

Transition Binder

June 2017

*Ministry of
Education*

MINISTRY PROFILE

MINISTRY MANDATE

The Ministry of Education provides leadership and funding to the K-12 education system through governance, legislation, policy and standards and is accountable to the public through the monitoring of student performance and reporting results.

The purpose of the K-12 education system is to enable the approximately 550,000 public and 81,000 independent school students, and over 2,200 home-schooled children, enrolled each year, to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy. The ministry's role in helping to meet the purpose of the school system involves co-governing, with boards of education, the K-12 education system working closely with a network of partners including independent school authorities, professional education organizations, public libraries, First Nations representatives, provincial ministries and agencies and the private sector.

The ministry is comprised of six divisions:

1. Resource Management and Corporate Services
2. Governance and Analytics
3. International Education, Independent Schools and Partner Relations
4. Services and Technology
5. Learning
6. Capital

The ministry's Chief Educator, a subject matter and technical expert, provides an advisory role to the organization.

GUIDING LEGISLATION

<i>School Act</i>	<i>Independent School Act</i>
<i>Teachers Act</i>	<i>Library Act</i>
<i>First Nations Education Act</i>	<i>Community Care and Assisted Living Act</i>
<i>Special Accounts Appropriation and Control Act</i>	

BUDGET

Operating

	2017/18 Estimates (\$000)
Core Business	
Public Schools	5,370,963
Independent Schools	383,200
Transfers to Other Partners	86,475
Executive and Support Services	44,238
British Columbia Training and Education Savings Program <i>Special Account</i>	30,001
Teachers Act <i>Special Account</i>	7,620
Total Operating	5,922,497

Capital

Core Business

Executive and Support Services

2017/18 Estimates

(\$000)

924

Total Capital **924**

Capital Grants

Public Schools

2017/18 Estimates

(\$000)

566,700

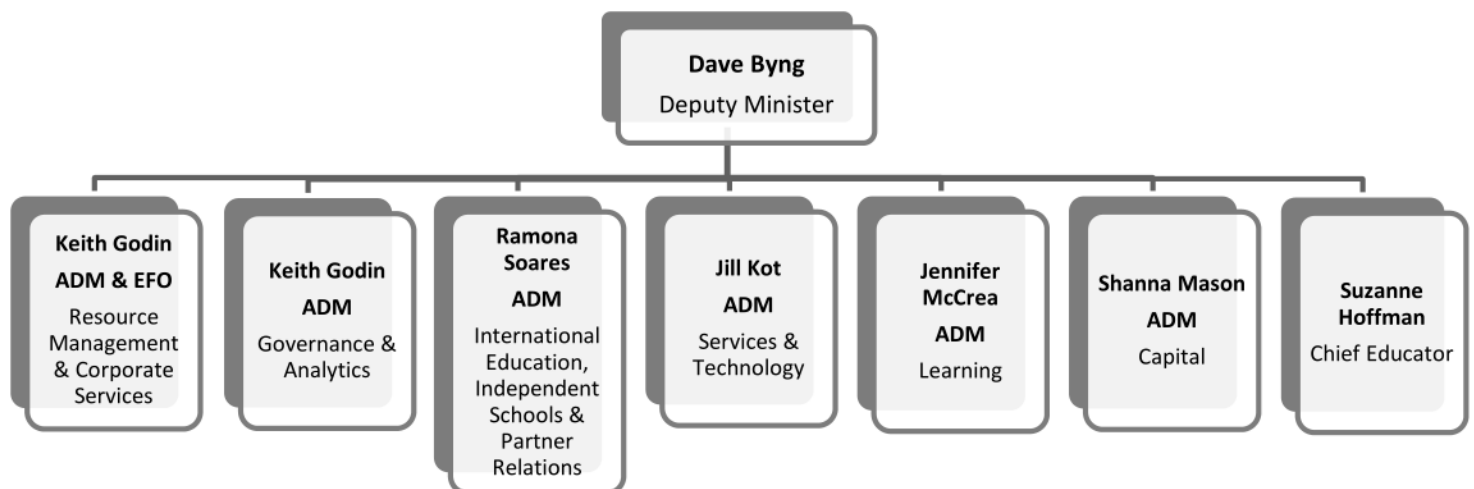
Total Capital **566,700**

FULL TIME EMPLOYEES

Minister's Office	4
Deputy Minister's Office	5
Resource Management and Corporate Services	55
Governance and Analytics	31
International Education, Independent Schools and Partner Relations	36
Services and Technology	87
Learning Modernization Project	32
Learning	46
Capital	19
Sub-total Ministry of Education	315

Teacher Regulation Branch	43
Total Ministry of Education	354

ORGANIZATIONAL CHART



GOVERNANCE FRAMEWORK

K-12 education in British Columbia is governed by three major pieces of legislation administered by the Ministry of Education: the *School Act*, the *Independent School Act*, and the *Teachers Act*¹. Combined, these statutes serve as the education system's governance framework, and in so doing, specify the way the sector is organized, and defines responsibilities and authorities for the Ministry of Education, Boards of Education, and other partners within the school system.

The Ministry of Education is responsible for funding, curriculum, certification and professional conduct of teachers, and certification of independent and offshore schools. The Boards of Education, Independent School Authorities and offshore school operators are responsible for the delivery of curriculum, staffing, student assessment, and management of infrastructure. The Ministry works with partner organizations wherever possible, to inform changes to legislation and build an effective, successful school system.

The levers government can use to enable policy change include:

- Legislation (the *School Act*, the *Independent School Act* and the *Teachers Act*);
- Operating and capital funding;
- Policy and accountability measures within the legislation;
- Cabinet Regulations; and
- Ministerial Regulations and Orders.

LEGISLATION

School Act

- The *School Act*, enacted in 1989, establishes a governance framework 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 British Columbia'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 (with the next election 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* also sets out the rights and responsibilities 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

¹ The Ministry is also responsible for administering the *Library Act*, the *First Nations Education Act (2007)*, and section 9.4 of the *Special Accounts Appropriation and Control Act*.

requirement for public schools to be secular, and for public education to be provided free of charge to residents of British Columbia.

- The “Statement of Education Policy Order (Mandate for the School System)” is an Order in Council dating from September, 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, the duties, rights and responsibilities of students, parents, teachers, principals, boards of education, district officials, the community and the Ministry of Education and the three overarching goals of education which are:
 - Intellectual development
 - Human and social development
 - Career development
- Many of the more specific rules governing K-12 public education are set out in “subordinate legislation” (Cabinet 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.

Independent School Act

- The *Independent School Act* establishes the regulatory framework for independent schools (sometimes referred to as private schools) in British Columbia.
- Independent schools must be operated by an “authority”, which may be a society, a corporation, or a person designated by regulation (many of the latter are First Nations bands). Unlike public schools, independent schools may be faith-based.
- In order to operate in British Columbia, independent schools must meet basic requirements and hold a certificate of group classification issued by the Inspector (who is an employee of the Ministry of Education). The Inspector monitors compliance and may revoke certification or seek court injunctions where necessary to address contraventions of the legislation.
- *The Act* creates four categories of group classification, and the degree of provincial regulation, funding and entitlements varies among these four categories:
 - Group 1 schools must meet provincial education standards, and they receive public funding at 50 percent of the public school per student rate. These are typically faith-based schools, parent-run schools or schools with alternative educational approaches (such as Waldorf and Montessori).
 - Group 2 schools must meet provincial education standards, and they receive public funding at 35 percent of the public school per student rate. Group 2 schools are typically university preparatory schools.
 - Group 3 schools are not required to meet provincial education standards and do not receive public funding. These are typically operated by small conservative religious groups.
 - Group 4 schools must meet provincial education standards, but do not receive public funding. The majority of students attending Group 4 schools are international students. They may be run for profit.

Teachers Act

- The *Teachers Act*, which came into force in 2012, establishes the framework for teacher certification and discipline in British Columbia. All public, offshore and most independent school teachers must be certified to teach by the Teacher Regulation Branch (TRB) of the Ministry of Education, and must renew their certification annually.

- *The Act* establishes the British Columbia's Teachers' Council made up of a combination of appointed and elected members, representative of the education sector, to set standards for teacher certification, conduct and competence. Elections take place every three years, with the next election in March 2018.
- *The Act* also creates the office of the Commissioner for Teacher Regulation. The Commissioner is appointed by Cabinet for a term of up to five years (with the current Commissioner's term expiring in November 2017). The Commissioner is responsible for investigating complaints about teacher conduct and competence, and where appropriate, establishing three-member panels to conduct disciplinary hearings and certification appeals.
- The TRB issues certificates of qualification to teach, and may suspend or cancel certificates when necessary

ROLES AND RESPONSIBILITIES

Minister of Education	<ul style="list-style-type: none"> • Advises on the provincial budget for education and allocates budgetary resources to boards of education • Determines the general nature of educational programs and sets the provincial curriculum • Determines general requirements for graduation and issues graduation certificates • Assesses the effectiveness of educational programs through assessments such as the Foundation Skills Assessment • More generally, the Minister has a range of order-making powers and a general power to make orders that he or she "considers advisable to effectively administer <i>the Act</i> or the regulations"
Boards of Education	<ul style="list-style-type: none"> • Set local policy for the effective and efficient operation of schools • Employ the staff necessary for school district operations • Establish conditions of employment for employees within the framework of collective bargaining for unionized staff, and the regulations regarding compensation for exempt staff • Prepare and approve the district's operating budget and capital plans • Establish policies governing student conduct and discipline • Hear appeals from parents and students where a staff decision significantly affects a student • Approve local courses and resource materials for use in the school district • Approve annual school plans • Acquire, own, and dispose of school property, and make decisions on school facilities, subject to Minister's orders • Boards of education are a statutory creation of the <i>School Act</i>. While boards have a degree of local autonomy, they can be subject to intervention by the Minister if the Minister deems it to be in the public interest
Ministry of Education	<ul style="list-style-type: none"> • Public schools - the Ministry provides operating and capital funding to 60 boards of education to support the public school system • Independent schools – the Ministry provides operating funding to approximately 350 independent schools • Teacher Regulation: under the 2012 <i>Teachers Act</i>, the Ministry of Education assumes the responsibility for regulation of teachers, including certification and discipline • Executive and support services – the Ministry develops policy and legislation,

oversees system governance, sets standards and accountability frameworks,
monitors performance and reports results.

GOVERNANCE AND ANALYTICS

LEAD

Keith Godin, Assistant Deputy Minister

DIVISIONAL DESCRIPTION

The Governance and Analytics Division is accountable for four key areas of responsibility; strategic policy, legislation, accountability, and analytics for the K-12 education system. The division delivers this work through three branches:

- The **Governance and Legislation Branch** is responsible for the development of legislation and for ensuring that education policies and initiatives have the necessary legislative authority. The branch also processes student appeals, reviews calendars submitted by school districts, and serves as the Ministry's primary liaison with the Ministry of Justice. The Branch is also responsible for developing accountability mechanisms that ensure education program objectives and outcomes to enhance student learning. This includes assisting school districts to continue focusing on evidence and effective planning strategies for student success, capacity building; and designing and implementing an enhanced public reporting website.
- The **Education Analytics Branch** enables the sector to be a world leader in the use of engaging, accessible education data to support program and strategic planning, system performance and quality delivery of personalized education. The Branch is responsible for leading and producing ministry standard and special reports, the education reporting website, data enhancements, advanced analysis, predictive analysis, and student enrollment forecasts. The team also provides expertise in economic, statistical, and social evaluation of educational data including knowledge translation to inform evidence based decision making and to guide strategic directions that shape the delivery of educational services across the province.
- The **Strategic Projects Branch** leads major cross-division and cross-ministry initiatives that often require multi-disciplinary teams to achieve a government objective. The primary focus of the team is leading collective bargaining implementation and strategy for renewal of agreements in 2019.

The ADM is also the ministry's executive lead for major initiatives such as the Teacher Workforce Strategy and strategic labour relations, working closely with the British Columbia Public School Employers' Association and the British Columbia Public School Employers' Association.

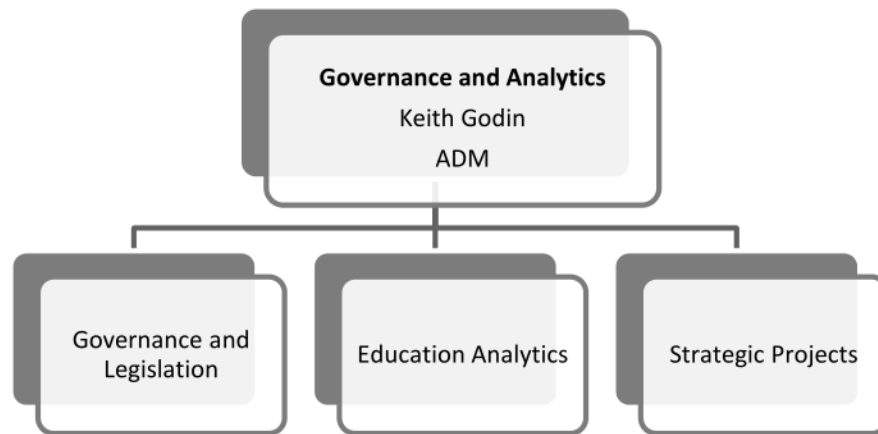
BUDGET (2016/17 ACTUALS)

Total Governance and Analytics	\$3,870,000
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FULL TIME EMPLOYEES

ADM Governance and Analytics	4
Legislation, Policy and Governance	7
Education Analytics	20
Total Governance and Analytics Division	31

ORGANIZATIONAL CHART



INTERNATIONAL EDUCATION, INDEPENDENT SCHOOLS AND PARTNER RELATIONS

LEAD

Ramona Soares, Assistant Deputy Minister

DIVISIONAL DESCRIPTION

The International Education, Independent Schools and Partner Relations Division has five key responsibilities: International Education, Independent Schools (including Homeschooling), Partner and Intergovernmental Relations, Teacher Regulation Branch, and the Public Libraries (including Community Literacy):

- **International Education and Independent Schools** branch administers the requirements of the *Independent School Act* and related regulations and orders, including regulation, policy development and funding (\$383M for 2017/18 for operating and special purpose grants). There are currently 355 independent schools in the Province serving more than 83,000 students. The Branch provides policy direction and provincial leadership to school districts and public schools that operate international education programs. In total, there are 20,438 K-12 level international students enrolled in BC K-12 schools. The Branch leads policy development and program initiatives such as international memorandums of understandings with foreign governments (national, provincial and municipal), scholarship programs, marketing initiatives and market support. In addition, the Branch administers the British Columbia Global Education Offshore School Program which certifies 45 offshore schools in 8 countries and delivers the BC education program to over 12,324 students earning a BC graduation certificate (Dogwood) on successful completion.
- The **Partner and Intergovernmental Relations** branch builds strong, effective and resilient relationships with the Ministry of Education's partners to improve BC's world-class education system and to support the Ministry of Education's vision of enabling students to become capable young people thriving in a rapidly changing world. This includes leadership of the ministry's relationship with the ministry's key management partners -the BC School Trustees Association, BC School Superintendents Association, BC Principals' and Vice-Principals' Association, the Association of School Business Officials, and the BC Confederation of Parent Advisory Councils. Regularly occurring meetings with these partners include: Annual Partner Liaison Meeting quarterly Sector Advisory Council meetings, Joint Executive meetings, President/Deputy Minister monthly calls, all-district Superintendent bi-monthly calls focused on discussing important topics such as system alignment, shared priorities and proactive management of issues. Additionally, engagement with Board Chairs and Superintendents occur in advance of major announcements. The Branch also represents the Ministry of Education at the Council of Ministers of Education, Canada (CMEC) and provides executive leadership and operational support for CMEC initiatives. The Branch leads the Ministry's use of digital communications and is working to build a web presence that has the most accessible, engaging, and useful information about education in the world.
- The **Teacher Regulation Branch (TRB)** was created to support the implementation of the *Teachers Act*. This office works within a legislative mandate to support the regulatory bodies that set and enforce standards for BC teacher certification and conduct. The Branch operationalizes these standards by certifying new educators and reviewing the conduct and competence of current and former certificate holders. The TRB is designated a 'Special Account' and is funded by revenue from application payments and annual certification fees. The regulatory bodies that receive administrative support from the TRB

include the Director of Certification, the Commissioner for Teacher Regulation, the BC Teachers Council and the Disciplinary and Professional Conduct Board.

- Through the administration of the *Library Act*, the **Libraries Branch** strengthens the public library system by providing strategic leadership, advice, funding and coordinated province-wide programs and shared services. The Branch works in partnership with library boards, the library sector and literacy partners to improve and ensure the public's access to innovative and quality information, resources and services.

BUDGET (2016/17 ACTUALS)

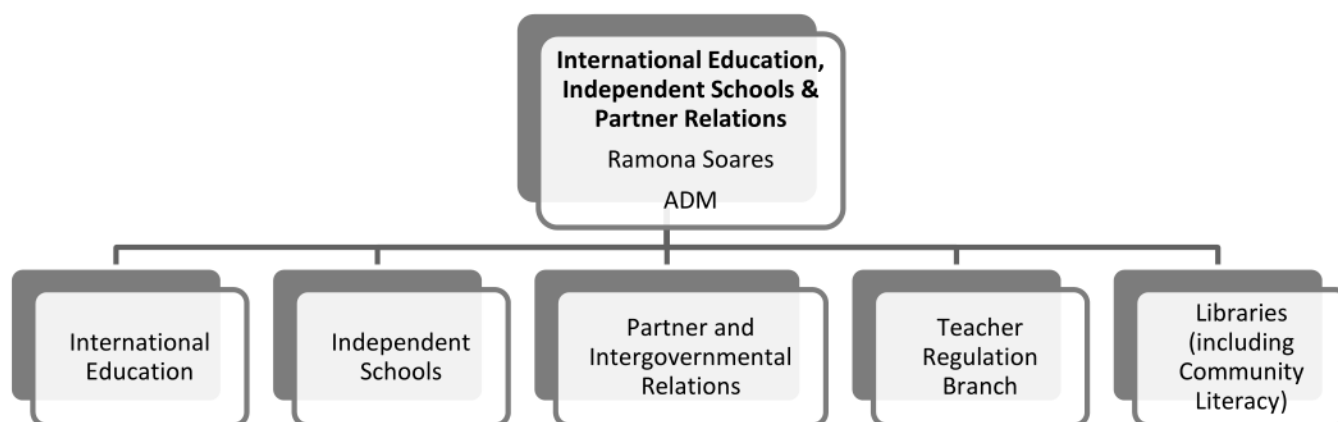
Total Intl Ed, Ind Schools and Partner Relations	\$8,650,000
Total Teacher Regulation Branch	\$6,830,000
Division Total	\$15,480,000

FULL TIME EMPLOYEES

ADM Intl Ed, Ind Schools and Partner Relations	2
International and Independent Schools	16
Partner and Intergovernmental Relations	12
Libraries	6
Total Intl Ed, Ind Schools and Partner Relations Division	36

Teacher Regulation Branch	54
Total Teacher Regulation Branch	54
Division Total	90

ORGANIZATIONAL CHART



SERVICES AND TECHNOLOGY

LEAD

Jill Kot, Assistant Deputy Minister

DIVISIONAL DESCRIPTION

The division has two main areas of responsibility: Services and Technology Division and the Learning Modernization Project.

