232,300
Regent Christian Online Academy	Victoria	1,012	1,320	938.3625	\$3,660,210	1,002.2375	\$3,872,365	112	\$2,144,500	123	\$2,442,800
SelfDesign Learning Community (DL)	Vancouver	1,877	2,083	1,852.3875	\$7,078,056	1,835.5925	\$7,115,416	665	\$12,538,600	688	\$13,532,475
Traditional Learning Academy Online	Surrey	1,010	1,499	963.3625	\$3,748,747	955.8675	\$3,707,777	168	\$3,206,500	167	\$3,167,475
Valley Christian School DL	Mission	24	29	32.3300	\$124,244	24.5000	\$94,154	Personal Information			
West Coast Adventist DL School	Abbotsford	80	139	71.4375	\$277,994	75.8125	\$279,417	Personal Information			
Total	16	9,375	12,155	9,323.8000	\$35,843,531	9,525.3951	\$36,648,758	2,051	\$37,386,400	2,323	\$44,235,400

****Source: Independent School Information System**

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 and overseeing independent schools during the Covid-19 pandemic, including the Stage 2 (September 2020) and Stage 3 (June 2020) education restarts
- Ministry approach for public and independent schools during the pandemic has 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 brick and mortar cohort size exemptions.
 - 29 First Nations Independent Schools exempted from review in recognition of indigenous governments’ authority to set pandemic related policy
 - 16 independent DL school plans were reviewed with a focus on health and safety practices for in-person activities.
 - Total = 364 (319 + 29 + 16)
- As part of the June 2020 Stage 3 education restart, the Ministry’s process reviewed 309 school plans and approved 25 exemption requests.
 - 29 First Nations Independent Schools were exempted;
 - 16 independent DL schools were exempted;
 - 10 schools had already closed.
 - Total = 364 (309 + 29 + 16 + 10)

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 BC and at the school level for schools not belonging to FISA BC.
- 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:
 - Transfer under Agreement of \$135,000 (covering from mid-March 2021 – end June 2021) to FISA BC to coordinate a rapid response team to support independent schools, health authorities and the Ministry of Education in response to independent school exposure events and to support independent school implementation of school safety plans.
 - Award of \$23,000 contract (covering from December 2020 – March 2021) to FISA BC to support independent schools with the implementation of the Provincial COVID-19 Health and Safety Guidelines for K-12 and reporting of school exposures
 - Independent school sector representation through FISA BC on the Ministry’s K-12 Education Restart Steering Committee;
 - Weekly and bi-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 cleaning resources through Focused Education Resources;
 - Assistance connecting schools with Health Authorities where there have been confirmed COVID exposures; and
 - Federal (\$16.3M) and provincial (\$3.1M) monies to independent schools in 2020/21 to assist with COVID-related expenditures.
- Between September 2020 and April 16, 2021 (latest data), there have been 687 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 safely and successfully transitioned to Stage 2 service in September 2020, providing in-person education programs to students.

Delivery Partners:

1. Federation of Independent School Associations (FISA), comprised of 5 separate associations
2. First Nations Schools Association (FNISA)
3. First Nations Education Steering Committee (FNESC)

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.

2020/21 School-Aged Funded FTE – Operating (as at September 30, 2020)

Group 1	64,467.98
Group 2	14,200.88
Total	78,668.85

(Source: Independent School Information System)

2020/21 Statistics (as at September 30, 2020):
Total Student Headcount: 87,273

Type	HC	% of total
Group 1	67,805	77.7%
Group 2	17,693	20.3%
Group 3	420	0.5%
Group 4	1,355	1.6%
Total	87,273	100%

(Source: Education Data Warehouse)

Special Education – Student Headcount

Low Incidence - receives supplemental funding	Level 1	101
	Level 2	5,200
	Level 3	782
High Incidence – does not receive supplemental funding	K, P, Q, R	3,506
Total		9,589

(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 (Group 1 distributed learning [DL] schools receive 50% 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 1.34% per school year for the last 5 years.
- The 14 Special Education Schools (SES) exclusively served 958 students with special needs in the 2020/21 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 12,154 students in 2020/21.

Funding:

Fiscal Year (not including First Nations Reciprocal Tuition funding)

- 2020/21 Actual: \$459.8M
- 2019/20 Actual: \$438.4M

2020/21 School Year Grant Funding (Estimate)

Operating*	\$358.18M
Special Needs	\$120.43M
Other Special Purpose	\$18.9
School Year Total	\$478.63M

*includes \$10.98M FN RT funding

Course Challenge

2019/20 School Year Grant Funding (Actual)

Operating*	\$348.58M
Special Needs	\$108.57M
Other Special Purpose	\$24.6K
School Year Total	\$457.17M

*includes \$11.43M 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 following 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 13.3% (87,287 students) of the K-12 student population (0.1% higher than in 2019/20) for 6.6% of the total K-12 education budget.

Statistics:

2020/21 Independent Schools in B.C.*

Type	# of schools	% of total	# students
Group 1	240 (incl. 16 DL)	65.8%	67,805
Group 2	75 (incl. 29 FN)	20.5%	17,693
Group 3	22	6.0%	420
Group 4	28	7.7%	1,355
Total	365	100%	87,273¹

¹ Total student breakdown by group differs from Provincial Total of 87,287 due to masking of students.

*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):

- 2019/20 Fiscal Year Actual \$438.4M
- 2020/21 Fiscal Year Actual \$459.8M

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 84.4% of all independent schools (by school count) and 95.4% of all independent schools (by student count).
- Independent School Teaching Certificate Standards Committee (ISTCSC).

International Education - in B.C.

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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	Program evaluation
2019/20	\$4,400	
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, who are planning to return to BC as soon as it is safe and practicable to do so, have been able to take a limited number of BC curriculum courses through Online Learning.
- 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:

- 11,477 non-resident students in 2020/21 – a 45% decline from the previous year.
 - 8,380 (73%) in public school districts.
 - 3,097 (27%) in independent schools.
- In 2019/20, \$258M in revenues from int'l tuition fees for BC school districts (2020/21 district financial data not yet available);
 - Net income of \$110M for 46 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):

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)
- Facilitated the safe entry of international students into B.C. schools through ongoing engagement with the federal government – Immigration, Refugees and Citizenship Canada, Public Health Agency of Canada and Global Affairs Canada – on federal travel restrictions that impact K-12 international students.
- Collected international student arrival data on a weekly basis, including quarantine status, that is reported to Emergency Management BC (EMBC) and Cabinet.
- Produced an International Student Arrival Process Map that clarifies roles and responsibilities at 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.
- Developed International Student Health and Wellness Guidelines and facilitated a workshop for counsellors and international education administrators to better support international students in B.C. who may be struggling with isolation and increased stress.

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 in response to higher fees; and
 - 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 and Skills 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)

INTERNATIONAL EDUCATION OVERVIEW

updated March 31, 2021

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.

Funding: (2020/21 financial data not available until September 2021)

- Non-resident (international) students are not eligible for a Ministry-funded education program.
- In 2019/20 international education generated \$258M in tuition revenue for 46 public school districts.*

Statistics:

- Number of K-12 international/non-resident students

School Year	Onshore
2016/17	20,437
2017/18	21,131
2018/19	21,271
2019/20	20,868
2020/21	11,477

- Top 5 public school districts and independent schools for international student enrolment (2020/21)

School Districts	Independent Schools
Vancouver: 1,332	Bodwell High School: 260
Surrey: 1,072	Shawnigan Lake: 216
Coquitlam: 1,061	Brentwood College: 204
Victoria: 1,049	St. Michaels' University School - Senior: 166
Langley: 678	Columbia Academy: 92

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

Key Facts:

- There were 11,477 onshore K-12 international students in B.C. in 2020/21 enrolled in 46 school districts and 156 independent schools.
- In 2020-21, there were approximately 9000 students at 45 B.C. offshore schools in 8 countries studying the B.C. curriculum.
- The Ministry maintains 7 education-related MOUs with foreign governments in 4 countries (China, Colombia, Japan 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 International Student 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);
 - Administration of the B.C. Offshore School Program including inspection and certification.

Key Outcomes:

- B.C. schools and communities are enriched economically and culturally by international students.
- International education post-secondary pathways can help address critical workforce skills gaps and labour shortages.
- B.C. students develop intercultural skills and global competence.
- The presence of students from different cultural backgrounds in B.C. classrooms supports development of B.C. curriculum core competencies relating to personal/cultural identity and social responsibility.
- Net income of \$110M for 46 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).

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.

INTERNATIONAL EDUCATION OVERVIEW

updated March 31, 2021

School District Revenue from International Student Tuition (2019/20 School Year Audited Financial Statements) and Non-Resident Student Headcounts for 2019/20 and 2020/21

School District	Tuition Revenue 2019/20*	Non-Resident Student Headcount**	
		2019/20	2020/21
05 - Southeast Kootenay	\$0	59	13
06 - Rocky Mountain	\$2,983,326	78	17
08 - Kootenay Lake	\$1,512,940	86	40
10 - Arrow Lakes	\$0	0	0
19 - Revelstoke	\$173,010	25	Personal Information
20 - Kootenay-Columbia	\$14,993	Personal	0
22 - Vernon	\$5,041,265	234	43
23 - Central Okanagan	\$5,895,217	477	322
27 - Cariboo-Chilcotin	\$36,050	Personal Information	
28 - Quesnel	\$0	0	0
33 - Chilliwack	\$1,635,323	108	29
34 - Abbotsford	\$6,546,164	483	197
35 - Langley	\$15,037,872	949	678
36 - Surrey	\$15,823,952	1,072	681
37 - Delta	\$10,926,421	758	308
38 - Richmond	\$18,418,868	923	581
39 - Vancouver	\$27,664,512	1,750	1332
40 - New Westminster	\$3,518,311	240	102
41 - Burnaby	\$25,749,396	1,503	775
42 - Maple Ridge-Pitt Meadows	\$8,215,315	543	173
43 - Coquitlam	\$33,973,625	1,763	1061
44 - North Vancouver	\$10,846,468	732	302
45 - West Vancouver	\$10,033,226	526	306
46 - Sunshine Coast	\$81,085	10	Personal Information
47 - Powell River	\$1,046,492	97	28
48 - Sea to Sky	\$2,607,003	201	47
49 - Central Coast	\$0	0	0
50 - Haida Gwaii	\$0	0	0
51 - Boundary	\$8,100	0	0
52 - Prince Rupert	\$42,500	Personal Information	
53 - Okanagan Similkameen	\$0	0	0

School District	Tuition Revenue 2019/20*	Non-Resident Student Headcount**	
		2019/20	2020/21
54 - Bulkley Valley	\$0	0	0
57 - Prince George	\$69,000	12	Personal Information
58 - Nicola-Similkameen	\$0		
59 - Peace River South	\$22,128		
60 - Peace River North	\$603,293	60	
61 - Greater Victoria	\$15,373,804	1,049	448
62 - Sooke	\$6,303,351	340	142
63 - Saanich	\$4,698,186	367	93
64 - Gulf Islands	\$811,125	82	39
67 - Okanagan Skaha	\$1,542,117	131	76
68 - Nanaimo-Ladysmith	\$3,353,180	265	88
69 - Qualicum	\$3,829,455	179	30
70 - Alberni	\$105,083	14	Personal Information
71 - Comox Valley	\$2,828,612	250	
72 - Campbell River	\$739,071	67	14
73 - Kamloops/Thompson	\$4,891,438	245	97
74 - Gold Trail	\$0	0	0
75 - Mission	\$2,008,526	160	55
78 - Fraser-Cascade	\$55,352	Personal Information	
79 - Cowichan Valley	\$2,207,697	189	76
81 - Fort Nelson	\$0	0	0
82 - Coast Mountains	\$26,000	Personal Information	0
83 - N. Okanagan-Shuswap	\$33,490		Personal Information
84 - Vancouver Island West	\$297,319		
85 - Vancouver Island North	\$0	Personal	
87 - Stikine	\$0	0	0
91 - Nechako Lakes	\$259,550	15	11
92 - Nisga'a	\$0	0	0
93 - Conseil scolaire francophone	\$0	0	0
99 - Provincial Summary*	\$257,889,211	16,079	8,380

*Tuition Revenue data from 2020/21 are not available until September 2021.

**Headcount data does not include independent schools as the Ministry does not track tuition for non-resident learners in the independent sector.

Statistics: (data from 2019/20 school year; data for 2020/21 school year available after May/21)

- 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 after a student has arrived in B.C. and is enrolled in a B.C. school, or has enrolled and is attending a B.C.-certified offshore school. Completed courses are subject to an equivalency review prior to awarding credit. 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.

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. The Ministry will be conducting its annual review of SD73BC's online learning program for non-resident learners in May 2021.
- In September 2020 the Ministry signed an additional agreement with SD73BC (COVID Mitigation Agreement) that temporarily allows international students impacted by the pandemic, who are outside the province but registered to boards/authorities and who have confirmed their 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.
- The COVID Mitigation Agreement expires on June 30, 2021.
- 23 districts and 25 independent schools have signed agreements with SD73BC, representing 542 students who are currently taking courses (both public and independent).
- 22 additional 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;
 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; and
 3. The International Student Health and Wellness Guidelines - providing information and resources for international education administrators, counsellors and teachers supporting K-12 international students.

Statistics:

K-12 International and Non-BC Resident Student head count.

Year	No. of K-12 International/Non-BC Resident Students
2018/19	21,271
2019/20	20,868
2020/21	11,477

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, with input from the sector, was published.

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.
 - Information is provided in English as well as 11 additional languages including French, Mandarin, Japanese, Korean, Spanish, Italian, Vietnamese, Thai, Portuguese, Dutch and Arabic.
- BC4HS is currently under revision and will be relaunched in May 2021 with updated information about international education in BC (onshore) and the BC Offshore School Program.

International Student Health and Wellness Guidelines

- In March, 2021 EDUC published new health and wellness resources to support international students from different cultural backgrounds who may be struggling with depression, anxiety, loneliness and other health issues. Additional resources will be published in May, 2021.

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.

Operating Budget

(Funding):

For FY2020/21:
BC4HS Website \$73,525
Health and Wellness
Guidelines \$25,000

Delivery Partners:

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

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.

Funding:

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

Statistics:

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

Key Facts:

- The Ministry of Education maintains 7 active education-related Memorandums of Understanding (MOUs) with four foreign country partners: Japan, China, Spain, 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.
- The Ministry is in the process of negotiating MOUs with Jalisco (Mexico); Guanajuato (Mexico); Vietnam and South Korea, in support of Government's economic recovery strategy.
- One MOU expires in May 2021: Guangdong, China (May 9).

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.

Delivery Partners:

- China, Japan, Spain and Colombia

MEMORANDUMS OF UNDERSTANDING

updated April 23, 2021

APPENDIX

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

Country	Partner Name	Date		Aims
		Signed	Expires	
People's Republic of China	National Ministry of Education of the People's Republic of China	June 1, 2015	June 1, 2023	Education knowledge exchange and collaboration, support of Offshore School Program, student and teacher exchange
	Department of Education of Heilongjiang Province	January 22, 2019	January 22, 2027	
	Department of Education of Guangdong Province	May 9, 2016	May 9, 2021	
Japan	National Ministry of Education, Culture, Sports, Science and Technology of Japan	June 4, 2015	June 4, 2023	Education knowledge exchange and collaboration, support of Offshore School Program, student and teacher exchange
	Tokyo Metropolitan Board of Education	September 15, 2015	September 15, 2023	
Spain	Ministry of Education, Culture and Sport of the Kingdom of Spain	December 1, 2016	December 1, 2024	Education knowledge exchange and collaboration, student and teacher exchange
Colombia	Ministry of National Education of Colombia	December 28, 2016	December 28, 2024	Education knowledge exchange and collaboration, support of Offshore School Program

International Schools - Offshore

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Description:

- Since 1998, the Offshore School Program has certified schools outside of B.C. to deliver the B.C. curriculum through individual Certification Agreements.
- Annual offshore school inspections include:
 - **educational program review** (meeting provincial curriculum requirements);
 - **school administrative compliance review** (with the Certification Agreement); and
 - **facilities** review (meeting all local building and safety codes and regulations).
- School inspectors are contracted from a pre-qualified list established through a Request for Qualification (RFQ) process.