The **Services and Technology** division has the Ministry of Education's Chief Information Office responsibilities, which include information security and privacy protection, business analysis, project management and support for operational information systems such as the student information system used by schools (MyEducation BC), and network connectivity to all schools and district offices. The division manages a wide range of information systems which are used by schools, school districts, students, and ministry staff, and assists school districts in the management of voice, cellular, long distance, and conferencing services. This branch also works in collaboration with school districts, Independent School Authorities, post-secondary institutions and other education sector organizations to provide information and services related to student transcripts, provincial examinations and assessments, scholarships, and the BC Training Education Savings grant. Other services include the development and delivery of e-learning services, digital and print content, and multimedia for both the public and independent school system and the broader public sector on a cost-recovery basis.

The other area of responsibility is the **Learning Modernization Project**; the education transformation initiative to implement new curriculum, assessments, reporting and graduation requirements for the full K-12 sector, including all public schools, independent, and international schools. The project is a complex, multi-year initiative, with K-9 curriculum having been implemented first, followed by grades 10-12 which is actively under development.

BUDGET (2016/17 ACTUALS)

Operating Budget:

Total Services and Technology	\$83,700,000
Total BC Training and Education Savings Program	\$30,001,000
Total Learning Modernization Project	\$7,850,000

Capital Budget:

Total Services and Technology	\$924,000
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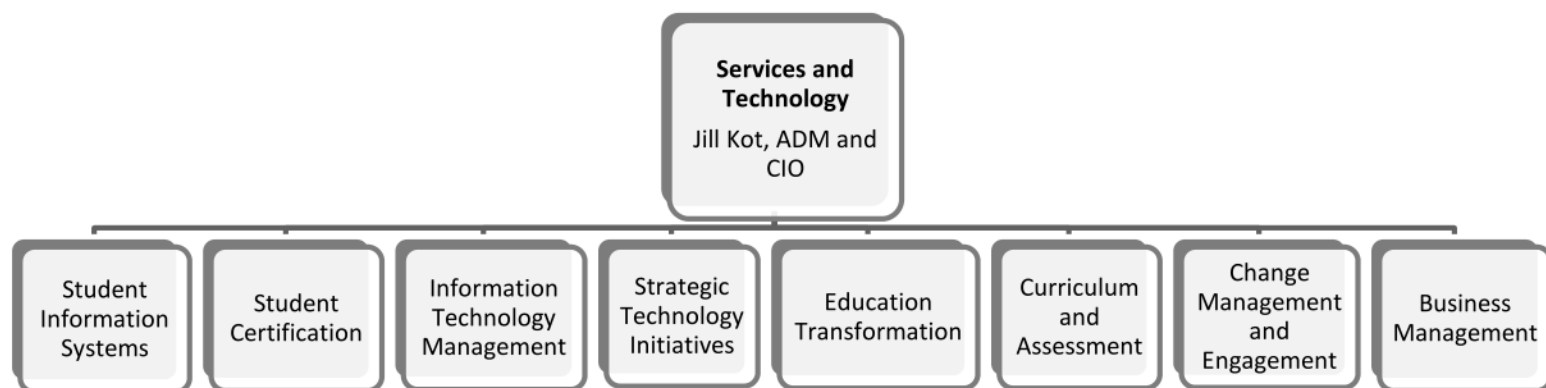
FULL TIME EMPLOYEES

ADM Services and Technology

4

Information Technology	25
Strategic Technology Initiatives	8
Student Information Systems	2
Div Strategic Initiatives and Student Certification	20
Open Schools	22
Data Collection and Exchange	3
Total Services and Technology Division	85
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Curriculum and Assessment	19
Learning Modernization Project	13
Total Learning Modernization Project	32

ORGANIZATIONAL CHART



Ministry of Education
Divisional Profile

CAPITAL

LEAD

Shanna Mason, Assistant Deputy Minister

DIVISIONAL DESCRIPTION

The Capital Division establishes and administers the Ministry of Education's Capital Program, estimated at \$550 million annually, and includes the following program areas: Annual Facilities Grant, Seismic Mitigation, New and Additional Schools, Replacement Schools, Routine Capital Investment, Building Envelope Program, Bus Replacement Program and the Carbon Neutral Capital Program. The division establishes the Capital Objectives, the priorities for capital investment across the province through the ministry's Capital Planning process, establishes the Capital Standards, defines the scope of capital investments, establishes contractual relationship with school districts, enforces contractual requirements and processes payments.

The division assesses the 60 school districts' capital priorities against provincial priorities and current and future needs and ensures Capital funding is focused on meeting the following objectives:

- Ensure safe schools
- Maintain the existing schools we have so they are well functioning and we maximize their serviceable life
- Increase capacity where there is a clearly demonstrated need arising from economic growth

The division ensures school districts deliver capital investments on time, budget and schedule, and takes action necessary to address issues that arise pertaining to capital management and delivery. The division tracks and reports out on capital accomplishments, identifies trends and pursues continual improvement. The division also represents the interests of the Ministry of Education across the sector with facility, engineering and architectural associations and organizations; as well as with cross-ministry teams.

BUDGET (2016/17 ACTUALS)

Operating Budget:

Total Capital Division	26,180,000
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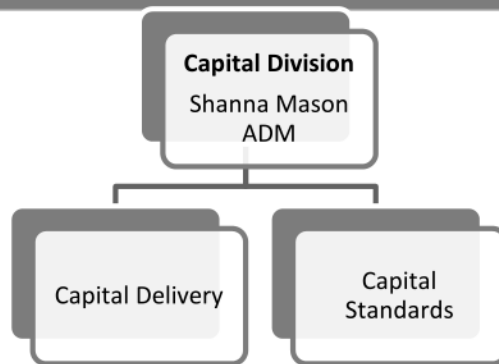
Capital Budget:

Total Capital Division	\$566,700,000
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FULL TIME EMPLOYEES

ADM Capital	3
Standards and Construction	4
Capital Delivery	12
Total Capital Division	19

ORGANIZATIONAL CHART



RESOURCE MANAGEMENT AND CORPORATE SERVICES

LEAD

Keith Godin, Assistant Deputy Minister & Executive Financial Officer

DIVISIONAL DESCRIPTION

The Resource Management and Corporate Services Division is responsible for the oversight and management of approximately \$6 billion in operating funding to the K-12 sector; the K-12 funding formula; and school district shared services initiatives. In addition, the division is responsible for the ministry's overall budget and financial oversight and a wide range of corporate services: financial services; strategic human resources; correspondence; Freedom of Information requests; risk management; and planning/reporting. There are four branches within this division.

The **Sector Resourcing and Service Delivery Branch (SRSD)** works directly with Secretary Treasurers, Superintendents, and Trustees from the 60 school districts across the Province on matters pertaining to funding/resourcing, school district operation and financial accountability. Specifically, SRSD has the following areas of focus: oversight and management of approximately \$6 billion in operating funding to the K-12 sector; shared services initiatives; and school district budgeting, financial reporting, and financial accountability.

The **Financial Services Branch** enables the ministry to make investments in the education system that maximizes benefits to stakeholders by promoting sound financial management through leadership, policy and oversight. Services include budget development and forecasting, financial reporting, accounting, payment processing and facilities management. The branch plays a governance role for the ministry with respect to contracting and procurement, financial and risk management, and interpretation and application of financial policy.

The **Corporate Services and Initiatives Branch** delivers strategic, business and operational planning, and monitoring and reporting that supports government and ministry priorities including the Service Plan, Annual Service Plan Report, the ministry's Risk Register, and other key government reports. The branch manages the executive correspondence, Freedom of Information requests, and additional cross-ministry and cross-government initiatives.

The **People and Workplace Initiatives Branch (PWI)** provides strategic human resources services, including leadership in support of a healthy organizational culture, to the ministry. The PWI team delivers and supports initiatives related to organizational development, employee engagement, and workforce planning. The branch's work is mandated by legislation and policies, the Corporate Plan, and the Work Environment Survey; and is further guided by the Ministry's unique business requirements, employee needs, and the Ministry Workforce Plan.

BUDGET (2016/17 ACTUALS)

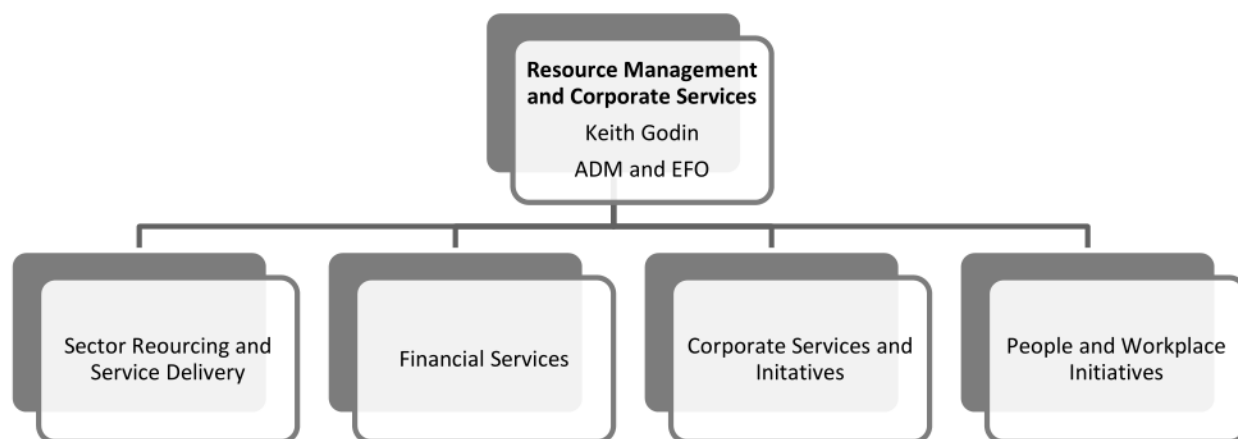
Total Resource Mgmt. and Corporate Services	\$5,432,010,000
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FULL TIME EMPLOYEES

Full Time Equivalents (FTEs):

ADM Resource Management and Corporate Services	2
People and Workplace Initiatives	6
Sector Resourcing and Service Delivery	6
Funding and Allocation	5
SD Financial Reporting	4
Corporate Services and Initiatives	14
Financial Services	18
Total Resource Mgmt. and Corporate Services Division	55

ORGANIZATIONAL CHART



LEARNING

LEAD

Jennifer McCrea, Assistant Deputy Minister

DIVISIONAL DESCRIPTION

The Learning Division provides leadership and support to school districts and independent schools as they deliver programs and services to meet the unique needs of the students and communities they serve and to enable their students to experience success. The Learning Division enhances program and service delivery in the areas of Aboriginal Education, Custom Programs & Projects, French Education, Inclusive Education, and Student Wellness and Safety.

- **Aboriginal Education** works directly with School Districts, Aboriginal organizations and other Ministries to implement strategies designed to improve school success for Aboriginal students and broaden all students' awareness on Aboriginal topics. Priority initiatives include Aboriginal Student Achievements, Aboriginal Language and Culture and the Tripartite Education Framework Agreement. Partners included First Nations Education Steering Committee (FNESC), the federal government through Indigenous and Northern Affairs Canada and Metis Nation BC.
- **Custom Programs & Projects** provides leadership in strategic projects in trades & careers, work experience, school readiness and early learning and StrongStart BC, coding, online learning and rural education. Through major projects they work closely with the Industry Training Authority, Northern Development Initiatives Trust, Ministry of Jobs, Tourism & Skills Training, Ministry of Advanced Education, Ministry of Technology, Ministry of Children & Family Development and the Provincial Office of the Early Years.
- **French Education** provides leadership and guidance to education stakeholders to promote and enhance French education in BC (Francophone, French Immersion, Core French, Intensive French programs). The branch manages funding from the federal government for official languages education, translation work within the Ministry, as well as provincial (BC-Quebec Exchange) and national programs (in partnership with the Council of Ministers of Education, Canada).
- **Inclusive Education** works directly with school districts and educational stakeholders to ensure students with special needs have equitable access to learning opportunities. The branch is also responsible for Children in Care, specialty education programs (i.e. hospital, custody, autism outreach) English Language Learners, and CommunityLINK.
- **Student Wellness and Safety** supports the development of healthy, positive and welcoming school environments that provide the optimal conditions for learning. Priority areas include the anti-bullying strategy and provincial training program, substance Use, Sexual Orientation and Gender Orientation (SOGI), and Child and Youth Mental Health.

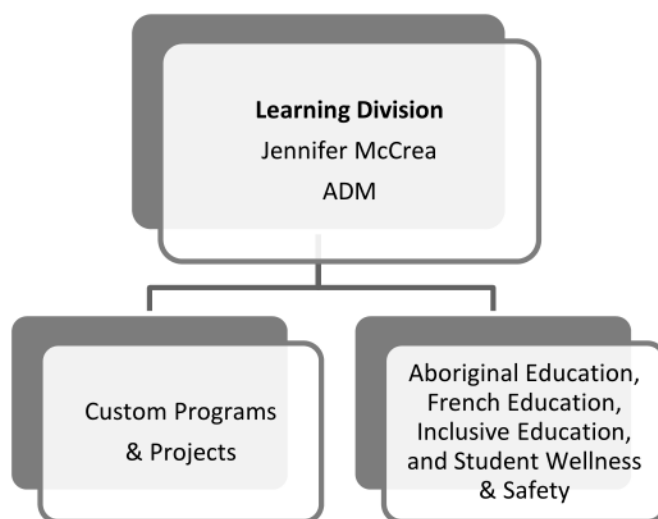
BUDGET (2016/17 ACTUALS)

Total Learning Division	\$110,980,000
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FULL TIME EMPLOYEES

ADM Learning	11
French Education	7
Custom Programs & Projects	6
Inclusive Education	10
Aboriginal Education	6
Innovation and Early Years	6
Total Learning Division	46

ORGANIZATIONAL CHART



CHIEF EDUCATOR

LEAD

Suzanne Hoffman, Chief Educator

POSITION DESCRIPTION

The Chief Educator (CE) is responsible for leading British Columbia's education transformation to improve life chances for all students. The CE is a subject matter and technical expert for the province who leads the education transformation agenda on behalf of government. The role is to maintain and enhance:

- The continuous improvement of BC's education system
- Services and supports for the most vulnerable in the province
- The province's national and international role as a progressive, educational system

To achieve this, the CE is a subject matter expert within the education sector and within the Ministry of Education. They understand local, national and global trends to further inform BC's system. The role is able to provide insights and information to the Executive Committee and remain connected to the sector via colleagues at the B.C. School Superintendents Association, the B.C. Principals' and Vice-Principals' Associations, and the B.C. Association of School Business Officials, and other educational partners.

The CE also serves as the "Superintendent of Appeals" (SOA) under section 11.1 of the School Act to provide parents and students another level of appeal beyond that of an appeal to a Board of Education. After completing an appeal to a Board of Education, parents or students may bring an appeal to the SOA if it relates to a narrow range of issues set out in regulation, including: expulsion, suspension, provision of and consultation about an Individual Education Plan; requiring a student to take distributed learning as part of a disciplinary matter; bullying behaviours; and exclusion due to a medical condition.

The expectation is that the CE has extensive recent, related experience including experience in education leadership and building effective working relationships with stakeholders, colleagues, and employees. International experience working with education leaders is also essential to this position. Due to the nature of this position and the role it plays in transforming the education sector, the ideal experience and expertise comes directly from the front-line delivery of services so that they can bring real life experiences and opportunities to the forefront.

Suzanne Hoffman is the current CE. She is a proven leader and visionary in education transformation. She is a seconded superintendent from the Langley School District and has been in the CE role since November 2016.

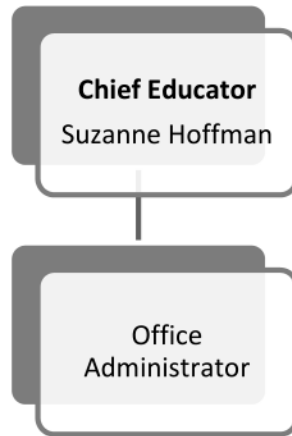
BUDGET

Total Chief Educator	\$466,066.00
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FULL TIME EMPLOYEES

Total Chief Educator	2
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ORGANIZATIONAL CHART



DEPUTY MINISTER

DAVE BYNG

Dave Byng has worked for the Province of British Columbia for 36 years and has been the Ministry of Education's Deputy Minister since July 28, 2014. His main focus is ensuring that British Columbia's students are supported in becoming capable young people, ready to thrive in a rapidly changing world. In support of this goal, Dave oversees British Columbia's \$5.9 billion K-12 education system - a system that consistently delivers some of the best student outcomes in the world.

Dave has over a decade of experience in senior executive roles with the Province of British Columbia, including positions in the Ministry of Jobs, Tourism and Skills Training and Minister Responsible for Labour, Ministry of Transportation and Infrastructure, British Columbia Railway Company, British Columbia Public Service Agency, and the Ministry of Agriculture and Lands. He has also provided provincial oversight of major crown corporations, and agencies such as WorkSafeBC, the Industry Training Authority and Destination BC, as well as a wide variety of agencies, boards and commissions.



In addition, Dave has led five international trade missions to British Columbia's top trading nations, including three for the Premier of British Columbia.

Dave is a governor on Royal Roads University's Board of Governors and is a director on the Immigrant Employers Council of British Columbia's Board of Directors.

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He is a recipient of the Premier's Award of Excellence and the Royal Roads University Founder's Award. Dave also holds fellowships with the Royal Canadian Geographical Society in Ottawa, the Royal Geographical Society in London, and the Explorers Club in New York City.

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ASSISTANT DEPUTY MINISTER

KEITH GODIN

Keith was appointed as Assistant Deputy Minister of the Governance and Analytics Division in February, 2017 – serving as A/ Assistant Deputy Minister since June, 2016.

Keith is an entrepreneurial and trusted leader with over 13 years' experience in public policy and strategy for organizations internal and external to government. He has a passion for creating organizational cultures that value and prioritize collaboration and innovation, as well as motivating teams toward a common vision and cause of action. Keith has a unique combination of technical skills and story-telling ability, bridging advanced analytics with clear and decisive insight; is an experienced change leader in dramatically improving the use of evidence-based decision making in public sector organizations, and has strong relationship development skills, with demonstrated record of leading major government initiatives and strategies from start to finish.