Key Facts:

- B.C. offshore schools are inspected annually to ensure compliance with their Certification Agreement.
- All 45 schools in 8 countries were inspected virtually in 2020/21.
- Inspection teams consist of contractors and excluded Ministry employees.
- Inspection team members are qualified and experienced BC educators (active and recently retired principals/administrators).

Statistics:

- In the 2020/21 school year, the Ministry certified 45 schools in 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 2020/21 cycle, all 45 schools underwent a virtual inspection due to travel restrictions imposed by the COVID-19 global pandemic.

Budget and Delivery Partners:

- Offshore school inspections are conducted on a 100% cost-recovery basis.
- In fiscal 2020/21, \$226,000 was spent for virtual offshore school inspections.
- This compares to \$306,000 spent in 2018/19, the most recent year that offshore inspections were conducted fully on-site.
- Delivery partners: Inspectors, Offshore School Representatives, Owner/Operators, school staff.
- 24 contracted inspectors were used in fiscal 2020/21.
- Offshore School Representatives prepare schools for inspections and work with schools to ensure they remain in compliance with certification requirements.

Key Outcomes:

- All offshore schools are required to demonstrate full compliance with the Certification Agreement, including responding to any requirements identified in their annual inspections to the Ministry's satisfaction, before the end of each school year.
 - In the 2020/21 cycle, 19 requirements were identified at offshore schools. All 19 were addressed to the Branch's satisfaction by March 22, 2021.
- The inspection process is a critical quality assurance mechanism that serves to protect the integrity and reputation of the B.C. education program.

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 October 2020 survey, offshore schools reported the following numbers of people infected by COVID-19 since the pandemic began:
 - Students: 23 (approx. 0.2% of all students)
 - Teachers: 3 (approx. 0.4% of all teachers)
 - Administrative staff: 3

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.
- 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 October 2020, offshore schools reported that 84% of teachers and administrators (573 of 681 educators) had returned to their school communities while approximately 16% were still overseas due to travel restrictions or inability to obtain a travel permit. Most of those educators still overseas were expected to be able to travel to their school communities during the fall semester.
- Due to impacts of COVID-19, all 45 offshore schools in 8 countries will undergo a virtual annual inspection via video conferencing.

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:

- The B.C. Offshore School Program (OSP) has certified schools outside of B.C. to deliver the B.C. curriculum since 1998.
- The OSP operates on a 100% cost-recovery model with annual fees based on the number of schools and full-time students enrolled.
- The Ministry annually inspects all offshore schools ensuring compliance with their Certification Agreement, signed between Owner/Operators and the Ministry.
- In July 2020, the Ministry received a mandate from Government to proactively expand the OSP.
 - Goals for OSP expansion are to: (1) aid in BC's economic recovery; (2) enable trade pathways for BC; and (3) increase transitions to BC post-secondary institutions.

Statistics:

- 2020/21: 45 schools in 8 countries
- 2020/21: full-time student enrolment: 9,017
- 2020/21: B.C. certified teacher count: 636
- 2019/20: **students participating in short-term credit and non-credit programs in B.C.: 105**
- **2019/20: offshore teachers** with their teacher education program completed in BC: 157
- 2019/20: offshore teachers moving to B.C. public and independent schools: 157

N.B. All stats are the most recently available.

Key Facts:

- In 2020/21, B.C. certified 45 offshore schools in 8 countries (Bahrain, China, Colombia, Egypt, France, Japan, Qatar and Thailand).
- Students receive instruction in English by B.C. certified teachers and graduate with a B.C. Dogwood Diploma. Approximately two-thirds of schools offer dual diploma opportunities.
- The Ministry conducted inspections virtually of all offshore schools in the 2020/21 school year.
- An external review of the 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; and
 - Spending of \$20.2M by graduates now studying in B.C. post-secondary institutions.
- On the most recent Provincial Exams, offshore students outperformed B.C. students in Math; performed on par in Science; and performed less well in English-language intensive courses.
- Approximately 140 offshore graduates from the 2018/19 school year transitioned to B.C. public colleges and universities for the 2019/20 school year.
- There is a rigorous six-step application process before an offshore school is fully certified to offer the B.C. education program and graduation certificate:
 - Expression of interest → Interview → Application → Onsite application verification inspection → Pre-certification → Certification
 - It can take as little as 6 months to reach the pre-certification stage, which enables an operator to begin delivering B.C. curriculum, and as much as 2 years or longer.

Funding:

- In 2020/21, the OSP generated \$4.1M 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 \$225K was recovered from operators for inspections conducted during the 2020/21 cycle.

Key Outcomes:

- Total cost-recovery of \$4.1M to the Ministry of Education in fiscal 2020/21.
- B.C. offshore schools graduated 3,077 students in 2019/20.
- B.C. 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.

ATTACHMENT 1: COLLECTION OF FEES

Funding / Statistics:

2020/21 school year

COUNTRY	SCHOOL COUNT	FULL-TIME ENROLMENT	2020/21 INSPECTION FEES	2020/21 PROGRAM FEES	TOTAL FEES
BAHRAIN	1	232	\$5,664.47	\$96,200.00	\$101,864.47
CHINA	37	6,892	\$189,236.80	\$2,967,200.00	\$3,156,436.80
COLOMBIA	1	115	\$3,206.40	\$55,250.00	\$58,456.40
EGYPT	1	772	\$6,306.40	\$285,200.00	\$291,506.40
FRANCE	1	23	\$3,206.40	\$23,050.00	\$26,256.40
JAPAN	2	135	\$8,412.80	\$77,250.00	\$85,662.80
QATAR	1	824	\$5,806.40	\$303,400.00	\$309,206.40
THAILAND	1	24	\$3,206.40	\$23,400.00	\$26,606.40
TOTAL	45	9,017	\$225,046.07	\$3,830,950.00	\$4,055,996.07

- **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.

ATTACHMENT 2: LIST OF BC-CERTIFIED OFFSHORE SCHOOLS

As of September 1, 2020

School	City	Province	Country	2020/21 Enrollment
British Columbia Canadian International School	Cairo		Egypt	772
British Columbia International School, Bangkok	Bangkok		Thailand	24
Bunka Suginami Canadian International School	Tokyo		Japan	113
Canada British Columbia International Schools – Changchun	Changchun	Jilin	China	13
Canada British Columbia International Schools – Chengdu	Chengdu	Sichuan	China	64
Canada British Columbia International Schools – Hefei	Hefei	Anhui	China	236
Canada British Columbia International Schools – Kunming	Kunming	Yunnan	China	78
Canada British Columbia International Schools – Langfang	Langfang	Hebei	China	58
Canada British Columbia International Schools – Zibo	Zibo	Shandong	China	105
Canada Qingdao Secondary School	Qingdao	Shandong	China	147
Canada Shandong Secondary School	Tai'an	Shandong	China	120
Canada Weifang Secondary School	Weifang	Shandong	China	59
Canada Yantai Secondary School	Yantai	Shandong	China	71
Canadian Bilingual School of Paris	Paris		France	23
Canadian International School Guangxi Gaojie	Nanning	Guangxi	China	131
Canadian School Bahrain	Diyar Al Muharraq		Kingdom of Bahrain	232
Canadian Secondary Wenzhou No. 22 School	Wenzhou	Zhejiang	China	124
Colegio Canadiense	Medellin	Antioquia	Colombia	115
Grand Canadian Academy (Jiaxing)	Tongxiang	Zhejiang	China	58
Hayat Universal School (HUBS) Qatar	Doha		Qatar	824
Jiaxing Senior High School	Jiaxing	Zhejiang	China	104
Lanzhou Oriental Canada Secondary School	Lanzhou	Gansu	China	106
Luwan Senior High School	Luwan	Shanghai	China	62
Majestic BC International School	Foshan	Guangdong	China	62
Maple Leaf Foreign Nationals School - Dalian	Dalian	Liaoning	China	98
Maple Leaf Foreign National School - Wuhan	Wuhan	Hubei	China	66
Maple Leaf Foreign Nationals School - Yiwu	Yiwu	Zhejiang	China	83
Maple Leaf International School - Chongqing	Chongqing	Chongqing	China	336
Maple Leaf International School - Dalian	Dalian	Liaoning	China	772
Maple Leaf International School - Hainan	Haikou	Hainan	China	44
Maple Leaf International School - Henan	Luoyang	Henan	China	134
Maple Leaf International School - Xian	Xi'an	Shaanxi	China	195
Maple Leaf International High School - Zhenjiang	Zhenjiang	Jiangsu	China	251

OFFSHORE SCHOOL PROGRAM - OVERVIEW, COST RECOVERY FINANCING MODEL AND FEE STRUCTURE

updated April 7, 2021

School	City	Province	Country	2020/21 Enrollment
Maple Leaf International School - Shanghai	Shanghai	Shanghai	China	388
Maple Leaf International Academy - Shenzhen	Longang District	Guangdong	China	26
Maple Leaf International School - Tianjin	Tianjin	Tianjin	China	432
Maple Leaf International School - Wuhan	Wuhan	Hubei	China	953
Maple Leaf International School - Yancheng	Yancheng	Jiangsu	China	28
Nanjing Foreign Language School British Columbia Academy	Nanjing	Jiangsu	China	302
Osaka Gakugei Canadian International School	Osaka		Japan	22
Shanghai Nanyang Model Private High School	Xuhui District	Shanghai	China	231
Shanghai United International School Jiaoke Campus	Minhang District	Shanghai	China	317
Sino Bright School No. 8	Beijing	Beijing	China	70
Sino-Canada School	Wujiang	Jiangsu	China	495
Suzhou Industrial Park Foreign Language School	Suzhou	Jiangsu	China	73
Total				9,017

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:

- Class size in BC is governed by the *School Act* and provisions in teachers' collective agreements.
- In 2017, the BC Public School Employers' Association (BCPSEA), the Ministry of Education, and the BC Teachers' Federation (BCTF) signed a Memorandum of Agreement that restored 2002 class size and composition language, as well as non-enrolling staff ratios where applicable.
- Following the MOA, provincial class size limits were reinstated for grades K-3, and local class size limits were reinstated for grades 4-12.

Key Outcomes:

- The average class size in 2020/21 for all students was 21.3 a decrease of 3.6% as compared to 2019/20

Grade	Change from Previous Year
Kindergarten	↓3.3% (was 18)
Grades 1-3	↓1.5% (was 19.5)
Grades 4-7	↓0.4% (was 23.3)
Grades 8-12	↓4.5% (was 22.4)

Funding:

- EDUC invests over \$400 million annually to fund 4,000 teaching positions to meet restored requirements through the MOA. (See the Factsheet on MOA Implementation for additional information on funding related to the MOA.)

Key Facts:

- The School Act sets the maximum class size for kindergarten at 22 students and for grades 1 to 3 at 24 students. The Act sets a maximum for grades 4 to 12 at 30 students, unless approved by the principal of the school and the superintendent for the district. If a class has more than 30 students, teachers are entitled to additional compensation as set out in the Class Size and Compensation Regulation. The Class Size and Compensation Regulation describes: the kinds of classes to which the School Act limits are not applicable, the categories of teachers who are not eligible for additional compensation (TTOCs and short-term teachers); and points to the 2017 Memorandum of Agreement to determine additional compensation levels.
- Most districts have collective agreement provisions that set maximum class sizes at lower levels than those in the School Act. However, the collective agreement language sets little consistency across the Province for grade 4-12 class size limits; each district is unique, and some districts do not have class size language in their collective agreement [in which case the School Act limits are the default]. School districts are required to make their best efforts to achieve compliance with their local collective agreement language and to provide remedy for the affected teacher in situations where they have not been able to comply.
- Current class size limits are based on historical collective agreement language rather than evidence-based findings.
- Research is conclusive that reducing class size is not in itself a factor that improves student success; teachers' approach to teaching is a stronger lever to positively impact student outcomes. For this reason, Hattie ranks reducing class size 186th out of 252 factors that can positively influence student achievement.
- Most jurisdictions in Canada do not have provisions in the collective agreement that drive staffing and school organization to the extent BC's collective agreement does.

Statistics:

	Average class size 2020/21	School Act class size max.	MOA class size maximum
Kindergarten	17.4	22	20
K/1 split	n/a	n/a	20
Grades 1-3	19.2	24	22
Grades 1-3 split	n/a	n/a	22
Grades 3/4 split	n/a	n/a	Average of the class size maximum for grade 3 and class size maximum for grade 4
Grades 4-7	23.2	30	Determined by local collective agreements
Grades 4-7 split	n/a	n/a	Determined by local collective agreements
Grades 8-12	21.4	30	Determined by local collective agreements

Classes 30+ 2020/21

Fine Arts: 39%
 Physical Education: 11%
 Languages (English, French, etc): 9%
 Mathematics: 7%
 Sciences: 7%
 Social Studies: 6%
 Applied Skills: 3%
 Full Grade: 1.5%
 All Others: 16.5%

Class Size	K	Gr 1 - 3	Gr 4 - 7	Gr 8 - 12
2017/2018	17.8	19.4	23.3	22
2018/2019	18	19.9	23.9	22.1
2019/2020	18	19.5	23.3	22.4
2020/2021	17.4	19.2	23.2	21.4

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.

Funding:

Operational within the Ministry

Key Outcomes:

Improve 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 Facts: The Framework Policy and Ministerial Order took effect on September 1, 2020.

Boards must:

- Develop and implement a multi-year strategic plan and individual school plans
- Align all district annual operational plans
- Participate in a framework program focused on continuous improvement

The Ministry must:

- Provide provincial oversight of the policy; conduct a review program; publish educational outcomes and measures; collaborate with Indigenous peoples and key education stakeholders; and work with Boards of Education to build capacity.

Ministry Oversight	Supports
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
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"> • Speaker Series • Ministry & peer review of plans and reports
Cooperate: To assist and support school districts in addressing challenges arising from a continuous improvement 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"> • Data rooms • Strategic planning sessions • Leadership learning groups • Quarterly reports to Ministry
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 <i>School Act</i> 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.

Statistics:

Student outcome data clearly shows:

- 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.
- Significant variation across school districts including, but not limited to: 69.3 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:

- 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.
- In January 2021, the Ministry partnered with BCSSA to work with the sector on developing a provincial and coordinated strategy to build leadership capacity for leaders.
- As part of this work, the Ministry is working with a project team (BCSTA, BCSSA, BCASBO, BCPVPA, FISA FNEC) to:
 - Develop management foundation standards for education leaders (along with an implementation plan)
 - Develop up to 8 curriculum modules to train new/aspiring leaders and set them up for success in their role
 - Procure a post-secondary institution to deliver the curriculum.
- The management foundations standards and curriculum modules will be completed by summer 2021 and a small cohort of new leaders will pilot the program in the fall.

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/expand existing initiatives within their organization with no evidence of impact.

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; and YR 3: \$800,000).
- In January 2021, the BCSSA received a \$500,000 grant to coordinate the development of the management foundations standards and curriculum, in collaboration with sector partners and rightsholders.

Statistics:

- As of 2020/2021 Q1, there are 2,971 employees (FTE) in leadership positions with the BC Public K-12 education system:

○ Vice-principals: 1,092	○ Directors of instruction: 96
○ Principals: 1,423	○ Secretary treasurers: 58
○ District vice-principals: 45	○ Assist. superintendents: 96
○ District principals: 157	○ Superintendents: 60

- 85% 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 principals/v.-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: 61% as vice-principals, 53% as principals to 42% as superintendents in 2020/2021.

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 high performing jurisdictions have developed a systemic strategy to identify and train 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 duplication of efforts, lack of alignment and inequities for leaders across the province.
- The capacity to offer quality 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, 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 weekly email 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 – April 2021

- 62 articles
- 68,00+ subscribers
- 45% open rate per edition (average)
- 4.93 million views
- 196,000+ clicks on articles

Funding:

- \$65,000 in staffing and distribution software

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 and more frequent email – to support 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.

Key Outcomes:

- Number of views: 3.77 million increase since the implementation of *Learn 2.0* (+455%)
- Number of clicks: 98,000 increase since the implementation of *Learn 2.0* (+123%)
- 8 of the Top 10 articles to date are COVID-19-related topics

Most popular articles:

Article	Date	Number of Clicks
1. Dr. Bonnie Henry Video Address	Apr. 30, 2020	12,933
2. Expansion of In-Class Instruction FAQs	May 23, 2020	10,309
3. Return to In-Class Learning on June 1	May 16, 2020	9,837
4. K-12 Operational Guidelines Set Requirements for Masks	Aug. 17, 2020	8,654
5. MRF Virtual Townhall	May 20, 2020	8,120
6. Enhanced Safety Measures for B.C. Schools	Feb. 4, 2021	8,065
7. Continuity of Learning FAQs	Apr. 28, 2020	7,232
8. Safety Measures for Schools	Aug. 14, 2020	5,962
9. Planning Guide for Teachers	Apr. 21, 2020	5,749
10. Do Grades Matter?	Jul. 7, 2020	5,720

PARTNER RELATIONS

updated April 16, 2021

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**: ~200 secretary-treasurers, assistant secretary-treasurers, leadership positions in finance, HR, facilities and IT
- **BCPVPA**: ~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**: 30,000 support staff
- **BCCPAC**: 50 District Parent Advisory Councils (DPAC) and 693 Parent Advisory Councils (PAC)
- **FNESC**: 203 First Nations
- **FNSA**: ~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, HR
- **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 governance 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)
- MOU with Yukon Ministry of Education to share education and data resources (implemented in 2017)
- BCCPAC Annual Grant – BCCPAC relies on Ministry funding to host its activities (usually through a \$250,000 grant letter issued in the Spring)

K-12 Workforce

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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.

Statistics:

- In the first quarter of 2020/2021, 11,359 FTE EAs were employed in Public schools: up by 120 FTE (+1%) compared to the same period in 2019/20.
- There were 68,716 (12%) students with special needs enrolled in public schools in 2020/21, up by 480 students (+1%) from 2019/20.

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.
- **Advice/Recommendations**
- 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.
- In January 2021, CUPE provided the Ministry with a position paper on standardizing credentialing for EAs.

EA change by school district, Q1 of 2020/21 (Relative to Q1 of 2019/2020):

Top districts for EA hiring are:

- District 39, Vancouver: 75 FTE, +8%
- District 36, Surrey: 56 FTE, +4%
- District 38, Richmond: 39 FTE, +11%
- District 93, Conseil scolaire francophone: 38 FTE, +24%
- District 6, Rocky Mountain: 25 FTE, +44%

Top declining districts EA hiring are:

- District 57, Prince George: -63 FTE, -23%
- District 73, Kamloops-Thompson: -33 FTE, -20%
- District 60, Peace River North: -30 FTE, -23%
- District 35, Langley: -30 FTE, -7%
- District 83, North Okanagan-Shuswap: -21 FTE, -10%
- District 8, Kootenay Lake: -20 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 start of the School Year, B.C. Public Schools (FTE Q1)

School Year	EDUCATION ASSISTANTS (FTE)	% Change
2013/2014.Q1	8,379	
2014/2015.Q1	8,456	3.2%
2015/2016.Q1	8,719	1.6%
2016/2017.Q1	9,318	9.5%
2017/2018.Q1	9,859	6.3%
2018/2019.Q1	10,533	13.9%
2019/2020.Q1	11,240	6.7%
2020/2021.Q1	11,359	1.1%

Source: EDAS

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

Key Outcomes:

A ratified agreement 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 from July 2019 to June 30, 2022.

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.

MOA IMPLEMENTATION

updated December 16, 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 2020:

- The number of new FTE teaching positions funded by CEF (4,195) varies from a low of 1.6 FTEs (SD10) to 497.4 FTEs (SD36), largely corresponding to student enrolment and local language provisions.
- Twelve 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 – 2022 collective agreement, LOU #12 replaced LOU #17 as part of the mediator's report, and 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 is providing over \$468M in funding through the Classroom Enhancement Fund (CEF) in the 2020/21 school year.

	CEF Funding (\$M)			
	2017/18	2018/19	2019/20	2020/21
Staffing	318.2	358.7	393.9	409.5
Overhead	49.0	44.3	45.4	41.0
Remedies	21.3	24.0	18.5	18.3
Total	388.5	426.9	457.8	468.8

Contact: Shelaina Postings, Executive Director, Sector Policy and Performance, 

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.
- The Memorandum of Agreement with the BC Teachers' Federation for the restoration of clauses respecting class size and composition has resulted in government providing \$469M through the CEF in 2020/21 school year to support the hiring of over 4,200 teacher FTEs and the implementation of the restored language.

Statistics:

- Demand: At the start of the 2020/2021 school year there were 54,897 educators actively employed in BC public and independent schools. This includes nearly 3,300 new educators hired to replace those leaving for retirement and other reasons, and to cover changes in student enrolment.
- Supply: 3,244 educators were newly certified to teach in 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.
- As of March 1st, 2021, there has been 496 letters of permission granted in for the 2020/2021 school year, 88 of which were in public schools (see factsheet on Letters of Permission for more information).
- As of March 31st, 2021 there were 75,972 valid teaching certificate holders in BC.
- Public school teacher FTE was 35,362 at the start of the 2020/2021 school year. This is an increase of 469 (1.3%) compared to the start of the 2019/2020 school year.
- There were 550 teaching vacancies in public schools during September, 2020. That is about 1.5% of the overall public-school teacher workforce – a reflection of typical operations.
- It is projected that educator supply and demand will remain balanced going forward. The number of educators needed is forecast at about 3,000 per year, which is similar 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 15% increase in FTE since September 2013/2014.
- Positions in high demand are mostly for specialised roles, such as French teachers, special education teachers as well as teachers teaching on call.
- Acute pressures remain in rural and remote areas. For example, in addition to specialised roles being in demand across the province, generalist teachers are also 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.
- 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 \$469 million as part of the Classroom Enhancement Fund (CEF) annually to fund over 4200 teacher FTE over the last four years. 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 2019/2022 BCTF collective agreement includes a one-time \$12.0 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.

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 \$469 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, 2020/2021:

Relative to 2019/2020, the top districts for teacher hiring are:

- District 36, Surrey: +93 FTE, 2.1%
- District 35, Langley: +81 FTE, 5.8%
- District 23, Central Okanagan: +66 FTE, 4.1%
- District 41, Burnaby: +53 FTE, 3.3%
- District 71, Comox: +50 FTE, 9.9%

The top declining districts include:

- District 39, Vancouver: - 61 FTE, -2.1%
- District 61, Victoria: -43 FTE, -3.4%
- District 43, Coquitlam: -34 FTE, -1.7%
- District 67, Okanagan Skaha: -24 FTE, -6.8%
- District 57, Prince George: -22 FTE, -2.6%

The districts with the highest job vacancy rate* during Q1 2020/2021:

- District 87, Stikine: 17.9%
- District 85, Vancouver Island North: 17.5%
- District 22, Vernon: 17.4%
- District 91, Nechako Lakes: 13.4%
- District 84, Vancouver Island West: 12.7%

* The vacancy rate = number of active job postings in a quarter / teacher headcount

WORKSAFEBC COVID-19 CLAIMS

updated April 30, 2021

Description:

- There are currently 86,000 active workers in the K-12 education system.
- All K-12 education staff are covered by WorkSafeBC and have the right to refuse unsafe work as well as to be compensated if they acquire a work-related injury or disease.
- In the summer of 2020, WorkSafeBC added an additional “occupational disease” criteria to cover the risk of COVID-19 transmission during the pandemic.
- WorkSafeBC currently tracks and reports publicly on the number of claims they have received related to a COVID-19 exposure.

Key Facts:

- The health and safety of students and education workers is the Ministry’s top priority.
- The Ministry works closely with public health and the education sector (through a steering committee) to ensure schools are safe and healthy environments for students and staff.
- The number of COVID cases in schools reflect what is happening in local communities.
- Most COVID cases involving staff or students have not resulted in further transmission within schools, demonstrating that the COVID-19 safety protocols in schools are working.

Key Outcomes:

- The Ministry has been working closely with public health and the sector to amend its guidelines to reflect changing knowledge and the risk of spread of COVID-19 in the community and different settings.
- All school districts and independent school authorities have health and safety plans in place that are updated anytime the provincial guidelines are updated.
- Despite the K-12 sector education being considered by WorkSafeBC to have a higher “risk of exposure to a source of infection significantly greater than that of the public at large”, actual claims to date represent an extremely small percentage of overall staff.
- As of March 2021, six regional COVID-19 rapid response teams - one for each health authority and one for independent schools - have been established to support schools and districts with safety plans and exposure assessments. These rapid response teams each have representatives from both school and public health staff.
- These teams help the system respond quickly and adapt, where necessary, to ensure best practices are being consistently applied throughout the education sector.

Funding

- \$288 million in provincial and federal funding has been allocated to the system to purchase cleaning supplies and personal protective equipment, as well as hire more staff where needed.
- Since September 2020, more than \$6.7 million of the K-12 restart funding for school districts has been used to purchase almost 5 million masks for students and staff. School districts continue to ensure all students and staff have been provided with at least two reusable masks.
- The province has also distributed 54,500 face shields and 500,000 face masks to schools across the province for free, and enabled public, independent and First Nation schools to benefit from discounted costs for PPE through Focused Educational Resources and the Provincial Supply Hub.
- Government has invested \$900,000 in federal funding to support the regional rapid response teams.

Statistics: Claims by Sector

- As of April 9, 2021, WorkSafeBC COVID-19 claims are overwhelmingly in the Health sector (61%).
- While Public School Districts are second, they only represent 7% of claims and are closely followed by Agriculture (5%); Service – Other subsectors (4%) and self-insured employees (3).

COVID Top 5 Claims Data by Industry	Allowed	Total	% Allowed	% of Total Allowed
Total	2,889	4,623	62%	100%
Service - Health Care and Social Services	1,996	2,612	76%	69%
Public School Districts	198	284	70%	7%
Agriculture	136	166	82%	5%
Service – Other subsectors	128	237	54%	4%
Self-insured employers	79	183	43%	3%

Number of COVID-19 Claims by Employee Type

Occupation	COVID-19 claims with an allow or disallow decision	% of total
Nurse aides, orderlies and patient service associates	857	21.3%
Registered nurses and registered psychiatric nurses	587	14.6%
Licensed practical nurses	320	8.0%
Social and community service workers	227	5.7%
Elementary school and kindergarten teachers	115	2.9%
Light duty cleaners	87	2.2%
Food counter attendants, kitchen helpers and related support occupations	78	1.9%
Elementary and secondary school teacher assistants	66	1.6%
Nursery and greenhouse workers	55	1.4%
Firefighters	53	1.3%
Correctional service officers	47	1.2%
Other assisting occupations in support of health services	45	1.1%
General farm workers	41	1.0%
Secondary school teachers	41	1.0%
Other	1,396	34.8%

Number of COVID-19 Claims by School District

- In school districts, 284 claims have been registered for potential COVID-19 contracted through a work-related exposure since the beginning of the pandemic. As of April 9, 2021, 198 of these claims have been allowed.

School District	Claims allowed	Workforce	% of Workforce
36 Surrey	52	10,780	0.48%
23 Okanagan	25	3,264	0.77%
37 Delta	17	2,225	0.76%
41 Burnaby	17	3,933	0.43%
43 Coquitlam	15	4,094	0.37%
93 CSF	10	1,213	0.82%
39 Vancouver	7	6,812	0.10%
83 Okanagan Shuswap	7	1,229	0.57%
45 West Vancouver	5	1,056	0.47%
Other	43	51,613	0.08%
TOTAL	198	86,219	0.23%

Teacher Professional Conduct and Certification

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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 with particular attention to Standard 9 and concerns of racism in society. 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. As a result of the global pandemic all BCTC meetings have been conducted virtually via Zoom since March 2020.
- 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 12 proposals for changes to existing TEPs since the TEPAR Framework establishment.
- Completed 22 structured dialogues (reviews) with BC teacher education programs since 2016.
- First full formal teacher education program *Maintenance Review* completed on 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.
- 2017-2018 actual = \$192,864
- 2018-2019 actual = \$206,809
- 2019-2020 actual = \$195,853
- 2020-2021 actual = \$109,739
- 2021-2022 forecasted budget = ~~Advice/Recommendations; Government Financial~~

APPENDIX – CURRENT BC TEACHERS' COUNCIL MEMBERSHIP:

Name	Nominating Organization or Electoral Zone	Term Expires *
Shelley Balfour	Interior Zone	March 2024 (E)
Jatinder Bir	Fraser Zone	March 2024 (E)
Lisa Kishkan	Northern Zone	March 2024 (E)
Marjorie Dumont	Vancouver Coastal Zone	March 2024 (E)
Alice Kedves	Vancouver Island Zone	March 2024 (E)
Danielle Neer	BC Teachers' Federation	April 2024 (A)
Jim Iker	BC Teachers' Federation	April 2022 (A)
Adrienne Demers	BC Teachers' Federation	April 2023 (A)
Stephanie Higginson	BC School Trustees Association	April 2024 (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)
Shannon Wagner	Association of BC Deans of Education	April 2024 (A)
Joseph Colistro	Federation of Independent School Associations	April 2023 (A)
Bev Young	BC School Superintendents Association	April 2024 (A)
Serena Chandi	Ministry of Education	At Pleasure

B.C. TEACHER EDUCATION PROGRAMS

Updated April 13, 2021

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 five 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)
5. *UNBC Quesnel Cohort* – Quesnel (UNBC)

Statistics:

- In 2019, there were 1846 teachers certified by the Ministry that were trained in approved B.C. TEPs:
 1. *UBC* = 714 (39%)
 2. *SFU* = 412 (22%)
 3. *UVIC* = 196 (11%)
 4. *VIU* = 154 (8%)
 5. *UFV* = 96 (5%)
 6. *TWU* = 36 (2%)
 7. *UBCO* = 138 (7%)
 8. *TRU* = 54 (3%)
 9. *UNBC* = 46 (3%)
- 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:

- To ensure high quality, B.C. TEPs must be approved by both the AEST Degree Quality Assessment Board (DQAB) as well as the BC Teachers' Council (BCTC).
- The Association of BC Deans of Education (ABCDE) represent B.C. TEPs. 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.
- Since the TEPAR Framework was established, the BCTC has reviewed and approved 12 proposals for changes to existing TEPs.
- 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 BCTC will conduct two Maintenance Reviews per year over a 6-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 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 2020.
- As of March 31, 2021, there are 76,362 B.C. Teaching Certificate and Letter of Permission (LOP) holders.
- In 2020, 5,311 applications for certification and LOP were received. An average of 5,057 applications have been received per year since 2016.
- In 2020, 4,461 certificates and LOPs were issued. An average of 3,862 certificates and LOPs have been issued per year since 2016.
- There are 249 active conduct files open before the Commissioner or hearing panels as of March 31, 2021.