The Governance and Analytics Division is accountable for strategic policy, legislation, accountability (for school districts), and analytics. The Division has a highly-skilled and multi-disciplinary team, but also has specialized skills in legal, economics, and statistics matters. These accountabilities and skills are combined to deliver a number of major initiatives for the Ministry – with a particular focus on delivering on our vision to profoundly improve the way our clients interact with information to drive decisions: *BC has the most accessible, engaging, and useful information on education in the world*. Keith is also the Ministry's executive lead on labour relations and collective bargaining strategy.

Prior to his appointment at the Ministry of Education, Keith was Executive Director at Treasury Board Staff, responsible for the social services sector and oversight of \$6 billion in government assets. Earlier positions included Executive Director of Policy and Stakeholder Relations at the Ministry of Jobs, Tourism and Skills Training as well as private-sector policy and analytics positions.

ASSISTANT DEPUTY MINISTER

RAMONA SOARES

Ramona Soares joined the Ministry of Education in November 2015. Ramona is responsible for International Education, Independent Schools, including Homeschooling, Partner and Intergovernmental Relations, the Teacher Regulation Branch and Libraries, with a budget of \$395M and 91 FTEs.

Ramona is an experienced government leader with a record of accomplishments in regional service delivery and labour relations. She has built a reputation as a results-focused leader with a solid track record of delivering efficiencies, building engaged and strong staff and partner relations and demonstrating strategic acumen for transformational service delivery. Her international experience, grounded with cultural and language proficiency, aligns with BC's growing diversity.



She has led a cultural shift in performance excellence and knowledgeable ownership of files across the Division. A renewed Vision and Strategic Plan for BC public libraries, retaining BC's #1 standing in international education and offshore schools in Canada; operational and budget efficiencies at the Teacher Regulation Branch have been a result of Ramona's strategic vision of innovation and transformational service delivery.

In 2014 and 2015, Ramona was ADM, Strategic Initiatives Division, at the Ministry of Advanced Education, with responsibility for strategic initiatives, open education technologies and programs, intergovernmental relations and international education missions. In 2013 and 2014, Ramona was ADM, Business Development at the Ministry of International Trade, where she had responsibility for the Province's International Trade and Investment Offices in priority trade markets, including China, Japan, India, Korea, the European Union and the United States, international missions and events, international market development, trade agreements and export development.

Ramona received the Premier's Award for Leadership in the BC Public Service in 2011. She has been recognized for her expertise in improved client satisfaction, employee engagement and innovation. Under Ramona's leadership, she has led her teams to earn top work unit awards for engagement in the BC Public Service, as well as organizational excellence and service excellence awards.

ASSISTANT DEPUTY MINISTER

JILL KOT

As Assistant Deputy Minister in the Ministry of Education, Jill has a broad area of responsibility, which includes information technology (eg student information systems, ministry systems and network connectivity to schools), services such as Student Certification and OpenSchool BC, and the Learning Modernization Project which is the broad transformation across the education sector (60 school districts, independent schools, etc.) including Kindergarten to grade 12 curricula, assessment and graduation.



Jill has held a number of roles in different ministries at an Assistant Deputy Minister level, and has led many large scale change initiatives across government. Prior to coming to the Ministry of Education Jill led the Integrated Case Management initiative for the Ministry of Social Development and Social Innovation and the Ministry of Children and Family Development. Before that Jill held various positions in the Ministry of Technology, Innovation and Citizens' Services, including responsibility for the government network, workstations, data centre, and many corporate systems such as the financial and payroll system for government.

s.22

ASSISTANT DEPUTY MINISTER

SHANNA MASON

Shanna brings a wide variety of expertise in capital management, project management, and leading economic development programs. s.22

s.22

s.22

Shanna has been the ADM Capital Division since March 2015. Prior to that, she was the ADM Economic Development at the Ministry of Jobs, Tourism and Skills Training (JTST) for almost 3 years.



From 1997 to 2012, Shanna was with the Ministry of Transportation & Infrastructure where she filled numerous operational roles across the province. She began her career as an Occupational Health and Safety Advisor for the Thompson-Okanagan and Kootenay Regions, s.22 to take on the role of Manager of Health & Safety and then Manager of Highway Maintenance. s.22

s.22

assume the role of Director of Field Services, then s.22

s.22 for Regional Director, Northern Region s.22

as the Executive Director of the

Highways Department.

s.22

This Capital Division is responsible for planning, approving and overseeing a Fiscal Capital program of \$2B to ensure schools are safe, well-functioning and available where we need them when we need them.

ASSISTANT DEPUTY MINISTER

JENNIFER MCCREA

The work of the Learning Division reflects the diversity of BC students. The Division provides leadership and support to school districts in the areas of Aboriginal Education, Student Wellness and Safety, Jobs for Skills Blueprint, Technology Strategy, French Education, and Inclusive Education – enhancing program and service delivery for all students including students with special learning support needs.

Before taking on her current role with the Ministry of Education, Jennifer has served in two other roles within the Ministry: Director for Strategic Human Resources, and Director of Communications for seven years as of part Government Communications and Public Engagement. Prior to joining the Ministry of Education Jennifer worked with the Ministries of Aboriginal Affairs, Small Business, Tourism and Culture and Government's central policy office. s.22



ASSISTANT DEPUTY MINISTER

SUZANNE HOFFMAN

Suzanne is an experienced school and district administrator with 25 years of experience. Her career has taken her from the classroom s.22 where she has held both vice-principal and principal positions before moving on to district leadership roles. As a District Principal Suzanne was responsible for curriculum and professional development for six years before she became an Assistant Superintendent. Four and a half years ago Suzanne became the Superintendent of Schools in Langley and as of May 2016 she was seconded to the Ministry of Education. She feels fortunate to currently hold the role of Chief Educator for the province of British Columbia.



**Ministry of
Education**

**2017/18 – 2019/20
SERVICE PLAN**

February 2017



For more information on the British Columbia Ministry of Education,
see Ministry Contact Information on Page 21 or contact:

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Published by the Ministry of Education

Minister Accountability Statement



The *Ministry of Education 2017/18 - 2019/20 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in black ink, appearing to read "Bernier", followed by a period.

The Honourable Mike Bernier

Minister of Education

February 7th, 2017

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Purpose of the Ministry

The purpose of the British Columbia school system is to enable the approximately 550,000 public and 81,000 independent school students, and over 2,200 home-schooled children, enrolled each year, to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy. The ministry provides leadership and funding to the K-12 education system through governance, legislation, policy and standards. The ministry's role in helping to meet the purpose of the school system involves co-governing, with boards of education, the K-12 education system, working closely with a network of partners, including independent school authorities, professional education organizations, public libraries, First Nations representatives, provincial ministries and agencies and the private sector. Specific roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

Strategic Direction and Context

Strategic Direction

One of the goals of this government is to make sure British Columbians are at the front of the line for the one million job openings forecasted for the British Columbia (BC) economy in the coming years. The ability of British Columbians to take advantage of our growing economy is determined in part by ensuring that the right opportunities are made available to students in different areas of the province. To this end, the ministry is focused on priorities outlined in the *Minister of Education's Mandate Letter*: a balanced budget; restructured collective bargaining process, improved professional development practices, successful implementation of *BC Jobs Plan* and *BC's Skills for Jobs Blueprint: Re-engineering Education and Training* priorities; and continuation of the educational reforms outlined in the *BC Education Plan*. While education funding has never been higher, the Ministry is committed to ensuring that *Taxpayer Accountability Principles* guide decision making and maintain public confidence in the system. By working with school districts to reduce the cost of administrative overhead, we can help maximize resources for the classroom. Many of the activities leading to successful delivery of this Service Plan will depend on effective collaboration between government ministries, school districts, teachers, parents, post-secondary institutions, provincial agencies, industry and employers.

Strategic Context

BC has an education system that strives to motivate talented and engaged students, through outstanding delivery by teachers, involving committed parents, and enhance links to dedicated education partners. BC students perform among the best in the world by many *measures*. Characteristics of a strong education system include a continuous drive to improve outcomes for each learner and address differences amongst particular groups of students, most notably Aboriginal learners and students in care. The ministry will continue to work with all education partners to see these improvements.

It is well known that engagement is a critical factor in student achievement. Disengagement in school is oftentimes the result of a lack of connection to learning that makes sense in the world outside of school. Education needs to respond to the ever-changing world our youth will experience throughout their lives. We owe it to our youth to create a more flexible, dynamic education system - one suited to enhancing student engagement in order to better prepare them for life after high school.

This situation is not unique to BC. Other leading jurisdictions, such as Finland and New Zealand, are responding and shifting their approaches to learning. Like BC, other education leaders have responded and shifted their systems to better meet the needs of today's students, through improved, more personalized, approaches to learning.

We have an incredible opportunity on the horizon. It is expected by 2022 that approximately *one million jobs* will become available in BC. However, only about 530,000 young learners will enter the job market over the same period. This difference between opportunity and supply creates both a challenge and an opportunity for education in the province. The ministry's *Education Plan* provides the vision for how the education modernization currently underway meets this challenge and supports the overarching goal of preparing young people to capably succeed in a rapidly changing world.

Goals, Objectives, Strategies and Performance Measures

The ministry will continue to work towards improving outcomes for each learner in the system. Through three goals, we will support government priorities including the *BC Jobs Plan*, *BC's Skills for Jobs Blueprint*, *#BCTECHStrategy*, and *Taxpayer Accountability Principles*, while strengthening the K-12 education system. In keeping with the transformation of the education system in BC, the ministry will periodically review and reconsider the Service Plan goals, objectives and Performance Measures.

Goal 1: Personalized, Flexible Education that Enables Students to be Successful

The ministry is committed to supporting the education system in achieving its mandate: preparing today's youth with knowledge and skills they will need to adapt and thrive in an everchanging world. Implementing a more personalized, learner-centred, approach allows students more freedom to pursue their individual interests and passions, in addition to mastering the foundational skills of literacy and numeracy.

Objective 1.1: Create a Personalized Learning Education System Based on the Demonstrated Aptitudes and Expressed Interests of Individual Students

The new K-9 curriculum, now in place, provides for greater flexibility and space for teachers and students. The draft curriculum for Grades 10-12 is also now available for optional use and trialing in high schools. Currently, provincial assessments are being redesigned to align with this new curriculum, while still maintaining a high degree of rigour and standards.

Strategies:

- Modernize our *current curriculum* in collaboration with education partners, parents and the public, and align assessment methods to make them more responsive to individual students;
- Create an inclusive, safe and respectful education experience that recognizes the needs of each learner – including Aboriginal learners, French and English language learners, international students, rural learners, students requiring special supports, and learners of all sexual orientation and gender identity;
- Align graduation requirements with the new curriculum as the foundation for an updated, personalized graduation program - one where both academic and vocational success are equally valued; and
- Create new provincial-level assessments to accurately measure Goal 1 - a personalized education system that enables students to be successful.

Performance Measure 1: Grade to Grade Transition Rates

Performance Measure	2011/12 Baseline	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
Grade 8 to Higher Grade	97%	≥97%	≥97%	≥97%	≥98%
Grade 9 to Higher Grade	96%	≥97%	≥97%	≥97%	≥98%
Grade 10 to Higher Grade	91%	≥93%	≥93%	≥93%	≥94%
Grade 11 to Higher Grade	87%	≥89%	≥89%	≥89%	≥90%

Data Source: Ministry of Education, Satisfaction Survey, www.bced.gov.bc.ca/reporting/province.php

Discussion:

This Performance Measure represents the percentage of students who, in a given year, successfully complete the grade level they are at and transition to a higher grade level the following school year. Information regarding students transitioning from one grade to the next provides an important indication of success in the K-12 system. Students who transition on time have an increased likelihood that they will graduate and be prepared to move into the workplace, or continue their education after high school.

Grade 8 and 9 transition rates are stable at approximately 97%. The roughly 3% who do not successfully transition either migrate to another jurisdiction, or repeat the grade. Very few students drop out at this point because most of these students are legally required to attend school. Grades 10 and 11 non-transition rates are stable at 7% and 11%, respectively. The increase over Grade 8 and 9 non-transition rates is most likely due to students dropping out of school, but other factors such as out-migration from the province, and repeating a Grade may be factors. The ministry will continue to monitor this measure in future Service Plan Annual Reports.

Objective 1.2: A Flexible Education System that Provides Families, Students and Teachers Options in How, When and Where Education is Delivered

Since today's youth have access to technologies unheard of twenty years ago, students and families expect more flexibility in their day-to-day learning environments. As such, the ministry works with its partners to improve the amount of choice available to learners on when and where they learn. Whatever their chosen path, students have the opportunity to blend the processes of their learning through online, distributed, and bricks and mortar classrooms.

Strategies:

- Recognize multiple pathways to graduation and career preparation, including traditional classrooms, distributed learning, independent schools, home schooling, apprenticeships, community learning, public libraries, trades training involving local industry and group learning options; and
- Create more flexibility and accountability within the funding system for education that supports personalized learning, encourages student participation in trades training, and streamlines transitions to post-secondary pursuits.

Objective 1.3: An Education System Focused on Student Success

Success for students takes many forms. For some learners, academics beyond high school, is clearly their best choice. For other students, a career in skilled areas, such as the trades or high tech, is the right path for them. A central task of the education system is to ensure, as often as possible, that students leave the K-12 system knowing themselves and where they want and should go. It is one of the fundamental expectations of the system by every parent with school-aged children. As education partners work together to develop an improved provincial assessment program and accountability processes (BC's Framework for Enhancing Student Learning), tools beyond the current Foundation Skills Assessment and provincial examinations are now being explored to evaluate system performance. These jointly-identified and developed measures of student success are expected to be reflected in future Service Plans, in order to provide increased coherence between school district performance and the Ministry of Education.

Strategies:

- Continue to support the work of the First Nations Health Council in the development of a social determinants of health strategy and implement actions that are consistent with that strategy. Early actions include:
 - investing, on a per-student basis, in enhanced services for Aboriginal students to increase their sense of belonging and improve their school experience;
 - raising awareness of Aboriginal cultures, histories, and languages, through curriculum, and through professional development opportunities for educators;
 - reducing racism by developing with school districts an equity tool; and,
 - addressing all recommendations by the Auditor General, including the development of a high level strategic plan for Aboriginal education.

- Enhance positive education environments that allow students to explore their stated interests and demonstrated aptitudes, and provide them with opportunities to experience both challenge and success;
- Improve outcomes for all learners and enhance professional capacity in the system, with BC's Framework for Enhancing Student Learning;
- Work with the Ministry of Health on the Healthy Schools BC initiative, which aims to improve the educational and health outcomes of students using a Comprehensive School Health approach. In their Service Plan, the Ministry of Health reports on the percentage of students who are learning to stay healthy. The Ministry of Education's role in this matter is to provide advice, consult with education partners on development of resources and implementation of the initiatives, and maintain effective communication with school districts;
- Work with the Ministry of Advanced Education on a joint strategy to increase the number of K-12 students entering post-secondary education and trades training, and facilitate transitions to the workplace; and
- Create partnerships between the K-12 education sector, post-secondary institutions, business and local communities to help connect students with opportunities available in various careers and support them in forming and achieving their career goals.

Performance Measure 2: Percentage of Students Who Report Satisfaction That School is Preparing Them for a Job, or Post-Secondary Education

Performance Measure	2013/14 Baseline	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
Percentage of Grade 10 students who report that they are satisfied that school is preparing them for a job in the future.	37%	38%	40%	42%	45%
Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a job in the future.	25%	26%	28%	30%	33%
Percentage of Grade 10 students who report that they are satisfied that school is preparing them for a post-secondary education.	48%	50%	52%	54%	57%
Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a post-secondary education.	41%	42%	44%	46%	47%

Data Source: Ministry of Education, Satisfaction Survey, www.bced.gov.bc.ca/reporting/province.php

Discussion:

The Satisfaction Survey is administered annually as part of the accountability cycle, and gathers opinions from students, parents/guardians and school staff on achievement, human and social development, and safety. The number of students who report that school is preparing them for a job in the future, or for post-secondary education, helps demonstrate the impact of the current education practices in BC high schools. Student satisfaction in these areas has been declining and reached a low in 2013/14. The ministry is taking action to improve student preparedness for life after school by ensuring flexibility in both the new curriculum and graduation program, by working with school districts to improve readiness for transitions to both work and post-secondary education, through an explicit focus on career development in BC's Framework for Enhancing Student Learning, and by engaging in research, and other efforts, with education partners to improve these results.

Performance Measure 3: Student Participation in Youth Apprenticeship Programs

Performance Measure	2012/13 Baseline	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
Annual number of students participating in youth apprenticeship programs*	3,000	4,200	5,000	5,000	5,475

Data Source: Industry Training Authority ***Note:** Data for this measure are collected on a fiscal year basis.

Discussion:

It is expected that up to one million jobs will become available in BC by 2024. Roughly 40% of those jobs will require some form of trades or technical training. BC's Skills for Jobs Blueprint helps align training and education with in-demand jobs. The number of students participating in youth apprenticeship programs provides insight into whether students are connected to available opportunities in various sectors.

To ensure students have the opportunities to explore career options and prepare for the workforce or more training after graduation, the Ministry of Education is working in partnership with other ministries and organizations, including the Ministry of Jobs, Tourism and Skills Training and the Industry Training Authority on the content and distribution of materials related to their youth programming. Ongoing partnerships are also in place with the Ministry of Advanced Education, the Ministry of Social Development and Social Innovation, the Ministry of Aboriginal Relations and Reconciliation, the Career Education Society, and Skills Canada BC.

Since 2014, the Ministry of Education has also provided career-specific funding to school districts. Skills Training Access Grants are provided to districts to help students get access to training opportunities, and the Skills Training Support Agreements support districts' career education and

trades training programs. Recently, the Ministry of Education also committed to providing \$15 million to school districts to strengthen trades programs in their schools with funding for tools, machinery, and equipment.

Goal 2: Effective Support for Teachers

At the core of all exceptional learning environments is an outstanding teacher. The ministry is committed to not only supporting teachers in the work of preparing students for life after school, but in demonstrating to young people that there is great joy in the learning process itself.

Objective 2.1: Improved Communication with Teachers

Teachers know that education is a communal endeavour; they have always shared information and best practices. The ministry believes that supporting collaboration amongst educators can only lead to better outcomes for today's youth. Enhancing communications provides opportunities for teachers, administrators, and the ministry to disseminate and share important information. *Learn Magazine* is one example of how the ministry ensures that teachers, and other members of the education community, are informed about the Standards of Education, Competence and Conduct required for teaching in BC.

Strategies:

- Engage with teachers to learn what they need to improve classroom practices and to feel effectively supported; and
- Find new ways to share teachers' knowledge of effective teaching practices across the education system.

Objective 2.2: Improved Support for Teachers

Strategies:

- Work with our education partners to support ongoing professional development for teachers, based on the standards established by the BC Teacher's Council and recognizing our communal interest in promoting a strong professional identity within the teaching profession;
- Work with the BC Teachers' Council to develop revised standards for BC teachers to promote excellence within the teaching profession.
- Improve education opportunities, including working with partners to target professional development involving successful implementation of new curriculum and best practices in aboriginal education.
- Work with school districts and teachers to ensure educators have effective technology to support student success; and,

- Improve access to information regarding best practices in teaching.