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:

- In March 2021 BCTC elections took place in the four zones (Fraser, Interior, Northern, and Vancouver Coastal). One unopposed candidate was acclaimed in the Vancouver Island zone.
- The BCTC re-elected the Chair (Jim Iker) and Vice Chair (Jatinder Bir) in 2020.
- Howard Kushner was appointed as the second Commissioner for Teacher Regulation in March 2018.
- Since 2017 there has been an increase to the number of applications for certification and letters of permission: 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 in a number of applications (1% in 2019 and 5% in 2020) compared to previous years.

Funding:

- The regulatory structure is funded by the Teachers Act Special Account established under the *Teachers Act*.
- The forecasted revenue for 2021/2022 is \$7.6M
- In 2020/21 application fees and certificate holder's annual fees brought in \$7.5M.
- 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:

All major B.C. education stakeholders.

COMMISSIONER FOR TEACHER REGULATION

updated April 23, 2021

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.

Delivery Partners:

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

Key Facts:

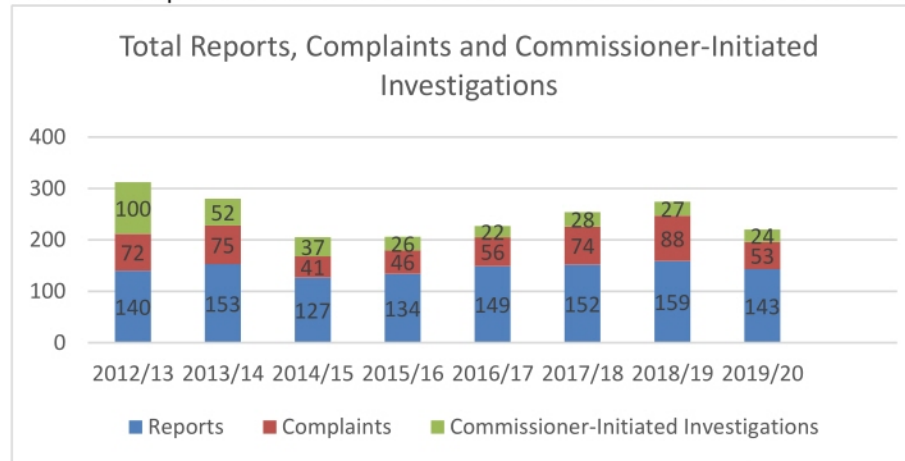
- The current Commissioner for Teacher Regulation is Howard Kushner. He was appointed on March 19, 2018 for a term of five years.
- Commissioner Kushner's priorities for his term of appointment include increasing the visibility of the role, as well as the transparency of the discipline process, and ensuring teacher discipline processes are better aligned with the Province's commitments to reconciliation with Indigenous peoples and communities.

Key Outcomes:

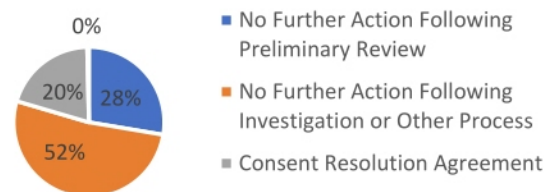
- The Commissioner's role ensures teacher quality and student safety by enforcing the Standards for educators in B.C.'s public and independent school systems.
- The independence of the Commissioner's role, and the ability of the office to facilitate public access to discipline outcomes, increases public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

Statistics:

- 203 new discipline matters were received in 2020. 257 matters were received in 2019.



Percentage of Cases Resolved by Stage of Process



- Current median timelines for disciplinary processes:
 - preliminary review – 20 days
 - investigations – 14 months
 - consent resolution – 9 months

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; [Jatinder Bir, Lisa Kishkan, Jim Iker, and Alice Kedves]
 - 5 Council members nominated by other education partners. [Jo-Anne Chrona (FNESC), Jay Dixon (BCPVPA), Shannon Wagner (ABCDE) and Carolyn Broady (BCSTA) and Joseph Colistro (FISA)]
- Of the nine members, one must have substantial knowledge of and experience in the independent school system - Joseph Colistro is that member.
- There are currently two hearings in process, but no dates have been scheduled for them.

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), 19 discipline matters have been referred to and resolved by hearing panels, representing a total of 38 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 2021-2022 is approximately \$49,000.

Delivery Partners:

1. Ministry of Attorney General
2. Education partners

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:

- The Independent School Teaching Certificate Standards Committee (ISTCSC) provides quality assurance through establishing required standards for the issuance and maintenance of independent school teaching certificates.

Key Facts:

- The vast majority of educators in the Independent School (IS) System (87%) hold the Certificate of Qualification (COQ) that is required to work in the BC public school system.
- There are four types of Independent School Teacher Certifications (ISTC) in B.C.: the independent school professional certificate (last issued in 2011), system restricted certificate, subject restricted certificate, and the school and subject restricted certificate.
- Teachers who only have an ISTC don't have the required credentials to teach in public schools.
- ISTC holders make up 2.5% of certificate holders in B.C. The rate of issuance has declined from over 3% in 2012.
- A challenge currently being considered by the ISTCSC is teacher recruitment and retention. Independent schools have increased their reliance on LOPs to meet workforce needs, as evidenced by an increase of 428 LOPs in 2019/20 (561) when compared to 133 in 2016/17.
- Many independent schools contest Ministry data around LOP usage as schools encourage uncertified teachers to apply for both an LOP and a COQ or ISTC in order to pass school inspections. Over the course of the 2019/2020 school year, 28 individuals with LOPs valid during the 2019/2020 school year obtained a COQ during the same year. As of March 1st, 2021, there were 22 COQ/LOP holders in independent schools for the 2020/2021 school year.

Statistics: Note: A certificate is not always issued in the same year that an application is received.

Applications Received Per School Year:	2016/17	2017/18	2018/19	2019/20	2020/21*
Total Applications	4174	5448 (+30.5%)	5546 (+1.8%)	5413 (-2.4%)	3493 (-35.5%)
Certificate of Qualification	3,658	4,412 (+20.6%)	4,314 (-2.2%)	4,332 (+0.4%)	2,805 (-35.2%)
Independent School Certificate	255	422 (+65.5%)	525 (+24.4%)	422 (-19.6%)	313 (-25.8%)
Letter of Permission	261	614 (+135.2%)	707 (+15.1%)	659 (-6.8%)	375 (-43.1%)

Certificates issued per year:	2016/17	2017/18	2018/19	2019/20	2020/21*
Certificates of Qualification	2,961	3,202 (+8.1%)	3,161 (-1.3%)	3,458 (+9.4%)	2,799 (-19.1%)
Independent School Certificates	301	267 (-11.3%)	275 (+3.0%)	303 (+10.2%)	215 (-29.0%)
Total Certificates issued	3,262	3,469 (+6.3%)	3,436 (-1.0%)	3,761 (+9.5%)	3,014 (-19.9%)

Valid LOP holders	2016/17	2017/18	2018/19	2019/20	2020/21*
Public Schools	91	81 (-11.0%)	97 (+19.8%)	129 (+33.0%)	88 (-31.8%)
Independent Schools	42	379 (+802.4%)	390 (+2.9%)	432 (+10.8%)	408 (-5.6%)
Total LOP holders	133	460 (+245.9%)	487 (+5.9%)	561 (+15.2%)	497 (-11.6%)

*2020/2021 data is current as of March 1st, 2021.

Practicing Certificate Holders, based on annual practice fees deducted from payrolls for upcoming school year:

School System	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Independent	6,843	7,031	7,123	6,984	7,039	7,105

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).
- As of March 1st, 2021, the school districts that employed the highest number of LOPs were: SD93 Conseil scolaire francophone (16), SD82 Coast Mountains (10), SD 59 Peace River South (9), SD 28 Quesnel (7), and SD 27 Cariboo-Chilcotin (6). Together, these five school districts were responsible for 55% 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.

Public Schools LOPs

- ### Independent Schools LOPs

- | Applications Received | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021* |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|------------|
| Letter of Permission Applications | NA | 261 | 614 | 707 | 659 | 375 |

Letters of Permission Holders		2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021*
LOP Holders (Public)		34	42	81	97	129	88
LOP Holders (Independent)		43	91	379	390	432	408
LOP Holders (Total)		77	133	460	487	561	496

Note: 2020/2021 values are current as of March 1st, 2021. These values will change before the end of the school year.

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 for the public school system. The Independent School Teaching Certificate Standards Committee (ISTCSC) sets the standards for the independent school system.
- 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 applications over the past 4 years from 4,174 (2016/17) to 5,413 (2019/20).
- Although application processing has increased (15% increase between 2016/17 and 2019/20), it has not kept pace with the increased applications - resulting in a backlog of applications to process.
- Between March 1, 2020 and March 1, 2021, applicants spent an average of 196 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 (~ 5 to 6 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:
 - Average evaluation processing time was reduced from 54 days in March 2020 to 33 days in March 2021
 - Streamlined application form and more user-friendly website
 - Procured a software replacement to support more efficient application management. This software is currently in the configuration stage and the new case management system is expected to be completed by June 2022.
 - Reduced applicant document requirements to support faster processing
 - Shift from paper-based records to digital records

Statistics:Total Applications Received	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021**
Total Applications	4,174	5,448 (+31%)	5,546 (+2%)	5,413 (-2%)	3,493
Certificate of Qualification	3,658	4,412 (+21%)	4,314 (-2%)	4,332 (+0%)	2,805
Independent School Certificate	255	422 (+65%)	525 (+24%)	422 (-20%)	313
Letter of Permission	261	614 (+135%)	707 (+15%)	659 (-7%)	375
Total Certificates Issued	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021**
Certificates of Qualification	2,961	3,202 (+8%)	3,161 (-1%)	3,458 (+9%)	2,799
Independent School Certificates	301	267 (-11%)	275 (+3%)	303 (+10%)	215
Total Certificates issued	3,262	3,469 (+6%)	3,436 (-1%)	3,761 (+9%)	3,014
New Educators Certified*	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021**
Certificates of Qualification	2,515	2,738 (+9%)	2,763 (+1%)	3,025 (+9%)	2,517
Independent School Certificates	110	144 (+31%)	163 (+13%)	192 (+18%)	125
Total Educators Newly Certified	2,625	2,882 (+10%)	2,926 (+2%)	3,217 (+10%)	2,642

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

**Data is as of March 1, 2021.

Statistics:

March 1, 2020 - March 1, 2021 Application Processing Times for Canadian and International Applications:	
Average time for TCB staff to screen initial applications for missing documentation	14 days
Average time for applicants to submit all documentation required for assessment	176 days
Average time for TCB staff to evaluate completed application with all documentation	33 days

- Average time for TCB staff to screen initial applications for missing documentation was reduced from 19 days in March 2020 to 8 days in March 2021.
- Average time for TCB staff to evaluate completed application with all documentation was reduced from 54 days in March 2020 to 33 days in March 2021.

Description:

- Governance and Analytics Division (GAD) is replacing its legacy software system, ProApp, which is used across key functional areas: Certification, Professional Conduct, Communications, Finance, and IT.
- ProApp will be replaced by a purpose built Software as a Service solution used for several other regulated professional bodies in Canada.
- This new system will greatly improve client experience through online access, case management tracking, and enhanced self-service submissions. It will streamline and expedite the end-to-end teacher certification and conduct review processes in BC.

Key Facts

- GAD is replacing its current heavily paper-based and manual teacher certification and discipline technical systems with a modernized software as a service (SaaS) system.
- The new system, through improved online access, case management tracking, and enhanced self-service submissions for clients, will create more efficient, effective, and modernized service delivery for stakeholders.
- The solution will meet the vast majority of functionality and services required to modernize and improve the processes for regulating teachers in BC, through a commercial off the shelf solution, at a significantly reduced cost and time from a custom build.

Key Outcomes:

- Successful procurement and contract negotiations with vendor (ASI).
- Worked with ASI and CITZ to reach agreement on cloud security and privacy conditions.
- System configuration underway with business leads. The system is expected to be in operation by June 2022.

Funding:

- Current approved project budget is \$526,115.
- There are no capital costs due to the SaaS nature of the project.
- Operational funds are coming from the Teachers Certification Special Account

Stakeholders:

1. Teachers
2. Applicants
3. School Districts
4. Independent Schools
5. General Public
6. Public Safety Solicitor General
7. BC Teacher's Council
8. Citizen Services
9. Governance and Analytics Division

This program area tracks the following indicators:

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Total Applications	4,174	5,448 (+31%)	5,546 (+2%)	5,413 (-2%)	3,493
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SERVICES and TECHNOLOGY DIVISION

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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 original 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. This project is called EDW 2.0.

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 – 2022/23:

- 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:

- Six-year IT capital funding totalling \$10.9M has been approved by the Capital Investment Board.
- The allocation from Digital Investment Board for 21/22 is \$2.22M, which the ministry will utilize for infrastructure investments of the new EDW.

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.
- The Ministry provides continuous improvement to its security and privacy practices:
- Training and awareness activities such as Top Tech Tips;
- 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

Services to Ministry:

- Information security and privacy operational services and support are provided by a 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:

- \$10,000 budgeted for ongoing security vulnerability and penetration testing, including remediation work as required.
- \$0 was spent due to administration savings exercise for FY 20-21.

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.
- Inform and train ministry staff on how to be safe, secure, and ensuring information stays private, while using their government computer at home

Statistics – 2020

- 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.
- 13 - Security Threat Risk Assessments (STRAs) or Statement of Acceptable Risk (SoAR)
- 63 - Privacy Impact Assessments (PIAs).
- 235 - Privacy Consultations (197- Internal; 38 External)
- 8 – Information Incidents reported by EDUC (2 - Privacy, 1 - Privacy/Security, 0 - Security, 5 - non-incidents)
- 813 - Security Notifications reviewed (142- actioned)
- The only ministry to successfully pass the OAG's IT Asset Management Audit
- Access Control Security Standards Document completed as part of the OCG Audit
- Updated and implemented IDIR processes and procedures from the OAG IDIR Audit

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 the contract 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 2020/21 total an additional \$2.1 M (including work on three major capital IT portfolios funded by the OCIO, namely Modernizing Legacy Applications, Education Data Warehouse and Personal Education Number).

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 ~\$1.0B being processed in 21/22.
- 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 (40 to 50K students)

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 21/22 is \$3.041M.

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:

- Technology Services provides Ministry 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 management
- The Ministry is continuously improving its technology footprint: in 2020, the Ministry completed a number of projects and improvements including
 - Migration to a new Incident Management Tool (Jira)**
 - New Knowledge Base Tool (Confluence)**
 - Incremental Storage Project (Ongoing)**
 - Adobe Named User License Migration Project (OCIO)**

Statistics – 2020

- Technology Services 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
- 220 staff use a cellular mobile device
- Total Line of Business tickets opened – 2,476
 - LoB Incidents – 97
 - Incidents referred to 3rd party – 19
 - LoB Service Requests – 1804
 - 3rd Party Service Requests – 556

Key Facts:

- The ministry is about 98% mobile, clients utilize a laptop as their main computer which allowed a smooth transition to remote work during COVID
- The Technology Services team works in partnership with the Office of the Chief Information Officer (OCIO) to provide technology services and products for ministry clients
- Education was the single ministry that was found in compliance by the Auditor General Asset Management Audit, and the Centrally managed IT Asset service was recognized in the report.
- Leverages provincial government procurements to establish technology standards and reducing costs

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
- Continually inform and educate staff on the Internet of Things (IOT)
- 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:

- \$1M budgeted for technology services and assets
 - Hardware/Software
 - Share File and Print Storage
 - SharePoint
 - Cellular mobility

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)

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

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 (formerly Distributed Learning or DL) 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
- The Ministry has plans in place to:
 - Develop a single Online Learning Policy and a Procedures Guide to replace seven DL Policies
 - Provide new provincial infrastructure through an online Learning Management System and course repository to ensure access to common set of online tools and resources
 - Select approved centres of excellence (Provincial Online Service Providers)

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).
- In 2018, an Independent Review Panel conducted a review of education funding in British Columbia and provided recommendations. Following the panel's recommendations, a Funding Model Implementation Online Learning Working Group (FMI OLWG) was established in 2019 and they provided recommendations to improve the quality, consistency, and equity of OL in BC. Recommendations included a new model for OL with a provincially supported and funded infrastructure.
- In March 2020, the Ministry introduced Bill 8, replacing Distributed Learning with Online Learning, and removing the requirement for a Minister's Agreement for Boards and Authorities. Only POSPs will be able to cross enrol and will require an agreement with Minister. This new legislation is 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.

Statistics:

		2018/19	2019/20**	2020/21***
Headcount	Public	53,323	46,706	61,452
	Independent	12,389	12,489	14,479
	Adults	10,165	9,462	10,332
	*Total	64,900	58,539	75,114
FTE	Public	11,227.8	9,902.5	20,274.4
	Independent	8,676.2	8,867.6	10,946.2
	Adults	1,147.8	946.8	1,300.4
	Total	19,904	18,770.1	31,220.6
Completed Courses (Course Completion Rate)	Public	48,330 (57.4%)	39,728 (58.5%)	N/A
	Independent	64,054 (79.3%)	69,328 (80.7%)	N/A
	Total	112,384 (68%)	109,056 (70.9%)	N/A
Cross-Enrolled	Grades 8-12	33,824	30,849	34,678

*Total is based on distinct students

**2019/20: Public data is Sept & Feb only as May count was cancelled. Indy includes all three counts.

***2020/21: Public and Independent data is Sept and Feb only.

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 Panel recommended a 'per-student-based' funding model for DL students at same rate as bricks and mortar students. [Decision is under review.](#)

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

- 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 2007-14, 2016 and 2018, and 2020.

- 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, and French Programs.
- Functions as a shared service to other ministries and public sector agencies on a cost recovery basis.

- 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

- 5 distributed learning schools in LMS hosting service/11,462 unique users
- 9 school districts access occupational health & safety training through LMS hosting service/4532 unique users
- 214,962 pageviews of Keep Learning
- 5,894 webinar views of Teaching Tenaciously

Ministries/Public Sector Organizations

- 25 in LMS hosting service
- 55 e-learning/instructional support projects

- 22 staff with skills in project management, instructional design, content and media development, graphic design, and programming

- Total expenditures (FY2021): \$3.55M
 - Ministry: \$0.77M
 - Cost recovery activities: \$2.78M

- FOODSAFE Training
- Procurement and Contract Management 206
- Early Learning Framework
- Keep Learning website (resources for parents during COVID)

1. Queen's Printer and SAP team, CITZ
2. DCV: warehousing
3. BC Mail Plus: distribution

- 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

- Remote Learner: Moodle LMS (\$79,000 annually)

Description:

- In response to the COVID-19 pandemic and the need for resources to support schools as they deliver remote and hybrid learning, the Ministry has provided a number of resources. The Ministry is moving forward with the implementation of a new delivery model for Online Learning.

Key initiatives during Covid 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 secured federal funding 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: 214,962 pageviews.
- Webinar series: 5,894 webinar views.
- Blended Learning Course: 450 educators 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 (\$381,273CAD). Fee was paid for by S&T's operational budget. Current license expires June 2021.

Delivery Partners:

1. Zoom: FocusedEd
2. Resources and Professional Learning Working Group

Description:

- ShareEdBC is an application that provides educators with access to a broad collection of moderated educational resources aligned to BC's new curriculum, the ability to connect with each other and; tap into local and global community partners.
- Developed using SIF funding, ShareEdBC was operationalized as of April 1, 2021.
- The Ministry has entered into a short term direct award contract with IBM/Softlanding to provide operational management, hosting and support services to allow time for a full procurement process for operational management services.

Funding:

- SIF investment of \$10 million for ShareEdBC development to provide access to all School Districts, Independent Schools and invited educational contributors that are technically ready to onboard.
- Operational costs, hosting and support from April 2021 – June 2021 will be \$345,000.
- **Advice/Recommendations; Government Financial Information**

Delivery Partners:

1. IBM & Softlanding until June 30, 2021
2. New vendor TBD following RFP process.

Key Facts:

- The ShareEdBC service concept was developed by a group of ministry, rural and urban districts, and First Nations Education Steering Committee (FNESC) participants.
- ShareEdBC Application Preview version was launched in spring 2020.
- A full open procurement for operations, maintenance, support and hosting services will be undertaken in early 2021, and successful proponent in place for July 2021.

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, educational partners and the ministry.
- Develop government expertise in service design and agile development methodology.
- ShareEdBC now has 8800 users from around BC and Yukon with access to over 2300 resources. Ongoing onboarding will continue to provide access to all educators to joining ShareEdBC.

Uptake:

- BC education sector engagement with school districts and Independent schools, learning networks, and community contributors continues for onboarding and content contribution within ShareEdBC. ShareEdBC is also available in French.
- Currently 50 School Districts have provided access to over 9000 users with over 2300 resources in the application.
- A survey is planned for Fall 2021 regarding value of the service overall for users.

Student Information, Data and Education Network Services

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B.C. TRAINING AND EDUCATION SAVINGS PROGRAM (BCTESP)

updated March 25, 2021

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 on or after January 1, 2006 to make higher education more affordable. Due to lower than expected uptake rates and accumulation of a significant cash balance within the Special Account, contributions have been suspended until additional funding is required to support grant payments. Government will be introducing legislation to support this change in the Spring 2021 Legislative Session.
- 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

Statistics: As of February 2021, over 197,000 children have received the grant, totalling ~\$233.7M. Uptake rates for those no longer eligible:

Birth Year	Est. # Eligible	# Received	% Received
2006	47,937	20,830	43.5%
2007	47,535	24,864	52.3%
2008	48,027	25,019	52%
2009	47,934	25,434	53%
2010	47,167	24,695	52.3%
2011*	48,022	23,964	49.9%

*Does not yet include recipients from last quarter of 2020.

Funding:

- Total 2018/19 expense was \$43.59M.*
- Total 2019/20 expense was \$38.03M.
- 2020/21 estimated expense is \$30.72M

*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 \$400K is paid out annually for children in care.

Key Outcomes:

- Deadlines for 2006 to 2010 cohorts have passed. An average 50% of the estimated eligible populations received the grant. The exception is for those born in 2006, where only 43% received the grant.
- EDUC began receiving individual-level uptake data from its federal partners in early 2020. The new data can be used to identify and directly target potentially eligible children enrolled in BC schools who have not yet received the BCTESG.
- Restrictions on public gatherings, school closures and the redirection of resources resulting from COVID-19 meant plans to directly target eligible applicants and seek new champions to host sign-up events were put on hold.
- We will work with our federal partners, who promote Canada RESP grants, to discuss new opportunities for outreach under the current conditions.

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:

1. 56 promoters, including credit unions and all major Canadian banks (i.e. CIBC, Royal Bank, TD Bank, BMO, Scotiabank, and HSBC Bank of Canada).
2. Government of Canada (ESDC), MCFD, Victoria Trust Foundation

Description:

- This program supports a new shared cost model designed to enhance and improve the delivery of digital services to Districts and schools.
- It provides flexibility in terms of redirecting investment to services 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 streamlined.

Key Facts:

- Next Generation Network (NGN) and MyEducation BC are the two service pillars that currently comprise the Digital Service Portfolio.
- New digital services under consideration for funding under the Digital Services Recovery Portfolio in 21/22 include ShareEdBC, Eassessment
- Costs for Digital Services are shared between the Ministry and School Districts.
- A new governance framework is being established in partnership with School Districts to oversee digital services recoveries, ensure current and future investments meet the criteria and there is greater transparency in how the recoveries are allocated.

Key Outcomes:

- Provide oversight, governance, and strategic focus over delivery of current and future IM/IT services and investments.
- Shared costs for services to districts
- Simplify the current payment calculations and reduce Ministry and District financial administration effort and associated costs.

Statistics (As of March 31, 2021)

The Digital Service Portfolio delivers several programs that enable the BC Curriculum for all 60 Public school districts.

MyEducation BC is currently used by District and school staff, teachers, administrators, students, and parents in:

- All 60 Public School districts
- ~170 independent schools
- 34 Yukon Schools
- 5 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 and 1 site by satellite service.

Agreements:

- Telecommunications Services Master Agreement (TSMA) – (TELUS)
- Workstation Services Agreement (IBM)
- MyEducation BC - Master Services Agreement (Ministry & Fujitsu)
- MyEducation BC – MOU (Ministry – District/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), MyEducation BC Application and Infrastructure Support

Services to Ministry:

- The digital services recovery fee enables a more efficient and consistent approach to forecasting, 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 future services)
- This approach also provides a more efficient process for financial administration and reporting for districts, schools, and the Ministry.

Funding:

- 2020/21 recoveries: \$23.3M based on Student Headcount enrolment data.
- For 21/22 same model to be used.

Description:

- Next Generation Network (NGN) delivers internet connectivity and cybersecurity 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.

Key Facts:

- NGN is amongst the largest Public Sector network in Canada and dedicated to BC Public Schools.
- Services were designed in partnership with School Districts and industry experts.
- The ministry relies on the strategic relationships with the Ministry of Citizen Services, School Boards, and vendors to deliver telecom and cybersecurity services to schools.
- 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 is recovered through the annual Digital Services Recovery fee.

Benefits:

- Provides public schools with utility-like internet connectivity at standard levels of speed
- Delivers protection from cyber-attacks and inappropriate content blocking
- Leverages on large government contracts to centralize the procurements and reduce overall cost of telecom and cyberservices for school districts

Statistics:

- Connects over 1600 B.C. public school facilities
- Manages 300 Gigabits of Network and Internet access
- Supports over 1500 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:

- 2020/21 Actuals: \$35.1M
 - \$2.5M in cost avoidance achieved through contract negotiations, operational efficiencies, differed initiatives due to COVID
- 2021/22 forecast: \$35.4M
 - 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)
- Master Telecom Service Agreements (OCIO)
- Telecom services - Perfect World Innovation

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:
 - demographics
 - achievement
 - enrollment
 - reports
 - programs/courses
 - individual education plans
 - schedules/timetables
 - and more....
 - attendance
- MyEducation BC is also used to track enrollment and participation of early learners registered in StrongStart programs.
- Students and parents can access their student records and collaborate with teachers through a web-based portal
- There has been a steady increase in teacher, parent and student accounts and usage as seen by increasing number of accounts and usage statistics
- MyEducation BC complies with provincial security and privacy standards.
- As of 2020/2021, usage fees for MyEducation BC were assessed as part of the new Digital Service Recovery framework which also includes Next Generation Network (NGN).

Statistics (as of Oct 2020):

MyEducation BC is used in:

- All 60 Public School districts,
- ~170 independent schools,
- 34 Yukon Schools
- 5 First Nations Schools

Active Student/early learner records (including Yukon):

- 659,902

Active MyEducation BC Accounts:

- 314,111 students
- 330,405 parents
- 75,803 District, school staff and teachers

Key Facts:

- MyEducation BC provides secure, consistent, and reliable access to a single educational record for students in B.C.
- As of January 2020, all 60 public school districts are using the service and Independent schools continue to onboard to the service.
- Yukon also has an agreement with the Ministry of Education to use the service.

Key Outcomes:

- Standardized processes and data across public school districts and independent school authorities, which enables integrated data capabilities, improved data quality and integrity, consistent and streamlined data collection and reporting processes.
- To provide continuous service improvements to districts, schools, teachers, students, and parents, and to support B.C.'s curriculum. (e.g., online registration, forms and payment, Individual Education and Annual Instruction Plans)
- Improving access and communication between teachers, students, and parents regarding a child's learning to support student success. (e.g., Families can use any web-enabled or mobile device to check progress, reports, attendance, assignments, and other information.
- Continue to increase functional adoption and use of specific features and functionality that support student learning (e.g., family and student portals, teacher gradebooks, competency based individual education plans and report cards).

Funding (2020/21):

- Total budget is \$11.9M, which includes operations, support costs and improvements.
- \$8.7M in usage fees were recovered from school districts and independent schools.

Delivery Partners:

1. Fujitsu Consulting (Canada) Inc. delivers the hosted student information service to school districts/authorities and the Ministry.
2. 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, 2021, the total maximum contract value is \$123M due to 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, governing, and receiving the MyEducation BC service.

Description:

- On July 27, 2019, 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 Service website at 3 am on July 28, 2019 for a period of 27 hours over the weekend.
- The results were pulled on July 29, 2019, 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 2019.
- 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.
- Apology letters, with a link to the Compensation Program site, were sent to over 18,800 students on March 1, 2021
- The Compensation Program website has received over 10,000 views (March 24).
- 48 claims have been submitted (March 24) and are in the process of being adjudicated. The submission deadline is May 24, 2021.

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. 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.
- The Ministry has implemented recommendations one through four, relating to processes and protocols for quality assurance, and escalation of issues. Detailed communications protocols are also in place for public statements. The Ministry procured independent, professional adjudication services to design and implement the compensation program.
- On March 1, 2021, the Ministry issued an apology to all impacted students (recommendation 6) and launched a compensation program (recommendation 5).

Key Facts:

- Students and Post-Secondary Institutions (PSI) were notified via the Student Transcripts Service (STS), website updates and a Minister's statement. Service BC also fielded direct calls.
- The Ministry communicated directly with students during this period and frequently with B.C. schools, and education stakeholders from July 27 – August 13, 2019.
- The Ministry also communicated directly with any PSIs receiving 10 or more B.C. transcripts. These 438 institutions were 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 were no errors in the results from August and November 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:

- Ombud recommendation five required a compensation fund to be established for students able to demonstrate a financial loss was incurred or an expense arose from the errors.
- Estimated budget for the contracted services and compensation is \$125K, which will be absorbed within existing budget allocations.