Performance Measure 4: Schools on the Next Generation Network

Performance Measure	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
Percentage of schools on the Next Generation Network	100%	N/A	N/A	N/A

Data Source: Ministry of Education, Information & Technology Management Branch

Discussion:

To ensure students are able to thrive in an increasingly digitized world, the ministry will continue to support quality, technology-related learning. The Next Generation Network (NGN) is an initiative that will transform the Provincial Learning Network to a high-capacity, modern system: one that can grow and adapt to changing future requirements. The initiative provides modern infrastructure that will transform the Provincial Learning Network to a high-capacity, modern system: one that can grow and adapt to changing future requirements. Not only does the network keep pace with the evolving use of Internet by students and educators, it also provides firewall management, web/URL filtering and IDS/IPS (Intrusion Detection Systems and Intrusion Prevention Systems) which enables leading edge technologies to be applied in classrooms, schools, and Districts. The NGN will also provide a critical foundation for other system-wide tools, such as MyEducationBC, and further connect schools and communities, across the province, through a robust data-carrying network. As of November 2016 98% of school district sites have been updated, and meeting the 100% target for the 2016/17 fiscal year is within project scope. This Performance Measure was retained in Service Plan as this initiative is not expected to be complete until the end of 2016/17 fiscal year. As such, the Forecast for this year is 100%, and future targets for this Performance Measure are not applicable, and have been so indicated.

Goal 3: An Effective, Accountable and Responsive Education System

With school district operating grants surpassing \$4.8 billion¹ in 2015/16, the education system, as stewards of these public funds, needs to demonstrate accountability, professionalism and transparency in its decision-making processes and its actions to maintain the confidence of British Columbians. We all need to know that students receive an education that provides them with excellent life opportunities. An effective, accountable and responsive education system is one clearly focused on student success, in all its forms, and is comprised of people who collaborate effectively, understand

¹ **Source:** www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-15-16

their roles in facilitating student success, and are flexible in the face of constant change. British Columbia's world-class education system is one that is focused on the future, learns from past experiences and reports publicly and clearly on its progress, achievements and challenges.

Objective 3.1: High Standards for Individual Students

Student progress will continue to be monitored through new provincial assessments. In addition to these, effective assessment practices in the classroom are crucial in ensuring student success. Classroom assessment becomes even more important in personalized learning environments. Given the new curriculum now in place and in draft form, educators will have more flexibility in deciding exactly when and how students performance is measured. The province will also be developing supporting resources and guidelines to support teachers in their classroom assessment practices.

Strategies:

- Support, measure and report student success across the K-12 system in a way that improves learning outcomes, connects families and teachers, and aligns with ministry and school district targets;
- Align graduation requirements with the new curriculum in Grades 10 to 12, based on the knowledge, skills, and competencies that students will need to compete in tomorrow's workforce;
- Collaborate with provincial education partners to evaluate and improve BC's provincial assessment program;
- Implement an improved accountability framework, BC's Framework for Enhancing Student Learning; and,
- Facilitate access to the technology students and parents need to support success in personalized learning and set standards for digital literacy.

Performance Measure 5: Completion Rate

Performance Measure	2011/12 Baseline	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
The percentage of all students who complete school within six years of first starting Grade 8	82%	85%	≥86%	≥87%	≥87%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	65%	≥67%	≥69%	≥69%
The percentage of students with Special Needs who complete school within six years of first starting Grade 8	56%	68%	≥70%	≥72%	≥72%

Data Source: Ministry of Education, www.bced.gov.bc.ca/reporting/province.php. **Note:** Special Needs students include those with Sensory Disabilities, Learning Disabilities and Behavioural Disabilities

Discussion:

Completion rates are determined by calculating the percentage of students who successfully complete graduation requirements and obtain a Dogwood Diploma or an Adult Dogwood within six years of starting Grade 8 in a BC public or independent school. Completion rates have long been a Performance Measure in previous Service Plans, because young adults are better positioned to transition to post-secondary studies, or the workplace, if they complete graduation requirements and receive a secondary school graduation diploma.² These targets have been set acknowledging that as graduation rates continue to improve, significant yearly increases become more challenging.

Objective 3.2: A Transparent and Responsive Education System that Works with Families, Employers and Communities to Position Students for Success in Post-Secondary Education and in the Workplace

The future prosperity of BC is dependent, in part, on the education system effectively preparing young learners for independent lives, while arming them with the knowledge and skills to necessary to function effectively in society. Students need to develop communicating, thinking, and personal and social competencies, along with necessary foundational skills. Every stakeholder in the system - the ministry, educators, and parents - strives to ensure that education is delivered transparently, while ensuring high standards and the best possible outcome for each student.

Strategies:

- Encourage parents and the public to engage in the process of education modernization, including an enhanced web presence, and public dialogue around what is valued in education;
- Make education system-related data and information transparent and accessible to students, parents, teachers, administrators and those working to improve education in BC;
- Work with all education partners to develop improved system-wide reporting practices based on the values of BC's Framework for Enhancing Student Learning;
- Work with school districts on the successful delivery of capital projects, in communities all over BC, that support student learning;
- Work with school districts to set clear accountabilities for increased enrolment in career programs, improved trades promotion and expanded partnerships with industry and post-secondary institutions, guided by the BC Jobs Plan and BC's Skills for Jobs Blueprint.

² For more information about past and present completion rates, please visit www.bced.gov.bc.ca/reporting/.

- Work with library partners and stakeholders to deliver on “Inspiring Libraries, Connecting Communities: a Strategic Plan for public library service in BC.”

Performance Measure 6: Capital Project Performance

Performance Measure	2016/17 Forecast	2017/18 Target	2018/19 Target	2019/20 Target
The percentage of school district capital projects that meet their approved schedule and budget.	86%	90%	92%	94%

Data Source: Ministry of Education, Capital Management Branch

Discussion:

This Performance Measure evaluates the delivery of school districts capital construction projects within the ministry’s annual capital plan. The number and value of projects varies from year to year. This measure allows the ministry to assess how effectively school district capital projects are delivered with respect to scope, schedule and budget. Projects range in size, scope and value, and use a variety of procurement methods. The ministry allocates funding and monitors cash flow, and boards of education are responsible for delivering school capital projects according to approved scope, schedule and budget.

Resource Summary

Core Business Area	2016/17 Restated Estimates ¹	2017/18 Estimates	2018/19 Plan	2019/20 Plan
Operating Expenses (\$000)				
Public Schools	5,087,660	5,370,963	5,420,008	5,421,933
Independent Schools	358,100	383,200	381,700	381,700
Transfers to Other Partners	82,275	86,475	86,475	86,475
Executive and Support Services	43,211	44,238	43,805	43,805
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
Teachers Act Special Account	7,607	7,620	6,454	6,454
Total	5,608,854	5,922,497	5,968,443	5,970,368
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	1,138	924	2	2
Capital Plan (\$000)				
Public Schools	454,385	566,700	604,590	538,680

¹For comparative purposes, amounts shown for 2016/17 have been restated to be consistent with the presentation of the 2017/18 Estimates.

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

SUCH Sector Resource Summary

School Districts	2016/17 Forecast	2017/18 Budget	2018/19 Plan	2019/20 Plan
Combined Income Statement (\$000)¹				
Total Revenue	6,083,925	6,299,501	6,371,747	6,398,945
Total Expense	6,048,190	6,247,723	6,314,899	6,357,757
Net Operating Results	35,735	51,778	56,848	41,188

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

Major Capital Projects

Major Capital Projects (over \$50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2016	Estimated Cost to Complete	Approved Anticipated Total Capital Cost of Project (\$ millions)
Grandview Heights Secondary School Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. It is estimated that the new school will cost \$60.6 million and be complete in the school year 2019/20.	2020	\$1M	\$60M	\$61M
New Westminster Secondary School Under the ministry's Safety Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. The replacement of New Westminster Secondary is estimated to cost \$106.5 million and is scheduled to open in the 2019/20 school year.	2020	\$0	\$107M	\$107M

Major Capital Projects (over \$50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2016	Estimated Cost to Complete	Approved Anticipated Total Capital Cost of Project (\$ millions)
Willoughby Slope Secondary School Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 1,500-student-capacity secondary school in the Willoughby neighbourhood in Langley. Enrolment in this part of the Langley School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly R. E. Mountain Secondary, which is operating over its current capacity. It is estimated that the new school will cost \$55.2 million and be complete in the 2018/19 school year.	2019	\$0	\$55M	\$55M
Oak Bay Secondary School Under the ministry's Safety Program, School District No. 61 (Greater Victoria) replaced the existing secondary school with a new 1,300-student-capacity school on the current site; including district-funded space for 100 international students. The school opened for students in September 2015, meeting the Targeted Completion date. All ancillary work has now been completed, however, there are some associated tailing costs which are expected to be finalized by the end of the 2016/17 fiscal year.	2015	\$50M	\$2M	\$52M
Salish Secondary School Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. Enrollment in this part of Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Lord Tweedsmuir, which is operating over its current capacity. It is estimated that the new school will cost \$55 million and complete in 2017.	2017	\$27M	\$28M	\$55M

Kitsilano Secondary School Under the ministry's Safety Program, School District No. 39 (Vancouver) is adding a new wing, seismically upgrading and completely restoring the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Restoration and seismic upgrade continues on the heritage portion. It is estimated that the improvements will cost \$65 million and be complete in the Fall of 2017.	2017	\$47M	\$18M	\$65M
Centennial Secondary School Under the Ministry's Safety Program, School District No. 43 (Coquitlam) is undertaking a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The replacement of Centennial Secondary is estimated to cost \$61 million and complete in 2016.	2016	\$45M	\$16M	\$61M

Appendices

Appendix A: Ministry Contact Information

Ministry Mailing Address

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Minister's Office

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Government Communications and Public Engagement

Ministry of Education
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Victoria BC V8W 9H1
Telephone: 250 356-5963
Facsimile: 250 356-5945

+ EDUCATION +
+ choices *Creativity* +
+ TEAMWORK +
+ Personalized
innovation +
+ *Transformation* +
+ DYNAMIC
+ Flexibility +
+ *future* +
+ learning
+ SKILLS
+ Problem
+ Solving +



BC's Education Plan

FOCUS ON LEARNING

JANUARY 2015 UPDATE



BRITISH
COLUMBIA

Ministry of
Education

+ personalized . + Learning + +



BC's Education Plan Minister's Message

British Columbia has one of the best education systems in the world. But it's a world that is changing rapidly and we owe it to our students to keep pace.

Three years ago, we launched BC's Education Plan to do just that. It seeks to create a more flexible and dynamic education system where students are more engaged and better prepared for their life's journey.

The key focus is personalized learning – where students have more opportunity to pursue their passions and interests – while maintaining B.C.'s high standards on foundational skills like reading, writing and numeracy.

This is not a detailed blueprint or top-down transformation. Instead, it is an affirmation of the great things that are already happening in high-performing classrooms and schools right across our province. It confirms the vision for where we are going and supports an ongoing conversation on how we can get there together.

This update reflects what we've learned and accomplished over the past three years. It also sets new milestones and next steps.

We all have a role in making sure B.C.'s young people are ready to thrive in a rapidly changing world. I look forward to working with educators, students, parents and other British Columbians to make our province's world-class education system even better.

Peter Fassbender
MINISTER OF EDUCATION



The economies of industrialized countries are also in the midst of dramatic change. More than ever, the economic imperative is to ensure young people entering the workforce have the lifelong skills and competencies that employers are increasingly looking for: creative thinking, problem solving, initiative, curiosity, and the ability to lead and work well in groups.

This research reinforces our knowledge that no two students learn the same way or at the same pace and that effective learning is far more than just memorizing information – it is really about getting students to apply their knowledge in real-world settings. The best outcomes are achieved through learner-centred approaches that are sensitive to individual and group differences, that promote inclusive and collaborative learning, that harness students' passions and interests, and that deliver tailored feedback and coaching.

The Opportunity: Building On Our Strengths



BC's education system is widely seen as a global leader. International assessments consistently show that British Columbia students are, quite simply, among the best in Canada and the world.

Great teachers are at the heart of this success. More than ever, we will rely on the professional expertise and discretion of teachers to guide students toward the skills and knowledge that will help them succeed – not only in the classroom but throughout their life's journey.

The diversity of our teachers, school districts and individual classrooms provides tremendous opportunities to innovate and pilot new approaches. Many of the objectives and approaches contemplated by BC's Education Plan are already occurring in high-performing schools and classrooms.

We also have a solid foundation on the monitoring of students' progress through rigorous province-wide assessments. This is essential to student success and will be even more vital in a more personalized learning environment. Ongoing formal and informal reporting to parents on student progress will remain essential.

The Vision: Young People Ready to Thrive



BC's Education Plan is based on a simple vision:

Capable young people thriving in a rapidly changing world.

To achieve this, we need an education system that better engages students in their own learning and that fosters the skills and competencies they will need to succeed. The focus for this transformation is the movement to increasingly personalized learning, which is enabled and supported by quality teaching and learning, flexibility and choice, and high standards.



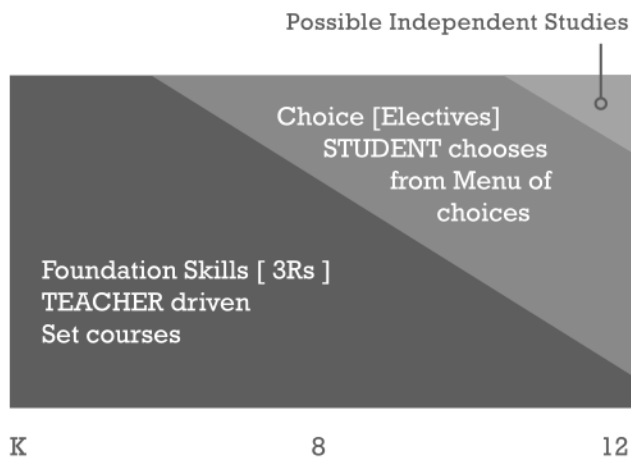
The Response: Personalized Learning for Every Student

What is Personalized Learning?

Personalized learning recognizes that no two students learn the same way or at the same pace. It also recognizes that for students to succeed in school – and to succeed after graduation – they must be engaged and invested in their learning. This means learning that is focused on the needs, strengths and aspirations of each individual young person. In a system that values personalized learning, students play an increasingly active role in designing their own education path as they develop and mature – while being held increasingly accountable for their own learning success.

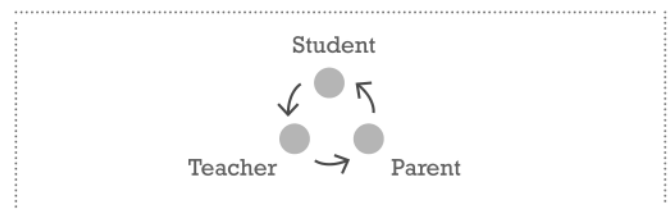
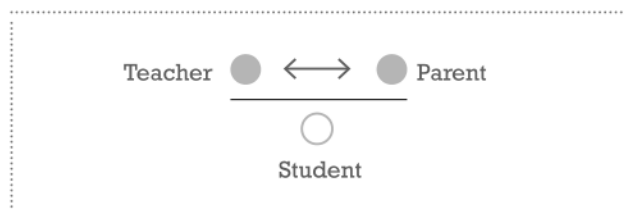
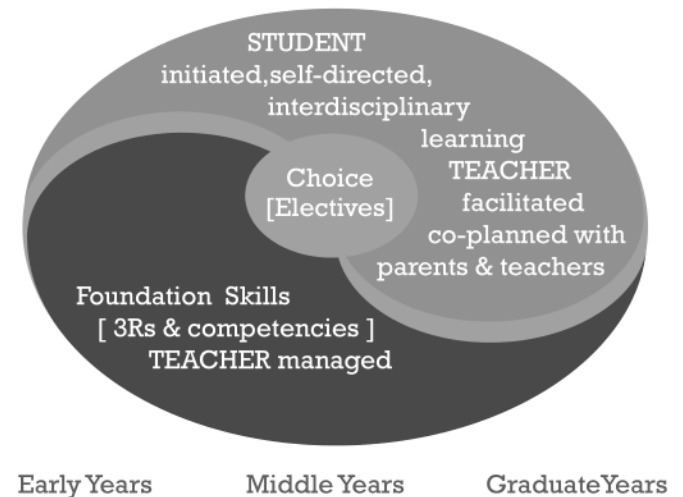
Traditional Approach vs. Personalized Approach

TRADITIONAL



[VS]

PERSONALIZED



From Principles to Practice

1 Principles: Learning is truly a life-long endeavour. It happens along a continuum – not in separate educational programs. Intellectual development goes hand-in-hand with physical, social and emotional development. No two children will develop in all four domains at exactly the same pace, but there are generally accepted milestones along the way. Many attributes of early learning can be fostered through life – curiosity, a sense of personal well-being, thinking and reasoning, creativity and a zest for life and learning.

2 Practice: Education evolves gradually as learners move through the continuum of human development.

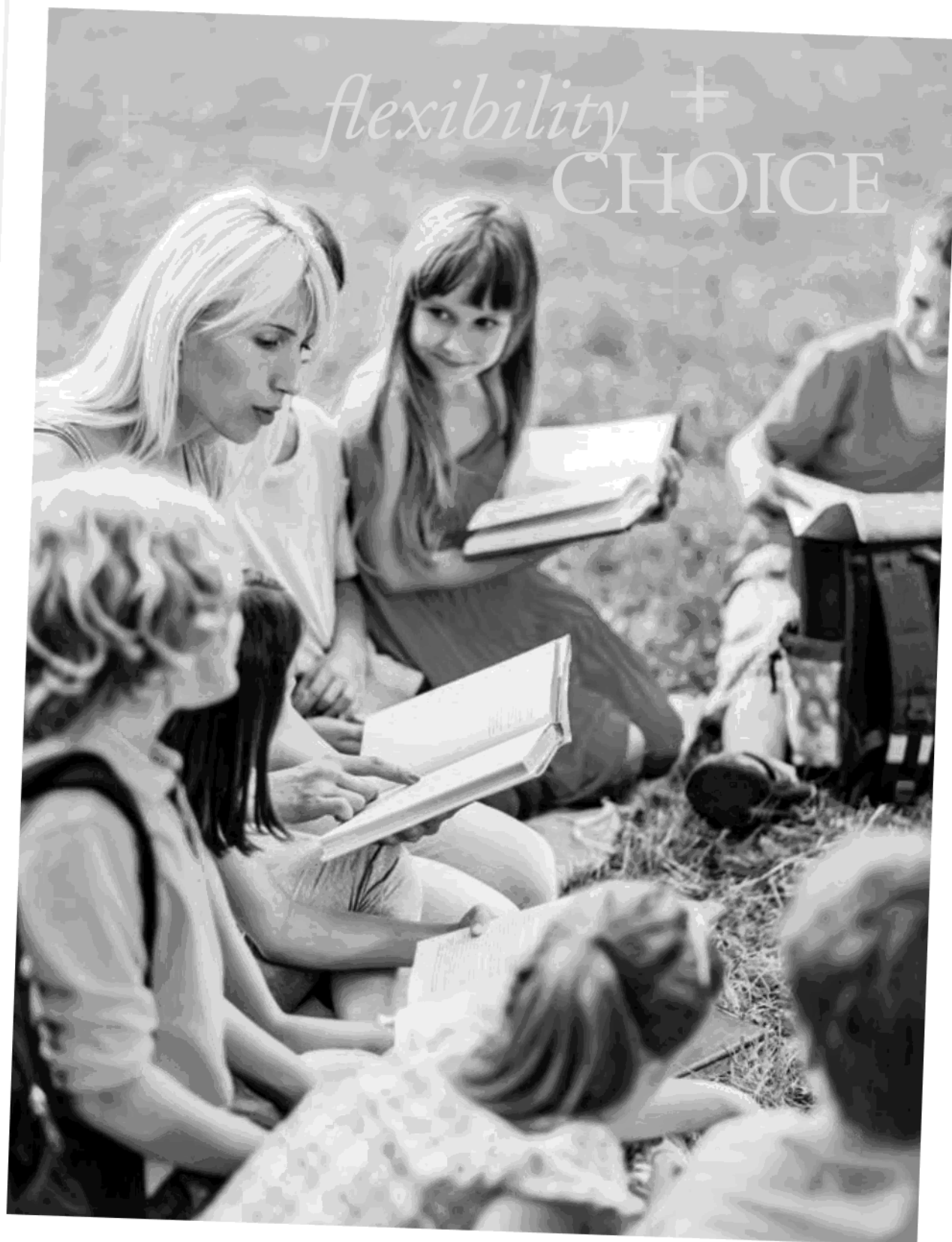
- Learning takes place in the home, school and community.
- Foundation skills (reading, writing, oral language and numeracy) are important.
- Competencies (e.g., communication, creativity, innovation, collaboration, critical thinking and problem-solving) develop over time.
- Learning experiences connect with students' interest and passions.
- Teaching/learning strategies are appropriate to learners' stage of development.
- Learners assume increasing responsibility for themselves and others.
- Learners develop healthy habits.
- Learning is assessed and reported in meaningful ways that help students improve.
- The use of technology is appropriate to the age/stage and learning situation.

What Students Will Learn

Personalized learning combines the “how” and “what” of learning. A personalized approach recognizes that there are still core requirements and expectations. A strong focus must remain on foundational skills – reading, writing, oral language and numeracy – and there will still be a required body of knowledge in various subjects or disciplines. However, with personalized learning there will be increased emphasis on competencies. By applying their skills and knowledge in new, often interdisciplinary situations, learners will develop competencies such as:



- ✓ Critical thinking and problem-solving
- ✓ Collaboration and leadership
- ✓ Communication and digital literacy
- ✓ Personal and social responsibility
- ✓ Creativity and innovation
- ✓ Global and cultural understanding



Quality Teaching and Learning

A great teacher has always been the key to student success. More than ever, we will need to rely on the professional expertise and abilities of highly trained teachers who are able to connect with students as individuals and foster the skills, competencies, and knowledge that students will need to succeed. As children age and develop through the grades, the teacher's role will shift increasingly towards that of a guide, coach and mentor – focusing more on helping students learn how to learn – and away from being the primary source of content and information.

To ensure students are able to thrive in an increasingly digital world, BC's Education Plan must continue to support quality learning empowered by technology. Educators will need greater access and supports to use technology that enriches the learning process, and to connect with each other, parents, and communities. Schools will increasingly rely on robust network connectivity to support learners and educators.



Flexibility and Choice

Students, teachers and families will benefit from more flexibility and choice with respect to how, when and where learning takes place. This means schools must have flexibility to design learning opportunities that really work for students and boards of education need the latitude to organize programs that extend beyond the typical school and classroom format. It also means a greater mix and variety of pathways to graduation and more opportunities for hands-on learning such as skills, trades and technical training.



High Standards



What students know and the abilities they are expected to demonstrate will continue to be reflected in a strong core curriculum, graduation standards, and rigorous province-wide assessments. This will ensure we maintain the high standards for which British Columbia is recognized internationally.

As learning becomes more personalized, educators will need more flexibility to decide how and when each student is assessed. New tools and approaches are needed to provide better access, richer information, and greater consistency across the province on student progress. Reporting should move from periodic events to an ongoing conversation with parents about their child's progress and learning objectives.

Progress and Next Steps

Significant progress has been made since BC's Education Plan was launched in October 2011. This update includes new and emerging priorities that support the Plan's vision as well as changes resulting from public and education sector engagement.



Provincial Curriculum Redesign

New provincial curriculum is being developed to give teachers the flexibility they need to personalize their students' learning experiences while maintaining rigorous, high-level standards. The new curriculum will increasingly emphasize key concepts, deeper knowledge, and more meaningful understanding of subject matter. It will also reflect the core competencies and skills that students need to succeed in the 21st century.

Progress to date:

- Working with teams of teachers, the ministry developed first drafts of re-designed K-9 curriculum for Math, Science, Social Studies, Language Arts, the Arts and Physical / Health Education, Français langue première, and Français langue seconde immersion.
- First drafts of what core competencies like critical thinking, innovation and collaboration might look like as part of curriculum have also been developed.
- Components of the newly designed K-9 curriculum were made available for public review and feedback starting in October 2013.

Next steps:

- The K-9 curriculum components are currently being revised to incorporate the feedback and will be available for exploration in schools by fall 2015.
- Teacher teams will begin drafting curriculum outlines for grades 10-12 in February 2015. Once completed, the draft outlines will also be posted for public review.
- The ministry is also working to ensure the K-12 curriculum addresses historical wrongs done to the Asian and South Asian communities.

Provincial Assessment Redesign

As changes are made to the provincial curriculum to better support personalized learning, it will be more important than ever for teachers, students and parents to know how students are doing. Student learning can and should be communicated to parents and students in more meaningful ways, while maintaining public confidence that B.C. students are assessed against high-level standards.

Progress to date:

- In 2014, the ministry engaged an Advisory Group on Provincial Assessment (AGPA) to produce a report on Elementary Years Assessment and Foundation Skills Assessments.
- The ministry has analyzed the report findings, and discussed options for K-12 provincial assessments as well as definitions of provincial numeracy and literacy assessments.

Next steps:

- The ministry will re-engage the Advisory Group in 2015 for more details on assessment at the secondary level.
- Terms of reference will be created to guide these future meetings and final AGPA report.



Graduation Program Redesign

Graduation requirements are fundamental to any changes to curriculum as they are the knowledge and competencies students must demonstrate to graduate and progress on their life's journey, whether that is directly into the workforce, further post-secondary programs or skills training. The goal is to establish a set of graduation requirements that better reflect learning that takes place both in and outside the classroom and demonstrates the competencies, qualities and abilities that students need to succeed in the 21st century.



Progress to date:

- In 2012, the ministry launched public consultations in six regions with 4,000 education partners to help guide and inform proposed directions on graduation.
- In January 2014, the ministries of Education and Advanced Education worked together to establish a new position of Superintendent of Graduation and Student Transitions.
- The superintendent is working with the post-secondary and K-12 sector to increase the number of graduates moving from secondary school to post-secondary institutions/trades programs and careers.



Next steps:

- Reports from the consultations in 2012 have been reviewed and, in early 2015, a second engagement cycle will take place with educators, parents, students and major education stakeholders.
- The ministry will continue to develop more flexible policies so students have greater opportunities to earn career program credits on their path to a Dogwood Diploma.
- Documents detailing the vision of a new graduation program will be developed in spring 2015. Over the next two years the ministry will be working on a new vision for provincial assessment, grad requirements, and new methods to report student progress.



B.C.'s Skills for Jobs Blueprint

BC's Skills for Jobs Blueprint calls for a more targeted focus on training for high-demand jobs, providing all partners with more up-to-date and useful labour market information, and encouraging innovation in how we provide education and training so that B.C. students and workers have the skills to be first in line for jobs.

In line with the focus on personalized learning, this means providing students a head-start to hands-on learning and seamless pathways to further skills training and in-demand careers.

Progress to date:

- ACE-IT and Secondary School Apprenticeship enrolment increased in the 2013/14 school year, and work is underway to double apprenticeship and dual-credit training opportunities for high school students by June 2017.
- A new Superintendent of Trades and Student Transitions is dedicated exclusively to expanding opportunities and building seamless pathways to training, working with districts, employers and post-secondary institutions.
- Graduation program policies have been changed to provide more flexibility for skills-training courses and credits.
- A Skills Exploration 10-12 course was launched to give students the opportunity to explore a variety of trades while they earn credit towards graduation.
- A range of new online tools for students, parents and teachers, including a Careers Skills and Training Toolkit for school district career programs, has been launched.

Next steps:

- The youth apprenticeship review with the Industry Training Authority will be completed in early 2015, and approved recommendations will be implemented.
- Additional supports, including strategic planning workshops, will be provided to districts to improve student access to training and apprenticeship opportunities.
- Additional sampler modules for the Skills Exploration 10-12 course will be developed based on demand and labour market information.



ERASE Bullying

Expect Respect and A Safe Education (ERASE) Bullying is a 10-point comprehensive prevention and intervention strategy designed to promote positive mental health and well-being and to address bullying and other student safety matters in schools. Linked strategically with BC's Education Plan, the ERASE strategy focuses on personalized supports and interventions for students.

Launched in June 2012, the strategy provides consistent bullying prevention and threat-assessment tools, policies and protocols across all school districts, supported by the most comprehensive training program in Canada.

Progress to date:

- A five-year, multi-level regional training program for 15,000 educators and community partners is underway.
- Currently, more than 10,000 personnel have been trained, including public, independent, and First Nations educators and community partners.
- A confidential and anonymous online reporting tool for students was launched at: www.reportbullyingbc.ca
- Up-to-date online resources for parents on the early warning signs and the different types of bullying – including cyber-bullying, internet slang and youth suicide – are available at www.ERASEbullying.ca
- Safe school coordinators/teams and codes of conduct are in place in all 60 school districts.

Next steps:

- The five-year, multi-level regional training program continues with the launch of Level 3 – Advanced Threat Risk Assessment in January 2015.
- Level 4 – Train the Trainer program is currently in development and will be launched in October 2015.
- The ERASE Provincial Advisory Council will meet in spring 2015 to endorse Information Sharing Guidelines.

E.R.A.S.E

BULLYING

**Expect respect,
and a safe education.**

Quality Teaching



Progress to date:

New Teacher Regulation System:

In October 2011, the Teachers Act was passed to create a more accountable and transparent teacher regulation system. The act dissolved the BC College of Teachers and brought in a new system to certify, regulate and discipline teachers. The Teacher Regulation Branch was established in 2012, followed by the appointment of the independent Commissioner for Teacher Regulation.

Teacher Mentoring Program:

In April 2012, the ministry announced support for the Teacher Mentoring Project over the next three years in three pilot school districts. A partnership among UBC, the BCTF, the ministry and other education partners, the project looks to support new teachers and help them gain the confidence they need to use a wide range of instructional strategies.



Next steps:

- Work with universities to ensure teacher preparation programs give new teachers the knowledge and skills they require to support the movement to personalized learning.
- Work with our education partners to make sure that professional development days are used to enhance educators' knowledge base and professional expertise. It is important that teachers are able to refresh and develop new practices throughout their careers by participating in professional learning opportunities.



Learning Supports, Strategies, and Systems

New Student Information System (MyEducationBC):

In November 2013, the Ministry of Education entered into a contract with Fujitsu Consulting (Canada) Inc. to deliver a new hosted student information service.

Parents will be able to communicate privately with teachers and school staff while students will have an opportunity to build and manage a personal portfolio of works and submit assignments online. Teachers will be able to collaborate and share resources with colleagues as well as create secure, online learning spaces where students can coordinate on projects. Teachers will also have greater insight into the unique needs, interests and passions of students as they will have instant access to a single record for each student, covering the history of their education to date.



Progress to date:

- MyEducation BC is being implemented in 18 school districts and more than 50 independent schools covering 131,000 students in 2014/15.



Next steps:

- Plans are underway to convert the remainder of schools and districts (approximately 500,000 students) by the end of September 2015.
- The previous service, BCeSIS, will be fully decommissioned by March 2016

Bill 36 – 2012 School Amendment Act:



Progress to date:

This amendment provided school districts more flexibility to vary the school calendar to better meet the needs of students and families and to deliver education programs through a mix of online and traditional school courses in Kindergarten through Grade 9.

Learning Improvement Fund:



Progress to date:

In 2012, the Education Improvement Act streamlined the consultation process and introduced a new \$75-million-per-year fund to better address complex classroom needs. Under collective agreements reached in 2014, annual funding will rise to more than \$106 million by 2018/19.



Next steps:

- New processes will be available to teachers, students and parents to more quickly identify students who are struggling and to address their specific needs.

K-12 Next Generation Network:

Technology plays an important role in the classroom and in our rapidly changing digital world. The K-12 Next Generation Network initiative will help address the current and growing technology demands in the education sector. Students, teachers and school staff will have improved access to digital tools and resources that support both face-to-face and online learning.

Progress to date:

- In April 2014, the ministry entered into a three-year agreement with Telus to upgrade the Provincial Learning Network to a modern, high-capacity network.
- To date, 206 locations have been transitioned to the new network.

Next steps:

- Continue implementation and work with districts to complete the project by the end of 2016/17.

K-12 Accountability Framework:

The ministry has a shared responsibility with school districts and stakeholders to ensure all students achieve their best. As the public K-12 system moves towards increasingly personalized learning, it is important to modernize accountabilities to ensure a stronger focus on student outcomes and to help find ways to improve the system. Under the K-12 Accountability Framework, the ministry is working with all education partners to improve district achievement contracts, superintendent's reports and school planning councils.

Progress to date:

- A draft accountability framework has been developed and shared with K-12 partner groups for review and comment.

Next steps:

- Further province-wide feedback will be sought and incorporated this spring, and it is anticipated the new framework will be in place for September 2015.



Innovation and Public Engagement

K-12 Innovation Strategy:

There is no top-down instruction manual on how to move personalized learning from concept to everyday practice. Educators on the ground will need to innovate and identify successful approaches. The K-12 Innovation Strategy will support these efforts.

The heart of the strategy is the Innovation Partnership, which is the community of practice that starts to bridge the theory and practice of personalized learning. The Innovation Partnership will be composed of identified schools from around the province where educators will have greater latitude and support to try new, innovative teaching practices.

A sound governance structure will be put in place to manage the supports, and identify future policy changes or directions. Each school in the partnership will be teamed with a post-secondary institution that will provide research support, capture qualitative and quantitative change, and help measure and evaluate results. The innovation partners will need to constantly communicate their activities and outcomes to help propagate successful approaches across the K-12 sector.

Next steps:

- Work with the representative organizations for superintendents, principals and vice-principals, and teachers to establish a governance structure in spring 2015.
- Work with a governance working group to establish Innovation Partnership criteria.
- Work with school districts and post-secondary institutions to begin identifying Innovation Partnership schools in April 2015.

Provincial Awards Program:

As we move towards more personalized learning, B.C.'s scholarships and awards will also need to reflect new forms of achievement and pathways to graduation. We will need to better align the Provincial Awards Program with the objectives of the BC Skills for Jobs Blueprint and BC's Education Plan.

Progress to date:

- In 2012, the ministry consulted with education stakeholders. In September 2013, some changes were made to provide districts with greater discretion to locally manage awards and recognize more students for their unique interests.
- In April 2014, BC's Skills for Jobs Blueprint committed to increase scholarships targeted to skills training by 25 per cent.

Next steps:

- In February 2015, the ministry will engage in public consultations on how to improve the awards program.
- It is expected any changes to the awards program could begin to be phased in for the beginning of the 2015/16 school year.

Public Engagement:

The ministry launched an ongoing “provincial conversation” about education transformation and more than 5,000 comments from British Columbians were summarized in the “What You’ve Said” engagement report.

Parent Engagement:

In a report entitled *Toward Better Communication*, parents said they want to know more than they currently do about their child’s learning experience and also want to be more directly involved in their child’s education.

⇒ Next steps:

- The ministry will review and update their online channels and strategies to deliver more relevant information for parents about B.C.’s K-12 system and highlight parent engagement opportunities.
- The ministry will seek parent input on the Provincial Awards Program in February/March 2015 and engage parents on potential changes to student reporting/report cards in 2015/16.
- The ministry will look to redesign the 2016 annual parent satisfaction survey to make it easier to complete and ensure it is aligned with the new K-12 Accountability Framework.
- Depending on the progress of implementation in their respective school districts, parents will begin to access richer and more real-time information about their child’s progress through the new MyEducationBC student information system starting in the 2015/16 school year.





Continuing the Conversation

The significant progress over the past three years was achieved through the active engagement and participation of thousands of educators, students, parents and teachers. As we continue on this journey, continued engagement and co-creation will remain essential to making sure the transformations help all students reach their full potential and that they are well-prepared to thrive in a rapidly changing world.

For more information and updates, visit online at bcedplan.ca or gov.bc.ca



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+

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EDUCATION

+

choices

Creativity

+

+

TEAMWORK

+

Personalized

+

innovation

+

Transformation

+

DYNAMIC

+

Flexibility

+

future

+

learning

SKILLS

Problem

Solving

+

+

+

+

BC's **Education** Plan

FOCUS ON LEARNING



Ministry of
Education

BC's Education Plan

FOCUS ON LEARNING JANUARY 2015 UPDATE



BRITISH
COLUMBIA

Ministry of
Education

MINISTRY OF EDUCATION

STRATEGIC PLAN

2015/16 – 2017/18

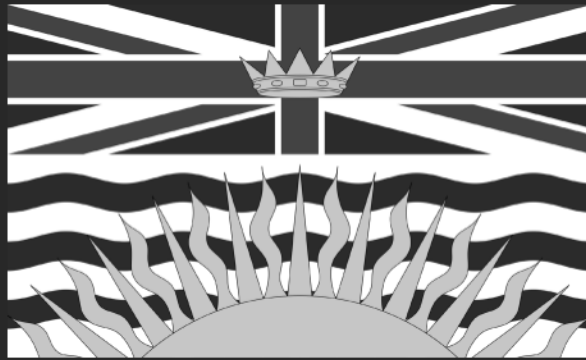
*Capable young people
thriving in a rapidly
changing world*





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DEPUTY MINISTER MESSAGE



I am pleased to share the Strategic Plan for the Ministry of Education. This three-year plan maps out how, together with our learning partners, we will continue to realize our vision of enabling B.C. students to be “*capable young people thriving in a rapidly changing world*”.