Description:

- Each child entering school or district programs in B.C. is assigned a 9- digit Personal Education Number (PEN)
- The BC PEN Registry Modernization 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 government's universal childcare plan
 - Issue a PEN to all B.C. children
 - 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
- Early issuance of PEN and integration with BC Services Card will 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
 - a 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*

- Ministry of Citizens' Services (BC Services Card)

Delivery Partners

- Ministry of Citizens' Services (IDIM)
- B.C. Public School Districts and Independent Schools
- Ministry of Children and Family Development
- Ministry of Advanced Education Skills & Training

Key Facts:

- In 2019, the Ministers' Childcare Working group (CCWG) asked ministries to explore opportunities 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)
- PEN was confirmed as the most reliable and effective 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 a resident in B.C.
- Early stakeholder engagement and interviews with schools and parents were completed in the winter of 2019/2020. Feedback noted opportunities to improve the StrongStart and Kindergarten registration processes, 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 an 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 was \$1.84M

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: As of March 31, 2021

- 5.2 million PEN records in the PEN Registry
- 30% of children who enter Kindergarten have a PEN via participation in StrongStart
- 20,661 have retrieved their PEN using the GetMyPEN online service launched April 2020
- 193 have updated their PEN demographic information using the UpdateMyPEN online service launched August 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)
- Current and recently graduated (<6 months) students may order one free paper transcript for themselves and up to 25 free transcripts for post-secondary applications through STS.
- Graduating students receive a free, official BC graduation certificate.
- Former students may order transcripts and graduation certificates at a cost of \$10 per copy.

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, 22 BC PSIs and Ontario Universities' Application Centre (OUAC) can retrieve students' interim and final marks throughout the year (via XML), when authorized by the student. The Alberta Post-Secondary Application System (ApplyAlberta) is expected to onboard in the fall of 2021.
 - All other PSIs (Canada and international) 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 266,436 STS student profiles have been created,
 - and more than 663,739 records have been sent directly to 1,800+ PSIs worldwide.
- The top three PSI selections are:
 1. The University of B.C. (84,535);
 2. Simon Fraser University (68,377); and
 3. University of Victoria (44,724).

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 all BC public PSI's are fully onboarded, transcripts will be sent through STS and EducationPlannerBC to most BC public PSIs and Ontario and Alberta application centres.

Funding:

- Since launch (September 24, 2017) the Ministry recovered \$1.55 M for STS and GED orders (as of March 30, 2021).
- The projected recovery for FY 2020-21 is \$557K. The majority of recoveries are related to orders from former students (who no longer get free transcript orders to PSIs).
- 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.

RESOURCE MANAGEMENT DIVISION

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Capital

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ANNUAL FACILITY GRANT (AFG)

updated April 21, 2021

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.
- From 18/19 to 20/21, funding increased to \$115.5 million.
- For 21/22, funding increased to \$120.5 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.

BUILDING ENVELOPE PROGRAM (BEP)

updated April 23, 2021

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.
- 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.

Statistics:

- As of March 31, 2021, 85 projects have been completed at a cost of \$125M, 41 are in design or construction valued at \$25M, and 56 projects still remain with an estimated completion cost of \$68M in today's dollars.
- For FY2021/22, the Ministry is forecasting to complete a further 14 projects, with approximately 19 additional projects moving into design and/or construction.

Funding:

- From 2017/18 to 2020/21, annual BEP budget was \$8M.
- For 21/22, BEP budget is \$12M.

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	As of March 31, 2021
Completed Schools	79	82	85	85
Schools in Construction	5	2	4	12
Schools in Design	1	3	12	29
Remaining Schools	97	95	80	56
Total	182	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,

Description:

- The Bus Acquisition Program (BUS) was launched in 1985 and 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.
- 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.

Delivery Partners:

1. The Association of School Transportation Services of British Columbia (ASTSBC)
2. Ministry of Energy, Mines and Low Carbon Innovation (EMLI)
3. Bus manufacturers/dealers

Key Facts:

- 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 and EDUC have launched a school bus Seatbelt Pilot Project in BC, with 2 buses in SD68 – Nanaimo-Ladysmith and 1 bus in SD79 – Fraser Cascade participating in 2020-21 and 2021/22. Ontario's District of Sudbury has 3 buses participating.
- The First Nations Education Steering Committee (FNESC), Federal 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.
- To support CleanBC plan targets for public sector organizations to reduce GHG emissions by 40% by 2030 for vehicle fleets, EDUC launched an electric school bus option with the support of ASTSBC and EMLI. In 2020/21, 13 school districts purchased 18 electric buses.
- In 2021/22, EDUC received an additional \$2M in BUS to further support electric bus purchases.

Statistics:

- From 2011/12 to 2021/22 inclusive, the BUS has allocated an estimated \$123M for the purchase of approximately 884 buses.

Funding:

- The BUS has had the following historic annual program budgets: 1985-2000 (variable \$ amounts/year), 2001-2017 (\$10M/yr), 2018-2020 (\$13M/yr), 2021 (\$15M/yr).

Key Outcomes:

- For 2021/22, 33 SDs were approved for 84 buses valued at approximately \$13M, with an additional \$2M being earmarked for electric bus purchases.

Agreements:

- A Memorandum of Understanding exists between EDUC, EMLI and ASTSBC for services related to the electric bus program.
- A tripartite agreement is 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 April 19, 2021

Description:

- Budget 2021 includes \$3.07B in provincial capital funding for priority projects and programs over the next three years (\$3.1B including school district capital spending)
- The priorities for capital investment include:
 - Investing in new and modernized schools, including focusing on meeting seismic requirements;
 - Meeting climate change and energy efficiency standards, as set out in the CleanBC Plan, Improving health and safety for students and staff, including COVID-19 related facility improvements, and
 - Delivering more student seats in growing communities, to reduce the reliance on portables.

Key Facts:

- B.C.'s total capital budget for education is \$1,033M in fiscal year 2021/22, which is a \$153M increase from 2020/21
- The Ministry is investing \$561M 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
- Government established a capital fund for school playgrounds in Budget 2018 (\$10M in FY2021/22), the Rural District Program in Budget 2019 (\$5M annually), and the School Protection Program claims in Budget 2020 (\$3M annually)
- Budget 2021 provides:
 - an increase to the Carbon Neutral Capital Program of \$5.8M annually and to the Bus Acquisition Program of \$2M annually to achieve the CleanBC targets
 - increased investment to accelerate the Seismic Mitigation Program
 - New priority projects to address enrolment growth pressures across the province

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)**
 - 12 new schools,
 - 17 additions/renovations,
 - 5 school replacements
 - 40 seismic upgrades, and
- There are 491 total projects across 33 school districts in the **Seismic Mitigation Program**;
 - 186 schools have been completed,
 - 30 are under construction,
 - 12 are proceeding to construction,
 - 19 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 Outcomes:

- More students have access to seismically safe seats in more communities across the province
- School facilities promote student and staff safety, through the COVID-19 pandemic and beyond
- Capital investments support progress towards the CleanBC targets to reduce GHG emissions by 40% by 2030
- New schools, additions and replacements in Surrey and other growth communities enable school districts to reduce their reliance on portables to accommodate enrolment growth

Funding:

- K-12 provincial capital investment is \$3.07B over the fiscal plan and includes:
 - Expansion and replacement (\$1.34B)
 - Seismic Mitigation Program (\$1.10B)
 - Routine Capital (\$561M)

Delivery Partners:

School Districts

Description:

- Launched 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, creating energy-efficiencies and providing operational cost savings.
- Typical CNCP projects include HVAC upgrades, fuel switching initiatives, geothermal field and solar panel installations as well as charging infrastructure improvements for e-vehicles.

Statistics:

- 2021/22: 93 projects in 56 school districts
- 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

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 invited 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.
- The CleanBC plan was released in December 2018 with targets for public sector organizations to reduce their GHG emissions for facilities by 50%, and vehicle fleets by 40% by the year 2030.
- In support of CleanBC, the CNCP received an additional \$12.2 million to its historic \$5M annual budget in 2020/21.
- For 2021/22, the CNCP was increased by an additional \$5.8M (for a total of \$23M) to further support the CleanBC plan and assist school districts in meeting GHG emission reduction targets.

Key Outcomes:

- From 2012/13 to 2021/22 inclusive, approximately \$80M has been provided to school districts to undertake carbon reduction improvements.

Funding:

- 2012/13 – 2019/20: \$5M annually
- 2020/21: \$17.2M
- 2021/22: \$23M

Description:

- The Ministry has established an enrolment growth program to fund school addition projects that help to reduce the use of portables in growing communities.
- The funding is primarily intended for elementary addition 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 addition projects that are supported in the Ministry capital plan, so they can be advanced for approval.
- The Ministry has established a Capital Project Office for Surrey, to provide them the resources necessary to accelerate 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 and accommodate enrolment growth, school districts will require new sites, new schools and additions to existing schools in the coming years.
- Possible projects for Enrolment Growth Program funding are identified from school districts' annual five-year capital plan submissions (i.e. 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 24 additions projects under the EGP, which are expected to create almost 4900 new student spaces.

Statistics:

- Number of portables used for general instruction in all school districts, as of September 2020: 1,794.
- Number of portables in SD36 as of September 2020: over 300 for general instruction.
- Total value of all addition requests from July 2020 School District Capital Plan submissions, Surrey included: \$1.6 billion (120 projects).
- Total value of all addition requests from July 2020 School District Capital Plan submissions, not including Surrey: \$1.1 billion (101 projects).

Funding:

PROJECTS UNDERWAY			PROV (\$M)
43	Coquitlam	École Panorama Heights Elementary	6.2
43	Coquitlam	Dr. Charles Best Secondary	8.4
22	Vernon	B X Elementary	11.1
68	Nanaimo-Ladysmith	Hammond Bay Elementary	14.6
33	Chilliwack	Vedder Elementary	11.8
36	Surrey	White Rock Elementary	7.6
36	Surrey	Morgan Elementary	10.4
59	Peace River South	Pouce Coupe Elementary	1.6
5	Southeast Kootenay	Isabella Dicken Elementary	7.9
68	Nanaimo-Ladysmith	Dover Bay Secondary	2.6

PROJECTS IN BUSINESS CASE DEVELOPMENT

36	Surrey	Semiahmoo Trail Elementary
36	Surrey	South Meridian Elementary
42	Maple Ridge - Pitt Meadows	Eric Langton Elementary

Description:

- Since 2009, EDUC has contracted VFA Canada Corporation Ltd. to perform condition inspections of schools every 5 years (approximately 20 percent 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 maintenance requirements for that facility, where the FCI of a new school is equal to 0.00.

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 \$441M**; and total long term deferred maintenance concerns that should be addressed within five years **at a value of \$7.05B**. 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 2021/22 EDUC is providing \$225.5M in routine maintenance capital funding through SEP, CNCP, BEP, and AFG to the 60 school districts in BC.

Statistics:

- There are approximately 1,804 facilities, including 1,550 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)

Funding:

- AFG was \$110M/yr from 2004-18, increased to \$115.5M from 2018-20, and increased again to \$120.5M in 2021-22.
- For 2021/22 EDUC is providing \$70M SEP, \$12M BEP, and \$23M 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:

- VFA Canada Corporation Ltd. (as per Agreement information).

FACILITY CONDITION ASSESSMENT

updated April 23, 2021

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 Facility Condition Index (FCI) for Total Asset Inventory
2020/21	\$204M	\$441M	\$7.05B	0.47
2019/20	\$192M	\$491M	\$6.95B	0.44
2018/19	\$193M	\$343M	\$6.70B	0.43
2017/18	\$195M	\$396M	\$6.28B	0.43
2016/17	\$174M	\$332M	\$6.26B	0.42
2015/16	\$152M	\$305M	\$6.09B	0.42
2014/15	\$98M	\$296M	\$5.98B	0.41
2013/14	\$98M	\$254M	\$5.41B	0.38

PLAYGROUND EQUIPMENT PROGRAM (PEP)

updated April 23, 2021

Description:

- Fulfilling a Ministerial Mandate Letter key deliverable, EDUC launched a new Playground Equipment Program (PEP) starting in 18/19 with **\$5M** available to school districts.
- School districts request PEP funding as part of EDUC's annual Five-Year Capital Plan process.
- 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.
- In 18/19 & 19/20, funding was **\$90,000** for standard playground equipment and **\$105,000** for universal accessible playground equipment.
- In 20/21, only universally accessible playground equipment was funded for **\$125,000**.
- For 21/22, the PEP budget was increased to **\$10M**.
- In 21/22, only universally accessible playground equipment was funded for **\$165,000**.

Key Facts:

- In 18/19, PEP funding was distributed on an **equality basis**, so each school district received approval for one project until the program budget was exhausted.
- From 19/20 onwards, PEP funding was distributed on an **equitability basis**, so school districts with larger student populations will receive more projects (as they have more schools and playgrounds).
- Supporting inclusion and accessibility for all school-age children, EDUC began funding only universally accessible playground equipment in 20/21.
- School districts may choose to make discounted purchases of playground equipment through the Ministry of Citizens' Services 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.
- Parent Advisory Committees (PACs) are not eligible for the PEP, however PACs can apply for playground funding annually through the Ministry of Municipal Affairs' *Community Gaming Grant* program.

Key Outcomes:

- In 18/19 FY, **51 projects** approved in 51 school districts for \$5M.
- In 19/20 FY, **50 projects** approved in 34 school districts for \$5M.
- In 20/21 FY, **40 projects** approved in 33 school districts for \$5M.
- In 21/22 FY, **60 projects** approved in 50 school districts for \$10M.

Funding:

- From 18/19 to 20/21, annual PEP budget was **\$5M**.
- For 21/22, annual PEP budget is **\$10M**.

Agreements:

- None.

Statistics:

- **870** potentially eligible schools with a majority of elementary grades.
- From 18/19 to 21/22, **201** playgrounds have been replaced.

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, CITZ

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 (V.I. West)
- In 2019/20, four schools were permanently closed:
 - Sea Island Elementary, SD38 (Richmond)
 - Buick Creek Elementary, SD60 (Peace River North)
 - Sk'il' Mountain Community School, SD74 (Gold Trail)
 - Lytton Elementary School, SD74 (Gold Trail)
- **270** public schools have closed from 2001/02 to 2019/20
- Any school closures for 2020/21 will be finalized as at June 30, 2021

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 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.

Contacts: John Woycheshin, Regional Director, Capital Management Branch, **Government**

SCHOOL CLOSURES/RURAL EDUCATION ENHANCEMENT FUND

updated April 23, 2021

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:

	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

Contacts: John Woycheshin, Regional Director, Capital Management Branch, Government

SCHOOL ENHANCEMENT PROGRAM (SEP)

updated April 23, 2021

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:
 - Roofing upgrades (i.e., replacement, repair)
 - Exterior Wall System upgrades (i.e., cladding, insulation, windows, building envelope)
 - Interior Construction upgrades (i.e., interior accessibility, flooring, wall partitions)
 - HVAC upgrades (i.e., heating, ventilation, air conditioning)
 - Electrical upgrades (i.e., power supply, distribution systems, fire protection systems)
 - Plumbing upgrades (i.e., washrooms, water fountains, re-piping)
- SEP projects ineligible for funding include, but are not limited to:
 - day-to-day wear and tear
 - interior painting
 - exterior painting
 - parking lot repairs or development
 - driveway repairs or development
 - playground and playfield repairs or development
 - School Board offices, bus depots/buildings, maintenance shops/buildings, etc
- Ineligible SEP projects may be completed using Annual Facility Grant (AFG) funding, operating funds, or local capital funds.

Statistics:

- 21/22 – 393 projects requested for \$180M, 162 projects approved for \$70M
- 20/21 – 413 projects requested for \$208M, 164 projects approved for \$64M
- 19/20 – 431 projects requested for \$220M, 138 projects approved for \$64M
- 18/19 – 415 projects requested for \$145M, 175 projects approved for \$65M
- 17/18 – 346 projects requested for \$167M, 130 projects approved for \$55m
- 16/17 – 462 projects requested for \$277M, 146 projects approved for \$70M

Funding:

- **\$188M** has been notionally budgeted for SEP within the current 3 year fiscal cycle:
 - 2021/22 - \$70M
 - 2022/23 - \$59M
 - 2023/24 - \$59M

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.
- 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.
- EDUC reviews all eligible SEP project requests from the 60 school districts, evaluating them against 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.
- In May 2021, EDUC will issue the Capital Plan Instructions for the 2022/23 fiscal year to all school districts, including a call for SEP projects to be submitted to EDUC by September 30, 2021.
- Ministry staff have evaluated SEP submissions for project approvals in 2021/22, throughout July-March 2021. Approvals will be announced in mid May 2021.

Key Outcomes:

- For 2021/22, EDUC approved **162** SEP projects with an overall value of **\$69,981,677** in the following categories:

PROJECT TYPE	No. of PROJECTS	VALUE
HVAC	52	\$32,408,295
Exterior Wall Systems	25	\$13,001,981
Electrical	26	\$2,241,751
Interior Construction	10	\$4,293,553
Plumbing	25	\$3,827,700
Roofing	24	\$14,208,397
Total	162	\$69,981,677

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:

- 19 "excess of pool" losses over the last 10 years:
 - 12 claims between \$500,000 and \$1M
 - 7 claims greater than \$1M
- Includes 11 fire losses; 8 water losses
- Average of 2.4 claims per year with average value = \$1.9M

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 April 19, 2021

Schools Protection Program Cost:

- 2020/21 Total = **\$7.775M**, including \$4.91M general liability, \$2.60M property loss, \$263K other expenses
- 2019/20 Total = **\$6.926M**, including \$4.45M general liability, \$2.23M property loss, \$245K 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 commitment to continue to invest in new and modernized schools, including meeting seismic requirements.
- On the basis of changes to the Building Code, 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 in recent years.

Delivery Partners:

1. Engineers and Geoscientists of BC
2. UBC's Earthquake Engineering Research Facility
3. School Districts

Key Facts:

- In 2015, Natural Resources Canada updated seismic risk mapping and increased the expected magnitude and duration of a Cascadia fault event in B.C.
 - This process triggered updates to the 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 impacted 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 reassessments 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 summer.

Key Outcomes:

- Since September 2017, 55 SMP projects have been approved, creating 30,472 safe seats, with a total value of \$1,139 million.
- The rate of approvals from 17/18 through 19/20 was nearly double that of the previous years, with 15 projects approved in 17/18, 13 projects approved in 18/19, 18 in 2019/20. For fiscal 2020/21 government approved 9 additional projects.

Funding:

- The current fiscal plan provides \$1,098 million for the SMP.
- To date, government has spent \$1.9 billion to seismically upgrade or replace seismically high-risk schools.

Statistics:

- As of March 30, 2021, there are 491 schools in the SMP, of these:
 - 186 schools were complete;
 - 30 were under construction;
 - 12 were proceeding to construction;
 - 19 were in business case development; and
 - 244 were identified as future priorities.
- 50% of the program has been advanced since 2004, which equates to approximately 15 projects/year or 3% of schools in 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, the Ministry has contracted with the Engineers and Geoscientists of British Columbia (EGBC), along with UBC's Earthquake Engineering Research Facility to develop and provide risk assessment and mitigation strategies through the Seismic Retrofit Guidelines. These engineering strategies when implemented through a structural upgrade, provide a life-safety standard which is intended to allow for safe egress following a major seismic event.
- In 2010, a risk assessment methodology was developed by EGBC, and all schools located in high-risk seismic zones were provided a risk rating by school block as categorized below:
 - **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 reassessments 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 244 schools identified as future priorities.

GRE Reported Disposals (Net Proceeds) - 2020/21

Q1	SD19	Revelstoke	Former Big Eddy Elementary	City of Revelstoke	\$0.58M
Q1	SD67	Okanagan-Skaha	Former McNicholl Park Elementary	City of Penticton	\$11.20M
Q2	SD33	Chilliwack	Huston Road Lot	City of Chilliwack	\$0.63M
Q2	SD54	Bulkley Valley	Lake Kathlynn Elementary	Town of Smithers	\$1.10M
Q2	SD59	Peace River South	O'Brien Education Centre	City of Dawson Creek	\$0.43M
Q2	SD73	Kamloops-Thompson	Oak Hills Primary	City of Kamloops	\$2.00M
Q3	SD59	Peace River South	Rolla School	Rural Community of Rolla	\$0.04M
Q4	SD08	Kootenay Lake	Former Board Office/N. Shore School	Central Kootenay Regional District	\$1.08M
Q4	SD83	North Okanagan-Shuswap	Eagle River Secondary portion	District of Sicamous	\$0.04M
Q4	SD91	Nechako Lakes	Fraser Lake Adult Learning Centre	Village of Fraser Lake	\$0.10M
TOTAL:					\$18.19M

School Protection Program Forecasted Disposals (Net Proceeds) – 2021/22

SD36 (Surrey)	Old Board Office Parking Lot	City of Surrey	Government Financial Information
SD41 (Burnaby)	Former Board Office	City of Burnaby	
		TOTAL:	

School Protection Program Forecasted Disposals (Net Proceeds) – 2022/23

-	-	-	\$0.0M
TOTAL:			\$0.0M

Financial Services

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BUDGET 2021 OVERVIEW

updated April 12, 2021

Description:

- The Ministry of Education's 2021/22 budget is \$7.132B in operating funding and \$1.033B in capital for the K-12 education sector.

Statistics:

- The Ministry of Education's **2021/22 operating budget of \$7.132B** includes:
 - \$6.5B for public schools (91%)
 - \$473M for independent schools (7%)
 - \$57M for other partners (1%)
 - \$49M 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 **2021/22 capital budget of \$1.033B** includes:
 - \$432M for school expansion and replacement
 - \$369M for the Seismic Mitigation Program
 - \$97M for the Annual Facilities Grant
 - \$70M for The School Enhancement Program
 - \$15M for the Bus Replacement Program
 - \$12M for the Building Envelope Program
 - \$23M for the Carbon Neutral Program
 - \$10M for Playgrounds
 - \$5M for the Rural District Program

Delivery Partners:

1. Boards of Education
2. Federation of Independent Schools Association
3. Other Education Sector Partners (such as FNESE, BCCPAC, BCSTA, BCPSEA, etc.)

Key Facts:

- B.C.'s K-12 education operating budget is \$7.13B in 2021/22; a \$437M year-over-year increase.
- *Budget 2021* provides \$1.22B in incremental operating funding and \$3.07B in provincial capital funding over the three-year fiscal plan.
- Since its formation, the current Government has provided \$3.37B in new operating funding for K-12 education – this includes \$508M in Budget 2020 (*restated for Public Library transfer); \$552M in *Budget 2019*, \$409M in *Budget 2018* and \$681M in the *Budget 2017 Update*.

Key Outcomes:

- *Budget 2021* provides funding for School District estimated enrolment for September 2021; funding is flatlined in 2022/23 and 2023/24, 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 invest in new and modernized schools, including focusing on meeting seismic requirements and climate change and energy efficiency standards as set out in our CleanBC plan.
- Budget 2021 supports the K-12 education sector with new funding to improve access to mental health supports in schools, to expand early learning and onsite child care opportunities, and to develop a framework to address racism and reconciliation.

Funding:

- The three-year **operating lift of \$1.22 billion** in Budget 2021 includes:
 - \$424 million to fund public school enrolment growth;
 - \$662 million for the *Sustainable Services Negotiated Mandate* (SSNM);
 - \$49 million to fund additional hiring costs under the Classroom Enhancement Fund;
 - \$76 million for independent schools;
 - \$6 million for Mental Health in Schools program;
 - \$1.3M for Childcare Funding to support anti-racism and reconciliation in childcare and school-based early learning programs; and
 - \$2 million for the *Teachers Act* Special Account.
- The **\$3.07 billion three-year capital plan** in Budget 2021 includes:
 - \$1.40B to invest in expansion and replacement projects in school districts;
 - \$1.10B to accelerate the Seismic Mitigation Program;
 - \$561M to invest in asset rehabilitation and maintenance (routine capital); and,
 - \$20M for the annual 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 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 estimates it will enroll 6,580 FTE in Sept 2020, an increase of 117 FTE (1.8%) compared to 2020/21.
- Enrolment has increased in all but one of the 25 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 \$3.5M 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 45 schools, one of which is a distributed learning school.
- SD93 received \$93.4M for its 2020/21 enrolment, a \$5.7M increase over the previous year.
- SD93's operating grant is estimated to increase by \$6.3M to a total of \$99.7M in 2021/22, as the district estimates enrolment will increase by 117 FTE in Sept 2021.

Key Outcomes:

- SD93 is receiving an estimated \$99.7M for its 2021/22 enrolment, a \$6.3M increase over the previous year.
- SD93 estimates it will enroll 6,580 FTE in Sept 2021, an increase of 117 FTE or 1.8% compared to 2020/21.
- 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 an estimated \$99.7M for its 2021/22 enrolment, a \$6.3M 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 an estimated \$13.0M in 2021/22.

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:

- The Ministry awarded 177 new service contracts valued at \$36M during FY21:
 - **Direct awards:** 8 contracts (4% of total contracts) valued at \$1.32M (4% of total value).
 - **Open or limited competitions:** 19 contracts (11%) valued at \$18.8M (52%).
 - **Qualified Supplier Lists & Corporate Supply Arrangements:** 132 contracts (74%) valued at \$2.4M (7%).
 - **Shared Cost Arrangements & other purchase process:** 18 contracts (10%) valued at \$13.5M (37%).
- In addition, the Ministry has created 1,077 teacher agreements (\$649K) for marking 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 are in place to support the Ministry with efficient and compliant procurement practices.
- Procurement education, training, support and risk management are ongoing priorities for Management Services Branch.

New Service Contracts by STOB

- 129 contracts (\$2.4M) are for professional advisory or operational services (STOB 60 & 61).
- In addition, there are 18 contracts (\$422K) for Open School BC course delivery services (STOB 85).
- 12 contracts (\$19.3M) are for information systems operating (STOB 63).
- 10 contracts (\$3.42M) are for Transfers – Entitlements (STOB 79).
- 8 contracts (\$10.5M) are for Transfers – Under Agreement (STOB 80).

Direct Awards:

- The Ministry issued 8 direct award service contracts valued at \$1.32M.
- Top 3 highest value Direct Awards:
 - IBM Canada Ltd – Hosting and support for ShareEdBC.
 - Perfectworld Innovations Inc – Network services for 10 school district sites (\$545K for 3 years).
 - BC Council for International Education – Identify and develop new prospects for Offshore K-12 schools (\$50K for 2 months).

Top 5 Highest Value New Contracts Awarded

Value	Supplier	Description	Procurement
\$16.7M	Vretta Inc	Provide Software-as-a-Service for Student Assessment Program	Open Competition
\$8.2M	First Nations Education Steering Committee Society	COVID-19 funding support for First Nation students	Shared Cost Arrangement
\$1M	Focused Education Resources Society	School District Energy Management Program	Shared Cost Arrangement
\$900K	School District 67 Okanagan Skaha	Provide NGN network services to 25 SD67 sites	Shared Cost Arrangement
\$ 866K	Freshworks Studio Inc	Software development for Capital Asset Planning System	Open Competition

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 ~ 75,000 certificate holders.
- \$2.71M – total funds in Special Account surplus as of April 1st 2020.
- \$7.28M – average revenue generated by fees each fiscal year and held in the *Teachers Act* Special Account.
- The Treasury Board approved budget for 2020/21 was \$8.98M. Forecasted expenses and revenue are \$8.16M and \$7.45M respectively, supplemented with \$0.710M- from the Special Account surplus.
- The Treasury Board approved budget for 2021/22 is \$8.54 M. Forecasted revenue is expected to be \$7.65M and supplemented with \$0.890M from the Special Account surplus.
- [Government Financial Information](#)

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, the current project for the new Teacher Certification database 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.
- [Advice/Recommendations; Government Financial Information](#)

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.
- [Advice/Recommendations](#)

WORKFORCE SUMMARY

updated February 27, 2021

Key Facts:

- As of February 27, 2021, EDUC has 324.47 Ministry FTEs and 57.98 FTEs in the Teacher's Act Special Account for a total of 382.44 FTEs.
- EDUC has a ratio of 41.6% excluded staff compared to 58.4% 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 0.8% since September 26, 2020 (3.5 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 2021/22 Executive and Support Services appropriation of \$48,972,000.

Statistics

Ministry of Education FTEs – February 27, 2021

Organization	FTEs	% of EDUC Total	% Included	% Excluded
Minister's Office	3.94	1.03%	0%	100.0%
Deputy Minister's Office	14.19	3.71%	71.31%	28.69%
Resource Management Division (minus Teacher's Act Special Account)	69.76	18.24%	58.57%	41.43%
Governance & Analytics Division (minus Teacher's Act Special Account)	65.85	17.22%	68.51%	31.49%
Learning Division	44.68	11.68%	64.95%	35.05%
Services & Technology Division	85.75	22.42%	80.13%	19.87%
Education Programs Division	40.29	10.54%	71.32%	28.68%
Ministry Total	324.47	84.84%	68.59% (222.56)	31.41% (101.91)
Teacher's Act Special Account	57.98	15.16%	1.48% (0.86)	98.52% (57.11)
EDUC Total	382.44	100.0%	58.42% (223.42)	41.58% (159.02)

Ministry Excluded Staff, by Position – Feb 27, 2021

Position	FTEs
Deputy Minister	1
Assistant Deputy Ministers	5
Excluded Employees (Management, Schedule A staff and SEA/EAA's)	95.91
Ministry Total Excluded Staff	101.91

Teacher's Act Special Account Staff, by Position – Feb 27, 2021

Position	FTEs
Special Advisor – Teacher’s Act Special Account	0.64
Management Employees – Teacher’s Act Special Account	29.72
Schedule A Employees – Teacher’s Act Special Account	26.75
EDUC Total Excluded Staff (Ministry + Teacher’s Act Special Account)	159.02

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).
- This MoA was updated and replaced with a LoU in the 2019 – 2022 round of collective bargaining.

Statistics:

- For the 2020/21 school year the CEF funding totals \$468.8M, supporting:
 - 4,195 teacher FTEs at a cost of \$409.5M:
 - 2,681 enrolling teacher FTEs
 - 1,514 non-enrolling (specialist) teacher FTEs
 - \$41M of overhead costs
 - An estimated \$18.3M for remedies based on actual remedy costs incurred in October 2020
- 2020/21 labour settlement funding for CEF teachers is estimated at \$16.5M, bringing the total cost of CEF to \$485.3M.
- Preliminary CEF funding of \$409.6M has been announced for the 2021/22 school year:
 - \$368.6M for teacher hiring (90% of 2020/21 allocation)
 - \$41M of overhead funding (no change)
 - \$0 for remedies (TBC in the fall of 2021)

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).
- 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.
- Overhead has been capped at \$41M for the 2021/22 school year.
- All school districts have received what they requested in their fall 2020 submissions, including additional funding for unfilled non-enrolling (specialist) positions.
- The Ministry has recovered \$7.4M in funding from 2019/20, which has been reallocated to minimize 2020/21 costs.
- Funding for the 2020/21 school year will be adjusted based upon school districts' end-of-year reporting of actual spending, 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.
- Preliminary CEF funding of \$409.6M has been announced for the 2021/22 school year and will be finalized in the fall of 2021. Final allocations are estimated to be close to \$500M.

Key Outcomes:

- Funding for an additional 4,195 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.