Through the hard work of teachers, administrators, staff, parents and community partners, British Columbia's education system is among the top three jurisdictions in the world and our students are succeeding with critical skills in reading and numeracy. This strategic plan affirms the Ministry commitment to continue working together to build on our world-class system.

Together, we will provide B.C. students with the tools, experiences and opportunities they need to succeed today and invent the world of tomorrow. Key to this is implementing the new, modernized K-12 curriculum. Developed with teachers, this curriculum moves learners from a program of repetition to a program of realization. It shifts away from memorization and recall of facts, toward applying facts and data to identify trends, draw new connections, create solutions and build relationships. The new curriculum will improve student outcomes through individualised and project-based learning that recognizes the unique passions and interests of every student, and the importance of teamwork.

This plan also reflects how the Ministry of Education is advancing provincial priorities in:

- B.C.'s Education Plan: Focus on Learning
- #BCTECH Strategy
- B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training
- Canada Starts Here: The B.C. Jobs Plan
- Ministry of Education Annual Mandate Letter

I look forward to working with all of our learning partners to make our world-class education system even better.

A stylized, handwritten signature in black ink.

DAVE BYNG

Deputy Minister of Education



PLAN AT A GLANCE

This plan sets out how the Ministry of Education, together with our partners, will support our vision of “**capable young people thriving in a rapidly changing world**”. It describes B.C.’s education sector, including our rich past, current roles and the important work that lies before us. The plan provides information about the environment in which we operate as well as the trends and forces that will continue to transform education in our province.

This plan lays out four core drivers that will maintain and enhance B.C.’s reputation as a world leader in education:

1. *Modernize Education to a 21st Century Model*
2. *Support Student Focused Learning Techniques and Pathways for Post-Secondary, Career and Life*
3. *Enhance Professional Development, Qualification & Regulation for Teachers*
4. *Ensure Safe, Functional Schools and Technology that Enables Learning*

In support of achieving our objectives the next section lays out the priorities over the next three years.

As knowledgeable owners of the education system we recognize that how we work is key to what we achieve. **Strong partner relationships, a great workplace culture, effective use of technology and data** to make decisions and continued **financial accountability and operational efficiency** form our organizational goals.

We will review this plan bi-annually to adapt to shifts in our environment and best practices in education. This plan will be used to shape business plans and guide our work.

OUR VISION, MANDATE, PURPOSE AND DRIVERS

The Ministry of Education is made up of over 320 employees who are committed to ensuring B.C. has one of the best educational systems in the world. As stewards of the education system, we have ensured our vision, mandate and purpose support student success and we regularly measure and monitor B.C.’s education system in order to improve upon it.

VISION	
CAPABLE YOUNG PEOPLE THRIVING IN A RAPIDLY CHANGING WORLD	
MINISTRY MANDATE	<ul style="list-style-type: none">• Provide a legal framework for the education system• Ensure consistency in education quality and access across B.C.• Provide student and capital funding• Establish consistent policies and standards across B.C.• Provide expertise in education best practices• Provide quality services and technology to support student success
PURPOSE	<ul style="list-style-type: none">• To ensure world leading student educational outcomes.
CORE DRIVERS	<ul style="list-style-type: none">• Modernize Education to a 21st Century Model• Support Student Focused Learning Techniques and Pathways for Post-Secondary, Career and Life• Enhance Professional Development, Qualification & Regulation for Teachers• Ensure Safe, Functional Schools and Technology that enables learning
MEASURES	<ul style="list-style-type: none">• Maintain International Assessment Scores• Stronger Grade to Grade Transitions• Increase student completion rates• Greater student participation in youth apprenticeship programs• Improve transition rates to post-secondary and employment• Increase accessibility and connectivity with the Next Generation Network• Successful school district capital projects meeting budget and timelines

At the Ministry of Education, along with the Public Service Values of courage, teamwork, passion, service, accountability and curiosity - we believe:

- Supporting the success of people in B.C. public and independent schools, including international students is our focus
 - Partnering with teachers, administrators, parents and education stakeholders is integral to student learning and success
- Making decisions requires listening, assessing and responding
 - We say what we will do and do what we said
 - We are experts in education
 - We are entrusted to make the best use of available funding provided by B.C. taxpayers

OUR CORE DRIVERS

To support “**capable young people thriving in a rapidly changing world**” the following four core drivers serve as the foundation over the next three years. These objectives build on our strengths and position our students to continue to be amongst the best in the world.



1 **MODERNIZE EDUCATION TO A 21ST CENTURY MODEL**

For the first time in B.C.'s history, all subject areas are being updated based on top research and practices – by B.C. teachers. We are also updating our student assessment and reporting in partnership with B.C. teachers, parents, administrators and post-secondary institutions. These changes began appearing in B.C. classrooms in 2015/16 and will be implemented by 2017/18.

Our Priority

Personalized and flexible learning is at the heart of the redesigned B.C. curriculum setting up all students – inclusive of those with the highest needs – for success. Teachers will have greater flexibility to meet the unique needs of each student. We will continue to build inclusive school cultures, where all students feel supported and safe.

We will work with our partners to *enhance accountability, standards and assessment* to improve student outcomes across B.C. We will enhance student learning and ensure that all assessment activities support innovative learning and teaching. This also involves redesigning provincial assessments at both the elementary and secondary levels.

Measuring Success

Students that successfully transition from one grade to the next have a greater likelihood of graduation, moving into the workplace or continuing their education. That is why the Ministry is focused on improving grade to grade transition rates and completion rates including a commitment to increase Aboriginal completion rates. We will ensure there are clear requirements regarding the issuance of Evergreen Certificates, which recognize achievement for students with special needs.

2 **SUPPORT STUDENT FOCUSED LEARNING TECHNIQUES AND PATHWAYS FOR POST-SECONDARY, CAREER AND LIFE**

We are re-engineering education and training so that B.C. students have the skills to be first in line for jobs in a growing economy. We are paying close attention to trades and technical training for students because we know that more than 40 per cent of job opportunities over the next 10 years will require these skills.

Our Priority

We will continue to *prepare students for transitions into post-secondary and the workforce*. We will work with post-secondary and industry partners to develop a graduation program that aligns with the redesigned curriculum and prepares students for their next life pathway, be it post-secondary education or the workforce. As more students pursue a career in the trades and technology, we will work to develop and recruit teachers with the skills and resources to inspire learning.

Measuring Success

Students need to feel prepared for what lies before them, whether it is entering the workforce or moving on to post-secondary studies. The Ministry is focused on ensuring students feel ready as indicated by the satisfaction survey. We will also be monitoring the transition rates of students from high school to post-secondary, college and career training.

3 **ENHANCE PROFESSIONAL DEVELOPMENT, QUALIFICATION & REGULATION FOR TEACHERS**

We will ensure that teachers have access to high quality and ongoing professional development that supports modernization, including curriculum implementation. We recognise that in a world of constant change, professional development must continuously evolve and expand throughout a teacher's career.

Our Priority

We will support teachers with comprehensive education that reflects student needs. This includes teacher education programs that adapt and reflect the changing demands of B.C.'s K-12 system, including First Nations' languages, French, special needs, counselling, and trades and technology education. We will provide teachers with services, such as Open School B.C., which provides online support and easier access to learning and provincial level collaboration tools and facilitates communication between teachers.

Measuring Success

The Ministry is committed to working with learning partners to improve access to quality professional development.

4 **ENSURE SAFE, FUNCTIONAL SCHOOLS AND TECHNOLOGY THAT ENABLES LEARNING**

Student safety is paramount and will be fostered through safe and functional buildings that reflect the needs of a 21st century education system. The province has committed \$1.4 billion over the next three years to build new and improved schools across B.C.; the largest capital investment in the history of education.

Our Priority

We are committed to ensuring B.C.'s schools are safe, conducive to learning and well maintained. This includes ensuring that schools are seismically upgraded and adaptable to areas with growing enrollment. We will help schools become more energy efficient as well as better connected through technology.

Measuring Success

A safe and productive student begins with a safe and functional school. That is why the Ministry is partnering with school districts to ensure we are building safe schools on time and on budget. The Ministry is also working in partnership with school districts to establish the Next Generation Network which will ensure educators have effective technology to support student success and improve access to information regarding best practices in teaching.

ALIGNING OUR WORK

Modernizing education to a 21st century model requires a comprehensive approach that addresses curriculum, assessment and reporting over the next 3 years. In 2015/16 a focus on the K-9 curriculum and new reporting guidelines will be established. In 2016/17 there will be a focus on piloting 10-12 curriculum. In 2017/18, alignment of provincial assessment with the new curriculum and reporting guidelines will be critical to this shift.

The table below outlines these efforts over the next three years.

2015/16	2016/17	2017/18
Current K-9 Curriculum Current 10-12 Curriculum	Current 10-12 Curriculum	
Trial New K-9 Curriculum →	New K-9 Curriculum →	
	Trial 10-12 Curriculum →	New 10-12 Curriculum →
Application of existing student exams and assessments →		
	Trial New Provincial Exams and Assessments →	New Provincial Exams and Assessments →
	Trial New "FSA" →	New "FSA" →
Current K-9 Report Cards Current 10-12 Report Cards	Current 10-12 Report Cards	
Develop New K-9 Report Card Guidelines →	New K-9 Reporting →	
	Develop New 10-12 Report Card Guidelines →	New 10-12 Report Cards →

WHAT'S NEXT

CORE DRIVER	2016/17	2017/18	2018/19
Modernize Education to a 21st Century Model	<ul style="list-style-type: none"> Develop a provincial anti-cyber bullying strategy. Implement redesigned K-9 curriculum. Implement change to Evergreen certificates. Develop an Indigenous Language Learning Policy. Develop teacher support resources specific to Aboriginal content. Develop a new strategy to address racism against Aboriginal students. Incorporate Early Years Framework into K-3 curriculum. 	<ul style="list-style-type: none"> Implement redesigned 10-12 curriculum. Implement a new strategy to address racism against Aboriginal students. Increase the number of students taking provincial exam in First Nations schools. Develop a new strategy to address a racism against Aboriginal students. As recommended by the Office of the Auditor General, develop a high-level strategic plan for Aboriginal Education. 	<ul style="list-style-type: none"> Renew and expand the ERASE strategy with an increased focus on mental health and online safety.
Support Student Focused Learning Techniques and Pathways for Post-Secondary, Career and Life	<ul style="list-style-type: none"> Release new modules for Skills Exploration 10-12. Develop new Career Zones for Forestry, Manufacturing, and Cultural professions. Implement revised dual credit policy. 	<ul style="list-style-type: none"> Expand on-the-ground student trades and technology experiences and partnerships with post-secondary, industry and Aboriginal communities through the provision of funding and supports. Complete main economic sector of the Career Zones series. 	<ul style="list-style-type: none"> Completely implement new ITA Youth Apprenticeship Program. Continue shoulder-tappers.
Enhance Professional Development, Qualification and Regulation for Teachers	<ul style="list-style-type: none"> Establish a review of B.C. teacher education programs. 	<ul style="list-style-type: none"> Enhance the quality and relevance of continuous professional development for teachers. 	<ul style="list-style-type: none"> Extend practicum components for teachers in training to include independent schools.
Ensure Safe, Functional Schools and Technology to Enable Learning	<ul style="list-style-type: none"> Continue to mitigate high risk seismic schools built prior to 1992. Invest \$450M to ensure safe and well maintained schools across BC & add space in areas of rapid growth. Complete a capital plan review to streamline the project process. Accelerate the seismic mitigation program. 75% of schools have successfully transitioned to the Next Generation Network – enabling leading edge technology in the classroom. Continue to expand the use of MyEdBC. Continue to support shared services across the education sector. 	<ul style="list-style-type: none"> Continue to mitigate high risk seismic schools built prior to 1992. Invest \$550M to ensure safe and well maintained schools across BC & add space in areas of rapid growth. Modernize school design to ensure taxpayer value and 21st century learning. Add classroom space in areas of rapid growth such as Surrey, Kelowna and Fort St. John. 100% of schools have successfully transitioned to the Next Generation Network – enabling leading edge technology in the classroom. Continue to expand the use of MyEducation BC. Continue to support shared services across the education sector. 	<ul style="list-style-type: none"> Continue to mitigate high risk seismic schools built prior to 1992. Invest a further \$450M to ensure safe and well-functioning schools. Improve building efficiency, reduce operating costs and carbon consumption.

HISTORY OF EDUCATION IN B.C.



1849
First Colonial School
Established



1872
Public School Act



Early 1900's
B.C. Teacher Training
Schools Open



1905 BCSTA created
1917 BCTF created

EARLY DAYS

Education has a long history in B.C. beginning with the first colonial school established in 1849 for children of the Hudson Bay Company Officers. In B.C.'s early days, often a farmer or a pioneer donated land and parents would pitch in to build simple one-room schoolhouses. Many local schools had fewer than 20 students and, of course, not all young people would attend school.

THE BEGINNINGS OF A PROVINCIAL EDUCATION SYSTEM

In 1872 the *Public School Act* came into effect. This legislation laid the foundation for the education system and the respective roles within it, supporting greater consistency across the Province and ensuring young people had the opportunity to attend school. The Act provided schools with provincial funding and centralized education through the appointment of a Board of Education and Superintendent, which led to the creation of school districts.

THE ROLE OF TEACHERS

Teachers have always been fundamental to the education experience in B.C. Teacher training schools opened in the early 1900s, replacing written certification exams. Teachers

often worked in rural and isolated regions providing students with reading, writing and arithmetic skills as well as instilling values of order and discipline in the classroom. A Teachers Bureau was established in 1921 and served as an employment exchange for districts and teachers. It also provided a means of connecting teachers in remote parts of the province. Districts were empowered to appoint and dismiss their respective teachers. To support greater consistency and fairness in practices, a Board of Reference to hear teachers' appeals was created in 1933.

KEY PARTNERS

The Ministry has always worked with key partners to ensure that all children get the skills and knowledge they need to thrive. Two of our oldest partners, the British Columbia Schools Trustees Association (BCSTA) and the British Columbia Teachers' Federation (BCTF), were created in 1905 and 1917 respectively, to help support school district trustees and represent the interest of public school teachers in the province. The BCSTA brought together districts to achieve the shared goal of improving public education while respecting the importance of community level engagement. The BCTF promotes teachers' welfare and was instrumental in improving teachers' wages and establishing a province-wide superannuation plan.



1915
Parents involved



1944
650 school districts



1977
K-12 provincial curriculum
established

*Capable young people
thriving in a rapidly
changing world*

B.C. Education
continues to evolve

Another key partner is the First Nations Education Steering Committee (FNESC). This committee was established in 1992 to advance quality education for all First Nations learners. Today, the Ministry works in close partnership with FNESC and other learning partners to increase understanding of the harmful historical context of residential schools and raise awareness about the reconciliation process as a means to move everyone forward and improve First Nations learner outcomes.

INTEGRATING SCHOOL DISTRICTS

For more than 140 years, school districts and their respective trustees have been responsible for the daily operations of schools. Initially, only 15 students between the ages of 5 and 16 in a given region were required to form a district. This led to 650 school districts in the province by 1944. Since then, we have worked to gain greater efficiencies by integrating districts, and today there are 60 districts in our province.

IMPORTANCE OF PARENTS

Parent involvement enriches student learning. The first Parent Teacher Association was established in 1915 and the idea spread rapidly. Citizens understood the importance of parents' role in education and, in a short period of time, more than 60 Parent Teacher Associations had taken root. To support greater consistency across these associations,

the B.C. Parent Teacher Federation was introduced in 1922. This forged the path for today's Parent Advisory Councils (PACs), which were established in 1989. A year later, local PACs formed the British Columbia Confederation of Parent Advisory Councils (BCCPAC).

EVOLUTION OF CURRICULUM

In the late 1800s, the Superintendent of Education determined courses of study for students with input from school principals, inspectors and staff. Reading, writing, arithmetic and geography were the focus. In the early 1900s a student curriculum guide was published that was later separated for elementary, junior and senior high school level in 1926.

In the 1930s, progressive changes were made to B.C.'s educational curriculum as a result of recommendations resulting from a comprehensive educational survey. Additions to the curriculum included health, physical education, home economics, manual training, fine arts, Canadian history and music. In 1977 a core curriculum was established in the Province for K-12 students ensuring that all students had access to foundational learning. Together, with our learning partners, we are modernizing the education curriculum to be more flexible and dynamic by focusing on personal learning - setting all students up for success in our changing world.

PHOTO CREDITS:

Appendix Two: History of Education in B.C. - photo descriptions

STRATEGIC PLAN
2015/16 – 2017/18

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THE EDUCATION SYSTEM TODAY

Today, B.C.'s K-12 system has 553,000 public school students across 60 school districts, 81,000 independent school students, and more than 2,100 home schooled children. This section outlines the many important roles in the education system.

THE MINISTRY

The Ministry of Education monitors performance of the education system at the district level through three primary functions:

- Sets educational policy for B.C. schools.
- Ensures high quality curriculum and educational standards throughout the province - this means that whether students live in Haida Gwaii or New Westminster, they will have access to a great learning foundation.
- Maintains high calibre teachers in the province – this includes oversight of professional standards, certification as well as professional development.
- Provides funding to support and ensure effective operations and safe, well-functioning schools.

BOARDS OF EDUCATION, DISTRICT STAFF AND EDUCATION PROVIDERS

Superintendents, principals, school district staff and education providers oversee the day-to-day decisions that ensure smooth operations of schools. They are responsible for the effective delivery of core curriculum as well as programming for their respective schools. They hire, develop and support staff and determine how best to dedicate funds based on current and future needs. Although independent schools form part of the education system in B.C. and the majority deliver the provincial curriculum, they maintain a level of autonomy with respect to governance, program delivery and staffing.

TEACHERS

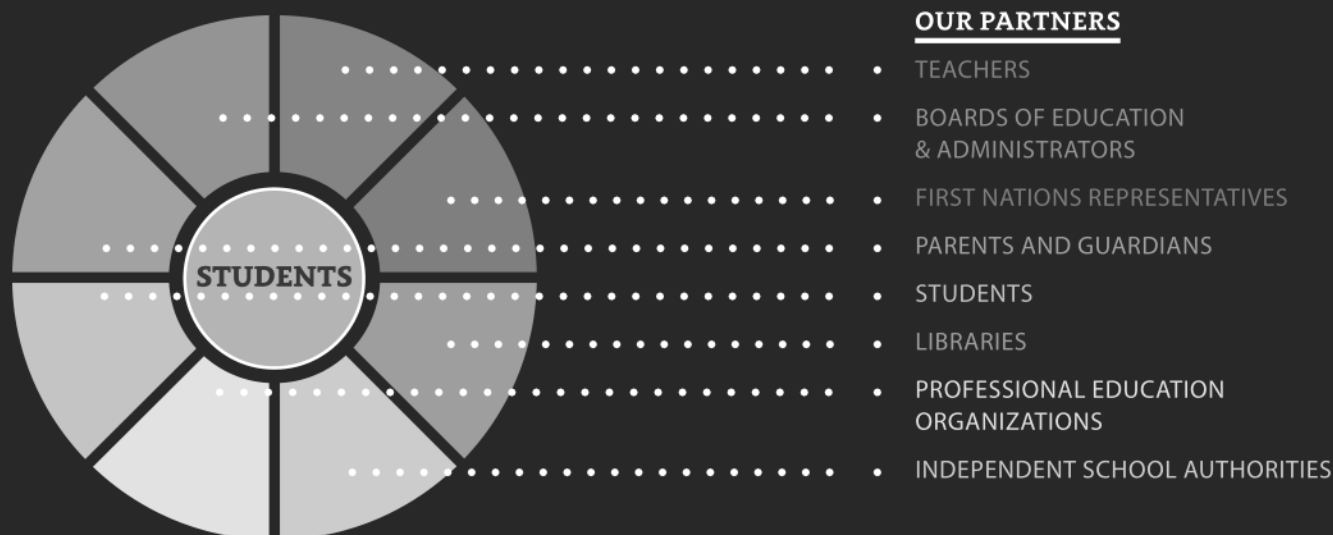
Teachers have an integral role in the education system that extends well beyond the classroom. Before entering the classroom teachers have already invested time to develop, understand and interpret the curriculum, and use it to build meaningful lesson plans that recognise the unique needs of each student. A teacher often wears many hats to ensure that the school day runs safely and smoothly, and that each student receives a great learning experience.

PARENTS AND GUARDIANS

Participation of parents and guardians greatly enriches the educational experience of our youth. Parents and guardians coach, guide, encourage and support our youth every day. Whether volunteering to read with students at school, encouraging homework in the evenings or simply chatting with a child about the challenges of the day, parents help guide the learning process. Many parents actively become involved in the school community by participating in a Parent Advisory Council, volunteering in the classroom or working closely with their child's teacher to support success.

Key Partner Associations and Representation

Our many learning partners are represented by a variety of organizations and associations. Some of these important groups are outlined below.



OUR PARTNERS	ASSOCIATIONS AND ORGANIZATIONS
Teachers	<ul style="list-style-type: none"> • BC Teachers' Federation (BCTF) • BC Commission for Teacher Regulation • BC Teachers' Council (BCTC)
Boards of Education & Administrators	<ul style="list-style-type: none"> • BC School Trustees Association (BCSTA) • BC School Superintendents Association (BCSSA) • BC Association of School Business Professionals (BCASBO) • BC Principals and Vice Principals Association (BCPVPA) • BC Public School Employers' Association (BCPSEA)
First Nations Representatives	<ul style="list-style-type: none"> • First Nations Education Steering Committee (FNESC) • First Nations School Association (FNSEA)
Public, Parents and Guardians	<ul style="list-style-type: none"> • BC Confederation of Parent Advisory Councils (BCCPAC) • District and local school Parent Advisory Councils (PACs) • BC Commissioner for Teacher Regulation
Students	<ul style="list-style-type: none"> • Student Voice
Professional Education Organizations	<ul style="list-style-type: none"> • British Columbia Council for International Education (BCCIE) • Association of B.C. Deans of Education (ABCDE)
Libraries	<ul style="list-style-type: none"> • British Columbia Library Association (BCLA) • BC Teacher Librarians Association (BCTLA) • British Columbia Library Trustees Association (BCLTA)
Independent School Associations	<ul style="list-style-type: none"> • Federation of Independent School Associations British Columbia (FISABC) • Independent Schools Association of British Columbia (ISABC) • Associate Members Group (AMG) • Society of Christian Schools B.C. (SCSBC) • Association of Christian Schools International (ACSI) • Catholic Independent Schools of British Columbia (CISBC)

LEGAL FRAMEWORK

Legislation creates the framework in which the Ministry and our partners work together in the school system. It provides a governance model that helps us to understand the way the sector is organized, and provides clear roles for our activities. The *School Act*, the *Teachers Act*, the *Independent School Act* are statutes that define responsibility and authority to government and learning partners. The Ministry of Education is responsible for funding, curriculum, certification and professional conduct of teachers and certification of independent and offshore schools. The Boards of Education, Independent School Authorities and offshore school operators are responsible for the delivery of curriculum, staffing, student assessment and management of infrastructure. The Ministry works with partner organizations wherever possible, to inform changes to legislation and build an effective, successful school system.



The School Act and Independent School Act set out the responsibilities for public schools and independent schools respectively. This includes the Ministry's responsibility for funding and curriculum. The Acts also set out the Boards of Education and Independent School Authorities roles for delivery of curriculum, staffing, student assessment and management of infrastructure.

The Teachers Act sets out the Ministry's responsibility to certify teachers in the Province and oversee the professional development of these teachers. The B.C. Teachers' Council develops certification standards, professional standards and approves and monitors teacher preparation programs delivered by B.C.'s post-secondary institutions. The Commissioner for Teacher Regulation oversees teacher conduct and discipline.



ENVIRONMENTAL SCAN



Education, Performance and Quality

B.C.'s school system is a global leader, with student performance currently making B.C. one of the top three education systems in the world and first in educational performance in Canada.

The Ministry of Education works in partnership with teachers, Boards of Education, administrators and other key stakeholders to ensure that our students receive the highest quality education. It is no surprise that B.C. students regularly rank top of class, not just nationally but internationally for reading, science and math achievement.

In our changing world, we need to prepare all of our students – including those with the highest needs and vulnerabilities – for success. This means connecting them with the basics like reading, writing and math while ensuring they learn the collaboration, critical thinking and communication skills needed for their future. While we move ahead, the world is watching – we have an incredible opportunity to continue leading education innovation and modernize policies and practices across the globe.



Economy

Our economy will transform over the next decade as we not only continue to build on traditional economic areas of competitive advantage – forestry, mining, agriculture, natural gas, tourism, small business and transportation – but increasingly drive toward emerging technology, expanding international business, growing specialty manufacturing and increased First Nations participation.

B.C. is experiencing substantial growth in high value technology exports and more and more international head offices are coming to B.C. This economic growth, along with one million job openings by 2022, will be matched with increased demand for trained professionals, as the number of young people entering the workforce will be, for the first time, smaller than the number of retirees.

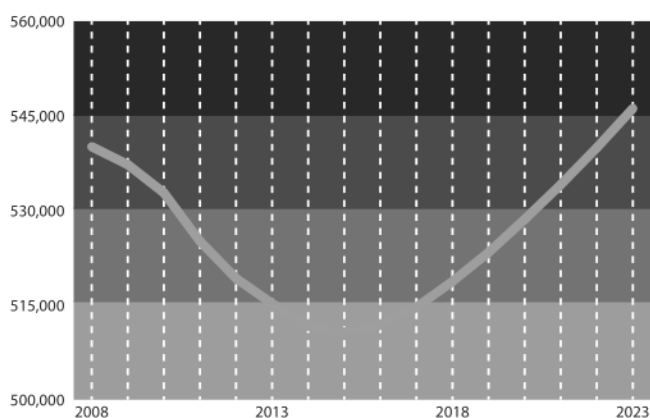
That means our students have more future opportunities than ever.



Population and Student Enrollment

Over the next five years the population in B.C. is expected to grow by 6.5% to almost 5 million. Our growth is largely attributable to diversity-enriching in-migration and immigration. Overall, student enrollment is expected to grow modestly by 2.7% in the same five years. This signifies a shift in our current experience, given that the province has experienced declines in enrollment over the past 20 years.

STUDENT ENROLMENT



Though overall student enrollment is projected to increase, from Kindergarten to Grade 12, a decline in enrollment is expected in many parts of B.C. as our general population consolidates around larger urban centers and birth rates across the province continue to decline. Rapid growth will continue in some areas, including Surrey, the Okanagan Corridor and the North Peace, due to net migration and industrial growth.

The diversity of our students' ethnic and cultural backgrounds will increase, including more international students, and more immigrants with a broader array of languages being spoken at home. Aboriginal students make up over 10% of the student population – the fastest growing student population in the province and we are reflecting First Nations principles of learning in the curriculum. The Ministry is ensuring students' educational curriculum and experience recognizes the diverse learning styles, motivations, interests and backgrounds of every student.

A THRIVING EDUCATION SYSTEM IN THE 21ST CENTURY



The rapid pace of technological change, both in the classroom and workplace, will continue to shape what and how students learn and teachers teach over the coming years. With a world of facts and figures at the push of a button, learning is about more than memorizing and recalling facts, but about how to apply those facts to create and solve problems, how to work in teams and how to invent what has yet to be imagined.

Foundational knowledge in reading, writing and math will remain a cornerstone of B.C.'s education system, and will be enriched with personalized and team techniques that are recognized as best practices around the world. This will be combined with new curricula that support future careers in emerging areas like computer coding, 3-D printing, design and more.

We are also focused on the needs of the changing face of students in B.C., including the unique requirements of those with special learning needs, English Language Learners (ELL), and First Nations in our history and in building our future. Our curriculum and our learning environments are changing to support this.

We recognize the unique challenges of student enrollment shifts within B.C. and we are working collaboratively with our partners to address those challenges by investing \$1.4 billion in capital improvements over the next three years. We will continue implementing our world-leading Seismic Mitigation Program and will integrate best practices in space planning and design to support 21st Century learning.

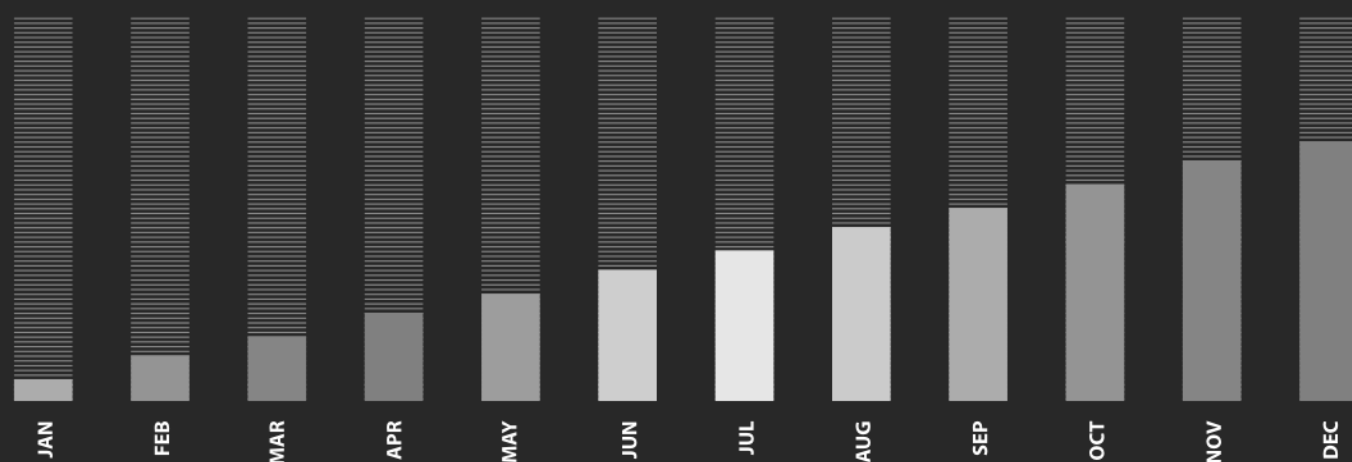
The Ministry will also remain focused on rural funding and supports to address the unique issues facing rural communities, including recruitment of teachers, limited course offerings, connectivity, declining enrollment, increased operations costs and school closures.

CHARTING OUR PROGRESS

This plan represents our commitment to work with all of our education partners to achieve our ministry's priorities for the benefit of our children, our families and our communities, now and in the future.

*We are committed to monitoring this plan on an ongoing basis and tracking our progress to ensure we achieve our vision of “**capable young people thriving in a rapidly changing world**”.*

On a monthly basis, the Ministry Executive Team will review the commitments outlined in this plan to confirm status and progress towards key deliverables. We will review both our measures and progress on an annual basis as we continue to chart our course.



APPENDICES

APPENDIX ONE:
MINISTRY MANDATE LETTER

APPENDIX TWO:
HISTORY OF EDUCATION IN B.C. - PHOTO DESCRIPTIONS



BRITISH
COLUMBIA

July 30, 2015

Honourable Mike Bernier
Minister of Education
Parliament Buildings
Victoria, British Columbia
V8V 1X4

Dear Minister:

Congratulations on your new role. I am very excited about the opportunity you have to continue to execute on the priorities of our government as we serve the people of British Columbia.

We have a unique opportunity in the province to build an education system that is second to none. With a long term labour agreement in place, we have the ability to work cooperatively with our partners in education, including the BC Teachers' Federation, to put the needs of students first and foremost.

This year will see a significant change in education in the province. A new curriculum, developed in partnership between the Ministry and BCTF, will be introduced in schools around the province. It will be your role to ensure that this new curriculum is implemented seamlessly across the province.

As you know, the annual mandate letter you receive is designed to be an ongoing workplan for your ministry that is updated on an annual basis.

Your mandate for the following year is as follows:

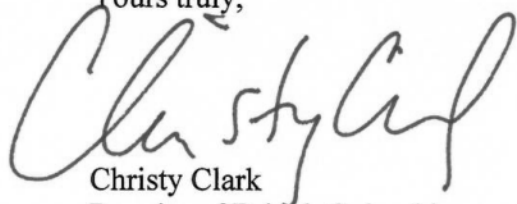
1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.
2. Working with the BC Teachers' Federation and BC School Trustees Association, develop and present to Cabinet options on how to restructure and improve collective bargaining with BC's hard-working teachers.
3. Work with the BC Teachers' Federation to improve the quality of professional development for teachers in the province.

4. Work with the Ministry of Finance to implement the tax credits for parents to assist with back to school costs as committed in Strong Economy, Secure Tomorrow in Budget 2016/17.
5. Continue to work with the Ministries of Jobs, Tourism and Skills Training and Advanced Education to successfully implement BC's Skills for Jobs Blueprint that will provide BC students better prospects for long term job security in our growing economy.
6. Continue the educational reforms contained in the BC Education Plan including the development and implementation of the new K-9 curriculum and working with the BC Teachers Federation successfully develop the new grade 10-12 curriculum.
7. Work with the Ministry of International Trade and Minister Responsible for Multiculturalism to ensure the historical wrongs education curriculum supplement is available to BC schools for the 2015/16 school year.
8. Working with the Ministry of Advanced Education to publicly provide an update to the International Education Strategy by March 31, 2016 highlighting progress made on increasing by 50 percent the number of international students studying in British Columbia and expanding the number of provincial offshore schools.
9. Work with the Ministries of Health and Children and Family Development to review and define Child and Youth Mental Health services in the province and make recommendations to Cabinet by June 30, 2016 on potential improvements
10. Continue to support our government's initiatives to erase bullying.
11. Continue to implement the work of the Innovations Partnership working group, a partnership between the government, BCTF, FISA, BCSSA, and BCPVPA to assist with education transformation in the province.
12. Continue to implement our government's seismic upgrade program for BC schools to ensure our educational facilities can protect those learning and working in the event of a major earthquake in our province.
13. In order to ensure as much taxpayer resources find their way into BC classrooms, work with BC School Districts to find ways of minimizing overheads and administrative spending by finding efficiencies through shared services.

In addition, as discussed and approved by Cabinet, our government is committed to ensuring British Columbia government services are easily accessed by our citizens and businesses. Minister Coralee Oakes will be leading this initiative on my behalf and over the following 12 months she will be reaching out to all ministries to assist in reducing unnecessary red tape and regulation.

It is hard to believe but it has been two years since the people of British Columbia put their faith in us to lead their province. We have accomplished much in those two years, but much work remains to deliver the promise of a strong economy and secure tomorrow for our citizens. I look forward to working with you over the coming year.

Yours truly,

A handwritten signature in black ink, appearing to read "Christy Clark". The signature is fluid and cursive, with the first name "Christy" written in a larger, more prominent script than the last name "Clark".

Christy Clark
Premier of British Columbia

Photo Descriptions

History of Education in B.C.

PAGE 14

Fairview School

City of Vancouver Archives,
AM54-S4-: Port P1510
Photographer: Major J.S. Matthews

View of the the interior of the House of the Legislature from the visitor's gallery

City of Vancouver Archives,
AM54-S4-2-: CVA 371-236
Photographer: Major J.S. Matthews

Marion Lawrence, teacher, in her classroom where she taught Greek

City of Vancouver Archives,
AM1533-S2-4-: 2009-005.403
Photographer: Dunbar History Project

The first staff of Lord Byng High School

City of Vancouver Archives,
AM54-S4-2-: CVA 371-793
Photographer: Major J.S. Matthews

PAGE 15

Lord Selkirk School, showing old and new buildings

City of Vancouver Archives,
AM54-S4-: LGN 493
Photographer: Major J.S. Matthews



BRITISH
COLUMBIA

Ministry of
Education





Ministry of Education
Issue Note

LEGISLATIVE FRAMEWORK & OIC APPOINTMENTS

ISSUE

Anticipated amendments to the legislative framework and upcoming Order in Council appointments.

BACKGROUND

- K-12 education in British Columbia is governed by three major pieces of legislation administered by the Ministry of Education: the *School Act*, the *Independent School Act*, and the *Teachers Act*¹.
- Upcoming Legislation, Regulations, Orders and Appointments are as follows:

	30 days	60 days	90 days (or longer)
Legislation			s.12,s.13 Appointment of a new Commissioner for a five year term under the <i>Teachers Act</i> (current Commissioner's appointment expires November 12, 2017)
Cabinet Regulations			
OIC Appointments			
Ministerial Regulations/Orders	s.12,s.13		Appointment (by letter) of an elections officer for the purpose of upcoming elections to the British Columbia Teachers Council under the <i>Teachers Act</i>

¹ The Ministry is also responsible for administering the *Library Act*, the *First Nations Education Act (2007)*, and section 9.4 of the *Special Accounts Appropriation and Control Act*.

Ministry Proposals for Legislation		s.12,s.13
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DECISION REQUIRED

- This is a 30-day issue.
- A decision on amendments to legislation, regulations, and upcoming Order in Council appointments will be required.

FINANCIAL IMPACTS OF THE MEMORANDUM OF AGREEMENT

ISSUE

Operating and capital impacts of the Memorandum of Agreement (MoA) with the BC Teachers' Federation

BACKGROUND

- The government has reached a final settlement with the BC Teachers' Federation (BCTF) in response to the Supreme Court of Canada ruling which restored clauses on class size and composition to the BCTF collective agreement. The March 2017 MoA will come into effect on September 1, 2017.
- The MoA is the result of negotiation of implementation and changes to the restored language with respect to class size and composition, specialty teacher ratios, and related processes. It includes a provincial process to resolve disputes; including what remedy may be provided to teachers to address workload when there is an inability to comply with the restored language around class size and composition, including ensuring that students with special needs are not denied access to programs.