Jonathan Foweraker, Executive Director, Funding and Financial Accountability Branch, (250) 896-2673

Description:

- Objective: to develop a more equitable and 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, Indigenous peoples, and submissions.
- All major educational partners were consulted including FNEC, 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:

- In February 2020, Government announced a two-phase implementation plan.
- Implementation timelines have been delayed as a result of the pandemic with the status of the 22 recommendations being:
 - 7 complete/monitoring (mainly accountability)
 - 5 in progress (mostly financial management)
- The remaining recommendations will be implemented pending Government direction on Phase 2 of the plan.
- Despite the pandemic, the Ministry has met several Phase 1 commitments by:
 - improving equity through recognizing B.C.'s children and youth in care in funding allocations via the Equity of Opportunity supplement (March 2020) and,
 - strengthening improved transparency and accountability through a modernized Framework for Enhancing Student Learning.
 - completing significant partner engagement relating to Financial Management and Surplus policies (pending release for July 2021), and
 - engagement and co-development of policy with Indigenous representatives (FNEC and MNBC) to improve funding for Indigenous Students (in progress)
- Outstanding Phase 1 and Phase 2 recommendations will be implemented post-pandemic

Working Groups:

- Four Working Groups with representation from all education partners including FNEC and MNBC were formed following the release of the Panel's report: Adult and Continuing Education, Online Learning, Inclusive Education and Financial Management.
- Working Groups met throughout 2019 to identify implications of implementing assigned recommendations and potential strategies for success.
- Working Group Reports were released to the public in October 2019.
- The Ministry held a second partner forum to provide an update on the reports, Framework for Enhancing Student Learning, and next steps.
- The Ministry then committed to a two-phase Action Plan to implement the recommendations.

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
- Development and approval of final policies and associated implementation guidelines on financial planning and reporting and surplus; July 1, 2021 implementation
- Continued development and approval of final policy and associated implementation guidelines on targeted funding for Indigenous learners; implementation date to be determined
- Seek Government approval on direction for implementation of the remaining mostly equity-based recommendations

Note: Refer to factsheets for Inclusive Education, Online Learning and the Framework for Enhancing Learning for implementation details on those specific related 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 for 2021/22 total an estimated \$5.756B based on school district estimates of enrolment and student claims (an increase of \$240.1M over interim 2020/21).
- Outside of the operating grants, it is currently estimated that an additional \$574M of special purpose grants will go to boards, including a preliminary allocation of \$410M for the Classroom Enhancement Fund (CEF).
- School-age September 2021/22 enrolment is estimated to increase by nearly 2,000 FTE, the sixth annual increase in the last seven years.
- 36 of BC's 60 school districts expect to serve more school-age students as of September 2021 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).
- Estimated 2021/22 operating grants are being allocated based on school district estimates of enrolment.
- The per pupil Operating Grant average funding amount for the estimated 2021/22 operating grants is \$10,194, an increase of \$401 or 4.1% compared to 2020/21.
- Including special grants, total operating funding per student is estimated at \$11,213 for the 2021/22 school year, 17.7% higher than in 2016/17.
- The operating grant formula is unchanged from 2020/21, except for:
 - Labour settlement funding for teachers and support staff is being allocated throughout the formula with a number of rates being increased, including the Basic Allocation increasing by \$325 (\$227M).

Key Outcomes:

- The provincial operating grant block is estimated to increase by \$240.1M in 2021/22, the result of labour settlement funding added to the block for this year's general wage increases for support staff, as well as some special grants now allocated within the block (teachers' labour settlement funding from 2020/21).
- The above totals are for the entire 2021/22 school year and are compared to actuals for the July and September 2020 and February 2021 enrolment counts, and school district estimates of the May 2021 count.

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.
- Effective July 1, 2021, the CDP deposit rate for Boards will be set to Prime less 1.50%, based on the current Prime rate of 2.45% which will result in a nominal deposit rate of 0.95%.
- Total interest earned by Boards on CDP deposits, amount to \$127.8M as at April 19, 2021.
- 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 \$1.174B (April 19, 2021) 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 (i.e. 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.

SD99 (Provincial Composite) Cash Breakdown Analysis -- June 2020

		June 30, 2020 (ACTUAL)
Total Cash & Cash Equivalents		1,883,259,923
Short-Term Investments (estimated per June GRE)		<u>37,748,000</u>
Total Cash & Short-Term Investments		1,921,007,923
Accounts Receivable	164,928,467	
Prepaid Expenses, Inventory and Other Assets	<u>30,842,585</u>	<u>195,771,052</u>
		2,116,778,975
Less: Cash needed/held to meet short-term obligations		
Accounts Payable and Accrued Liabilities	(719,343,162)	
Unearned Revenue	<u>(193,522,555)</u>	<u>(912,865,717)</u>
Net Working Capital		1,203,913,258
Less: Cash Restricted by the external contributor for a specific use:		
Deferred Revenue	(67,835,502)	
School Generated Funds	(88,486,008)	
Unspent LIF/Classroom Enhancement Fund funding	(11,768,721)	
By-Law Capital received but not spent	(11,671,572)	
Other Provincial Capital (MCFD, ITA) received but not spent	(35,588,591)	
Non-Provincial Capital received but not spent (PAC's, etc)	(11,111,401)	
Municipal Land Capital	<u>(70,565,993)</u>	<u>(297,027,788)</u>
		906,885,470
Less: Employee Future Benefits liability		<u>(225,888,537)</u>
Cash & ST Investments Potentially Available for Cost Sharing		680,996,933
Long-term Investments (approx)		19,950,994
Long-Term Debt (loans and capital leases)		<u>(18,421,099)</u>
Cash & Investments Potentially Available for Cost Sharing		<u>682,526,828</u>
Cash & Investments Potentially Available for Cost Sharing is partially made up of:		
Ministry of Education Restricted Capital		78,984,829
Local Capital		240,836,771
Total potential cost sharing funding sources		<u>319,821,600</u>
Accumulated Operating Surplus (net of SD43 Stabilization a/c)		<u>371,357,971</u>
		<u>691,179,571</u>

CDP as at April 19, 2021 \$ 1,174,523,841

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 \$91M of accumulated surplus from prior school years to balance their 2020/21 amended 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																	

Description:

- In the 2021/22 school year, the interim operating grant (as at March 2021) is calculated at \$5.755 billion. In addition, more than \$574 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 these challenges, 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 decreased slightly, to 7.04% (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 MyEDBC and NGN costs (\$18M) and exempt compensation increases (approx. \$10M). School districts, when publically discussing their budget challenges, neglect to mention reduced MPP premiums (\$8.3M) and reduced TPP contributions (\$78.1M).
- 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 is 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 and 2021/22, many of the pressures are unknown due to impact of COVID-19. Estimates of increased net costs for the 5 quarters ended June 30, 2021 is \$215M. School districts have received \$259.3M of additional funding for COVID-19 pressures.
- 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. \$216.8M has been distributed to school districts in 2020/21. There are no plans to continue this type of funding in the 2021/22 school year.

Statistics (Continued):

- School districts collectively appropriated \$91M of accumulated surplus to balance their 2020/21 amended 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 7.04% – it's lean, and districts continue to maintain a lean mindset around administration spending.

Key Facts (Continued):**Assessment of unfunded cost pressures for 2021/22:**

- 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 (\$19.5M):
 - Cost increases for non-wage items are estimated at an incremental \$5M
 - CPP and EI employer contribution increases – incremental \$4.5M
 - Management compensation increase (2%) – approximately \$10M
- MPP and TPP rate decreases mitigate unfunded cost pressures – \$86.4M
- If COVID-related protocols (ie staff time for enhanced cleaning, cleaning supplies, and PPE) were to continue, there may be an estimated \$24.75M cost to the sector.
- 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.

Advice/Recommendations: Intergovernmental Communications; Government Financial Information

DEPUTY MINISTER'S OFFICE

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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 provincial/territorial members.
- CMEC is led by an executive director, Chantal C. Beaulieu.
- CMEC Secretariat is comprised of approximately 50 staff in Toronto that support CMEC committees, organize meetings and teleconferences, and support the ongoing work of education priorities with provinces and territories.
- Provinces and territories rotate positions as Chair and Vice-Chair of CMEC on a two-year term.
- B.C.'s education ministries work together to respond to ongoing CMEC requests, invitations and events.
- B.C.'s Minister of Advanced Education, Skills and Training (AEST) 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 FNEC 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 fees to CMEC through a funding formula based on the latest Statistics Canada census data (2016).
- B.C.'s general membership contribution for 2020/21 was approximately \$691,000 - the total was divided between AEST and EDUC. EDUC's share was approximately \$390,000, while AEST's was \$301,000. The invoice for 2021/22 fees is expected in April 2021.
- General membership contribution does not include consortia membership costs (French, Copyright).

Description:

- The mission of the Organisation 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 Organisation (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 organisations.
 - 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).

PREMIER'S AWARDS FOR EXCELLENCE IN EDUCATION

updated March 23, 2021

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.
- Historically, winners have been announced every October during an awards ceremony hosted by the Premier and Minister; event date was chosen to coincide with annual World Teachers' Day.
- The 3rd annual program was announced on January 13, 2020, with nominations open until April 30, 2020 and subsequently extended indefinitely as result of COVID-19 pandemic.
- In June 2020, the entire program was cancelled due to restrictions and guidelines resulting from the pandemic. Nominations that were received were kept on file and, at the discretion of each nominator, will be applied to the 2021 program when launched.
- For the first time, a photo contest for middle and high school students was held as part of the 2020 program; intent was for the winner to receive \$500 and winning photograph printed, framed and presented to winners of each category at the awards ceremony. A winner has not yet been announced and a decision is required this Spring to determine how/when this should occur.
- 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
- 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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Description:

- All K-12 schools are required to have comprehensive COVID-19 safety plans in place that align with provincial guidance from the Provincial Health Officer (PHO) and BC Centre for Disease Control (BCCDC), WorkSafeBC, and the Ministry of Education.
- COVID-19 safety measures in schools include:
 - daily health checks for staff and students and policies requiring people to stay at home when sick
 - organizing students into learning groups
 - physical distancing between learning groups
 - enhanced cleaning/disinfecting protocols
 - frequent handwashing/hand sanitization
 - mask requirements for K-12 staff and students in grades 4 to 12
 - limiting visitor access

Statistics:

- Enhanced safety measures in K-12 schools:
 - 1,120 new custodial staff, and increased hours for 5,606 existing custodial staff
 - 9,290 installed barriers/space adaptations
 - 42,879 upgraded HVAC units
 - 147,781 additional handwashing stations
 - 152,847 additional hand sanitizing stations
 - 4,977,486 masks and 119,871 face shields
- School exposures (since Sep 2020):
 - 5,071 exposures in 1,155 K-12 schools
 - 707 schools have had no exposures
 - 33 schools have had temporary closures:
 - 26 functional (6 public, 20 ind.)
 - 4 MHO directed (3 public, 1 ind.)
 - 3 First Nations community closure (all public)

Key Facts:

- B.C.'s [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#) align with [current public health guidance](#) from the Provincial Health Officer and the BC Centre for Disease Control (BCCDC) for K-12 Schools.
- The K-12 Health & Safety Guidelines were updated in February and March 2021. Key changes included requiring K-12 staff and students in grades 4 to 12 to wear masks while in schools and on school buses, and enhancing measures for Physical Education, music classes and staff-only spaces.
- All B.C. school districts are required to update and post their COVID-19 safety plans in alignment with the K-12 Health & Safety Guidelines, and ensure that all schools have completed the [BCCDC Health & Safety Checklist](#).
- On March 2, 2021, six K-12 Rapid Response Teams (five regional, one to support independent schools) were established to support schools and school districts regarding their COVID-19 safety plans and to conduct assessments of significant school exposure events (e.g. outbreaks, closures).

Key Outcomes:

- Approximately 90% of COVID-19 cases involving students and staff in Vancouver Coastal Health and Fraser Health did not result in in-school transmission.
 - Where transmission did occur in a school setting, a case typically led to 1 or 2 other cases in the school.
- Vaccines have now been made available to K-12 staff in:
 - All Surrey, Coquitlam and North Delta public and independent schools.
 - 31 schools in Vancouver, 6 schools in North Vancouver, 6 schools in West Vancouver, and 2 schools in Richmond.
 - 81 additional priority communities across all five health regions.
- K-12 Rapid Response Teams have conducted school safety site assessments, reviewed school/district safety plans, developed communication resources for staff, students and families, and directly supported schools and districts in responding to school exposure events.

Funding:

- \$45.6M in provincial COVID-19 funding for K-12 including:
 - \$23M to increase custodial staff and hours
 - \$9.2M for handwashing/hand sanitization stations
 - \$5.1M for cleaning supplies
 - \$2.2M for face masks and shields
- \$242.4M in federal COVID-19 funding to support safe return to school:
 - \$216.9M – public schools
 - \$16.3M – independent schools
 - \$8.2M – First Nations Education Steering Committee
 - \$0.9M – K-12 Rapid Response Teams

Overview:

- On March 17th, 2020 under the direction of the Provincial Health Officer (PHO), all K-12 schools suspended in-class instruction.
- 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 1st, 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 after a 2-day health and safety orientation period. School districts were provided with the flexibility to create transition programs for those students not yet ready to return to in-class instruction.
- The Ministry reviewed school district restart plans for June and September to ensure alignment with BCCDC health and safety measures and the Ministry's COVID-19 guidelines for K-12.

Statistics:

- Newly developed transition programs provided options for a delayed return to class for 35,464 students in Sept 2020; 25,556 students were still in a transition program in January 2021.
- As of April 16th, 2021, there have been 4,786* 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. 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 developed returned to school plans based on the [BCCDC Public Health Guidance for K-12 Schools](#) (last updated March 30th, 2021), the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) (last updated April 16th, 2021) and WorkSafeBC. School district health and safety plans have been updated continuously each time the provincial guidance has been updated.
- As of April 12th, 2021, there have only been 29 school closures province wide across public and independent schools. 4 have been health authority ordered; 22 functional closures and 3 First Nations schools.
- The Ministry provided one-time funding of \$44.9M to school districts and independent schools for enhanced cleaning and supplies: \$2.2M for reusable masks/face shields, \$3M to support remote learning for students, \$23M to support increased cleaning, \$5.1M for cleaning supplies and \$9.2M for enhanced hand washing and hand sanitization stations. \$2.4M was allocated to independent schools for these purposes.
- The Federal Government announced \$2B in additional COVID-19 funding; B.C. received \$242.4M of this funding. Of the \$121.2M available in the first phase of funding, \$109M was allocated to school districts and independent schools in the fall to help support adapted learning spaces, improved air ventilation, increased hand sanitation and hygiene, and purchases of personal protective equipment and cleaning supplies.
- Of the \$121.2M for the second phase of federal funding, \$112.1M was allocated to school districts and independent schools in the winter to support the same categories as phase one. In addition, \$8.2M was disbursed to FNESC to fund supports and services to support the 8,000 Indigenous students living on-reserve who attend public schools and \$900K to SDs and FISA to develop six regional rapid response teams (one in each Health Authority and one dedicated to support independent schools).

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 were protected.
- Schools used COVID-19 funding to purchase or upgrade over 26,000 hand sanitizing and handwashing stations, purchase 2,500,000 facemasks, face shields and other PPE, hire 680 custodians and purchase almost 64,000 additional tablets and laptops.
- In the week of March 12th to 16th, 2021, a daily average of 474,784 students (82%) in the public school system were receiving in-class instruction. Another 7% (41,856) were receiving online or offsite instruction.