Operating Impacts:

- s.12,s.13,s.17

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- The CEF must be used in accordance with the MoA to address:
 - Non-enrolling (specialty) teacher ratios
 - Compliance with class-size maximums
 - Compliance with class composition limits
 - Remedy where class size maximums and class compositions limits cannot be met due to local circumstances.
- In addition, the \$20 million component of LIF targeted for school support staff unions will continue for at least the 2017/18 school year.
- s.12,s.13,s.17
- Funding was announced to school districts on March 24, 2017 and is being distributed by way of a Special Grant under Section 115.1(a) of the *School Act* which meets the definition of a restricted contribution per Treasury Board Regulation 198/2011.
- Following the March 2017 announcement, the ministry of Education distributed notional allocations to school districts. These notional allocations were made according to government estimates (with the funding methodology reviewed by the Technical Review Committee, which is comprised of Secretary Treasurers and Superintendents), of the notional funding required for each district to

implement the MoA.

- No school district was nominally allocated less than the TEF plus the annualized amount of the PM funding – when taking the overhead funding into account, every school district is expected to receive more funding in 2017/18 than in 2016/17.
- By April 28, 2017 districts were required to submit their preliminary staffing plans, based on their projected student enrolment, for September 2017. Submissions are currently being reviewed by the ministry of Education staff, supported by school district and BC Public School Employers' Association representatives and the notional allocations may be adjusted accordingly. For example, some districts may have allocated too much funding while other districts may have allocated less funding than what is required to meet their MoA obligations.
- If there are unique (unforeseen) issues pertaining to a school district that are creating challenges implementing the MoA locally, these issues and associated costs can be communicated to the ministry of Education in addition to the preliminary staffing plans that were submitted on April 28, 2017.
- Funding will begin to flow in September 2017. Once final Fall 2017 staffing plans are known, districts will report actual staffing to the ministry of Education and, in line with the fall operating grant recalculation, CEF allocations will be adjusted.
- Given that the 17/18 is a transitional year, close monitoring of implementation will continue throughout the 2017/18 school year, with further adjustments to district allocations possible.
- School districts will be required provide a final report as of June 30, 2018 outlining their hiring and use of remedies, together with a final financial submission that can be reviewed against audited financial statements.
- It is expected that the application and approval process will be repeated in Spring 2018 for the 2018/19 school year.

Capital Impacts:

- In March 2017, the ministry of Education sought school district input by requesting school districts submit by April 28, 2017, any capital funding requests necessary to create additional educational space for the 17/18 school year “arising out of the restored language” and provide supporting school level needs, options and costing assessments.
- Given the limited time for planning, design and construction, school districts were instructed that the focus of eligible capital projects was on creating educational space for the beginning of the 17/18 school year by:
 - Undertaking tenant improvements within an existing structure that will convert non-educational space to educational space or to divide large spaces into smaller, multiple educational spaces or re-activate surplus, unused classroom space.
 - Relocating modular classrooms from one school to another or repurposing surplus modular structures from non-educational space to educational space.
 - Purchasing and installing new modular classrooms.
 - Where appropriate, including basic furnishings, wipe boards and audio visual equipment as part of the costs for establishing new educational space.
- Future year capital needs are to be addressed through the annual capital planning cycle.
- As of April 28, forty-four school districts had submitted proposals with a total potential cost of \$52.5 million. The ministry of Education has assessed all submissions provided and approved investments valued at \$42.4 million, creating 460 additional educational spaces. The costs of these investments will be covered within the existing Capital Plan.
- The remaining requests require further assessment, including one-on-one discussions with the affected school districts, to better understand the nature of the need and to explore all potential solutions and costs prior to a final decision. The ministry of Education is currently undertaking further assessments of these submissions on a priority basis.

DECISION REQUIRED

- This is a 30-day issue.
- s.12,s.13,s.17

STRATEGIC PLAN FOR ABORIGINAL EDUCATION

ISSUE

Strategic plan for Aboriginal education

BACKGROUND

- In November 2016, the Office of the Auditor General (OAG) released a report on the Ministry of Education's work to "close the gap" in Aboriginal student achievement and recommended the ministry develop a strategic plan to lay out priorities and goals.
 - The ministry has drafted the plan, the Aboriginal Education Strategic Plan, with an accompanying three-year implementation plan.
 - s.13
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- The Government of British Columbia, through agreements, such as the Transformative Change Accord, has committed to close the gap in socio-economic indicators for Aboriginal peoples.
 - Aboriginal student graduation rates increased from 39% in 2000 to 64% in 2016, but a 20% gap remains when compared with non-Aboriginal student graduation rates.
 - The implementation of the Aboriginal Education Strategic Plan will require an investment in staffing and resources.
 - There are implications for boards of education regarding accountability frameworks and public reporting on student results.

FINANCIAL IMPLICATIONS

- s.13

DECISION REQUIRED

- This is a 60-day issue.
- s.13

BC OFFSHORE SCHOOLS IN KOREA

ISSUE

Beginning in April 2017, the Korean Immigration Department has been reviewing E2 Visa's to ensure that E2 Visa holders are working within scope of the permissions the E2 Visa grants.

s.13,s.17

Historically, BC certified teachers have been working at BC Offshore schools in South Korea on a variety of Visa's (E2, F4 and F7) based on the schools' local "Hagwon" license granted by the local education office in South Korea without issue.

- A "Hagwon" license permits offering Korean nationals additional English language support or test preparation (TOELF, SAT etc) instruction.
- Local education offices in South Korea have continued to renew/reissue "Hagwon" licenses to BC Offshore Schools.

s.13,s.17

BACKGROUND

- The Ministry of Education certifies 45 offshore schools in 8 countries which deliver the BC education program to 12,324 international students.
- BC Offshore schools are inspected annually or biennially to ensure that the school complies with the certification agreement with the Province of BC, including administrative, policy, operational and educational standards.
- The Ministry also conducts unannounced inspections to ensure compliance with the certification agreement.
- BC has certified five offshore schools in South Korea starting in 2009, with two schools certified as recently as 2013.
- Korean government officials have indicated that in order for BC teachers to be employed to deliver the type of program offered at BC Offshore Schools they would be required to hold an E7 or F-type Visa:
 - E7 Visa's are only issued to teachers employed at a school licensed as an international school.
 - International schools are only authorized for establishment in specific Free Economic Zones (FEZ) in South Korea, these schools have additional requirements for operation.
 - Owners of BC Offshore Schools in South Korea are not interested in establishing an international school in the FEZ because of the additional investment and operational requirements/regulations.

- At the start of the 2016/17 school year, there were 5 BC Offshore Schools in Korea.

School name	Status (as of June (12,) 2017)	Number of BC-certified teachers	BC-certified teachers on E2 work visas	Total Enrolment	K-9	Grade 10	Grade 11	Grade 12
BC Collegiate (BCC)	s.17	23	15	228	211	6	8	3
Westminster Canadian Academy (WCA)		12	8	54	36	7	6	5
SIS Canada		12	9	71	42	8	8	13
BIS Canada		25	15	238	163	34	22	19
CBIS	De-certified	17	14	161	159	2	-	-
Total		89	61	752				

- All BC Offshore Schools in Korea were inspected during the 2016/17 school year and all of the schools' educational programs were found to be sound and achieving or exceeding expectations.
- For all BC Offshore Schools, it is the responsibility of the local owner-operator to make sure the school's local license is consistent with local regulations and requirements.
- The first BC school to be affected by the Korean Department of Immigration review was CBIS School in Seoul.
 - CBIS failed to comply with local licensing regulations, and as a result, the Korean government revoked the visas of 14 teachers at the school and required them to leave Korea by May 11, 2017.
 - CBIS stopped operation as a BC offshore school on April 12, 2017 as they no longer had BC certified teachers to deliver the educational program or a local license to operate.
 - A CBC online journalist reported on the CBIS school situation on April 27, 2017. The article included skype clips from impacted teachers and claimed that teachers were caught in a 'bureaucratic nightmare'. Similar articles appeared in the Vancouver Observer (April 27) and the Tyee (April 28).
 - CBIS students received their final report cards by May 8, 2017; the ministry understands that these students have now transferred to other schools and educational programs.
 - The Ministry of Education decertified CBIS as a BC Offshore School on June 1, 2017.
 - As per CBIS school-teacher contracts, the employer:
 - Paid CBIS teachers their full salaries until June 30, 2017
 - Provided compensation for teacher flights or transportation out of the country
 - Continued to provide accommodation for impacted teachers for the 30 day departure order period, until May 11, 2017.

- s.17
 - Recommended on its website that interested teachers not accept employment at BC offshore schools in South Korea while the review is underway.
 - Removed all job postings for BC offshore schools in Korea on the Make-a-Future BC teacher recruitment website.
- s.13,s.17
- Media continue to be interested in developments in South Korea, specifically how the current situation is impacting teachers who have received 30 day departure orders.

FINANCIAL IMPLICATIONS

The Ministry of Education collected \$337,850 in fees from BC offshore schools in Korea during the 2016/17 school year.

DECISION REQUIRED

- This is a 30-day media issue.
- s.13,s.17

CHILD CARE FACILITIES

ISSUE

Impact of restored collective agreements on child care facilities in public schools.

BACKGROUND

- As a result of growing enrollment and the implementation of the British Columbia Teachers' Federation (BCTF) Memorandum of Agreement (MoA) to restore class size and composition language from the 1990's, some school districts are serving notice to child care facilities that leases may not be renewed as of September 2017.
- School districts are generally not serving notice to government established StrongStart BC or Early Years programs; as these are viewed as an extension of the K-12 education system. However, there may be impacts to similar programs established locally by the school district.
- Although school districts' primary purpose is the provision of educational services to children age five through 19 in kindergarten to grade 12, Section 85.1 of the *School Act* requires school boards to have a policy promoting the use of schools for child care. Specifically the *School Act* states:

Section 85.1 Use of board property

(2) Subject to subsection (3), a board must establish a policy promoting the use of board property by licensed child care providers on business days between the hours of 7 a.m. and 6 p.m.

(3) The board must ensure that

(a) any use referred to in subsection (2) does not disrupt or otherwise interfere with the provision of educational activities...

- The purpose of this provision is to support community services, such as child care facilities, in public spaces **where available**. The provision also limits the amount of rent school districts can charge child care facilities to **only direct costs incurred**. As such, in school child care facilities typically pay well below market rates for space; which enables lower child care costs to clients. The Ministry of Education does not currently have the authority under the vote appropriation to fund child care facilities directly. And, current Ministry of Finance policy requires school districts to utilize all available non-instructional space within a school or family of schools before capital funds will be considered for additional space.
- Currently, the Ministry of Children and Family Development (MCFD) estimates there are 690 child care facilities leasing space in schools across the province. This represents 21% of the total number of child care facilities operating in British Columbia.
- Each year, school districts assess enrolment and space needs, and those with increasing enrolment have been reclaiming space used by non-educational tenants. This requires child care facilities to relocate to more expensive, market rate private leases, which may result in an increase cost to clients.
- Recent actions include:
 - On March 23, 2017, the ministry requested school districts *identify immediate capital needs for the September 2017 school year arising from restored collective agreement language*. The submissions included demonstration of additional space needs specific to agreement language impacts, demonstration that no non-educational space exists within the school or adjacent

Ministry of Education

Issue Note

schools, and identification of reasonable capital solutions over a 5-year planning horizon with an appropriate cost estimate.

- The ministry received submissions from 44 school districts in late April/early May and completed a review of all submissions with the resulting approval of \$42.4 million of \$52 million worth of funding requests to support the creation of 460 educational spaces for the fall.
- The result of this review has identified school districts will impact the following child care facilities in order to create needed educational space:

SD#	SD Name	School Name	Impact
39	Vancouver	Henry Hudson Elementary	1 Child Care Facility
42	Maple Ridge-Pitt Meadows	Webster's Corners Elementary	1 Child Care Facility
42	Maple Ridge-Pitt Meadows	Harry Hooze Elementary	1 Child Care Facility
42	Maple Ridge-Pitt Meadows	Alouette Elementary	1 Child Care Facility converted to before & after school care
43	Coquitlam	Baker Drive Elementary	2 Child Care Facilities
43	Coquitlam	Hampton Park Elementary	1 Child Care Facility
43	Coquitlam	Meadowbrook Elementary	1 Child Care Facility
43	Coquitlam	Moody Elementary	3 Child Care Facilities
43	Coquitlam	Mountain meadows	1 Child Care Facility
61	Greater Victoria	Tillicum Elementary	1 Child Care Facility
61	Greater Victoria	Cloverdale Traditional Elementary	1 Child Care Facility
Total			14 Child Care Facilities

**This does not include impacts to child care facilities that do not require capital investment. As such, there could be more impacts than identified through this process.*

- Additionally, the ministry must provide a final decision on the remaining \$10 million in capital funding requests; for which a number of school districts are requesting capital funding in order to avoid impacting child care facilities. As approving these requests does not align with the School Act, nor current Ministry of Finance policy, the ministry is unable to proceed with approval at this time.

FINANCIAL IMPLICATIONS

- s.13,s.17

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Ministry of Education
Issue Note

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DECISION REQUIRED

- This is a 30-day and ongoing issue.
- s.13,s.17
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RCY REPORT: EDUCATIONAL OUTCOMES OF CHILDREN AND YOUTH IN CARE

ISSUE

The Representative for Children and Youth (RCY) is expected to release a report in June/July 2017 relating to educational outcomes of children and youth in-care

BACKGROUND

- Children and youth in care are among the most vulnerable student population in the school system.
- There are currently over 7,000 children and youth in government care, 3,795 of which are under a Continuing Custody Order (CCO). Students under a CCO:
 - 59% are students designated with special needs;
 - 70% are Aboriginal; and,
 - 47% six-year graduation rate versus 83% graduation rate for the provincial body.
- The RCY is expected to table a report in July of 2017 relating to education outcomes of children and youth in care. This report follows and builds upon on the original report released in May 2007 titled, *Health and Well-Being of Children in Care in British Columbia: Educational Experiences and Outcomes*.
- The Ministry of Education has fully complied with RCY recommendations from the 2007 report, completing the following actions:
 - Provided access to all public, independent and on-reserve schools to an assessment tool for children in Kindergarten or Grade 1.
 - Established children in care guidelines to be used by both the sending and receiving schools to best support students moving between schools.
 - Partnered with the Ministry of Children and Family Development (MCFD) to develop of care plans for children-in-care and ensuring report cards are shared with MCFD for all children in care for follow-up by MCFD as required.
 - Established cross-government youth transitioning committee with MCFD to address barriers to youth-in-care pursuing post-secondary studies and improving their access to services by finding a way to uniquely identify youth-in-care across different service providers.
- MCFD and Education met with RCY staff on April 10, 2017, to discuss the preliminary findings for the updated 2017 report. The RCY further acknowledged that improvements within the educator sector and additional support for students are evident and that the working relationship between school staff and Child-Care Workers continues to be strengthened. Concerns remain regarding the gap between the completion rates of students in care and those of their peers as well as limited access to mental health services in schools.
- In addition to the actions already completed, the Ministry of Education is developing a children and youth in care education strategy to:
 - s.13
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- The Ministry of Education has made a commitment to the RCY to continue to place a high priority on improving educational outcomes of children and youth in care.

FINANCIAL IMPLICATIONS

Depending on recommendations in the RCY report, there may be financial implications for government's consideration.

DECISION REQUIRED

- This is a 60-day issue; no decision is required.
- s.13

RICHMOND PROJECT OFFICE

ISSUE

Creation of a Richmond Project Office

BACKGROUND

- In 2005, the Ministry of Education launched the Seismic Mitigation Project (SMP) with a public commitment to mitigate all high-risk schools by 2020. In 2016, the Ministry of Education altered the completion to 2025 for school districts outside Vancouver based on a reassessment of the current science pertaining to seismic risks and mitigations, as well as an assessment of the pace of delivery to date.
- The pace of seismic mitigation has been slow in Richmond with only three schools mitigated since 2004: Garden City Elementary, Steveston Secondary, and Samuel Brighthouse Elementary. A fourth school, William Cook Elementary was approved to proceed to design and construction in March 2017. Two schools have been in business case development since 2014, they are: James Gilmore Elementary and Hugh Boyd Secondary.
- This is due to a lack of technical experience in the planning and delivery of capital projects by the Richmond School District. Also, changes in the body of scientific knowledge in the field of seismic mitigation in soils unique to the Richmond area have affected assessment of risk and the standards of mitigation undertaken by the Association of Professional Engineers and Geoscientists (APEGBC).
- Additionally, in 2015, Environment Canada updated its mapping of seismic activity across Canada. This resulted in a change to the magnitude and duration of seismic activity focused in Richmond, the west coast of Vancouver Island, and Haida Gwaii.
- This in turn, has resulted in a change to risk assessment modelling and BC Building Code (being released summer 2017). As such, the ministry has been working with the APEGBC to update our seismic retrofit guidelines and has developed the Seismic Retrofit Guidelines version 3, ready for release this summer. And, Richmond School District staff has been awaiting the outcome of these changes.
- During this time, the public has been growing more and more concerned with the perceived lack of progress on seismic mitigation in Richmond. On October 24, 2016, the Richmond School District submitted a School Board resolution revising their September 2016 Annual Five-Year Capital Plan submission to include all 21 high seismic risk schools for funding immediately. However, the Richmond School District were unable to develop and submit any of the project scope, planning or costing information necessary to support a funding decision on any of their seismic high-risk projects.
- The ministry has been working to assist the Richmond School District staff in establishing priorities and developing associated business cases. It is recognized by both the Ministry and the School District that the Richmond School District has a large and complex seismic program to develop and deliver.
- In November 2016, the Richmond School Board requested the establishment of a dedicated project office. However, this protocol requires funding approval from the Ministry of Finance as it includes access to capital funds for project expertise and development.
- The Province typically provides school districts delivering major projects 1% of the project capital cost, to offset their costs of project development and delivery. For school districts delivering individual projects in low complexity environments, this is adequate. This funding level is inadequate in school districts with major capital programs to deliver.

Ministry of Education
Issue Note

RICHMOND CAPITAL PROGRAM

- The Richmond School District will be delivering up to 25 SMP projects over the next 10 years. This requires the on-going, simultaneous delivery of multiple projects in highly complex and rapidly evolving urban environment. Richmond School District's current resources are unable to both develop and oversee their SMP.
- The Ministry of Education is recommending the dedicated Capital Project Team be supported financially by providing up to 3% of the projects' capital costs, recognizing the unique circumstances within the Richmond School District. This is consistent with funding levels provided for the delivery of public sector capital projects delivered in other areas, such as within the Ministry of Transportation and Infrastructure which receive ~3-4% of project costs, Partnerships BC, whose fees typically are ~3% of project costs for projects/programs of this size, and the Vancouver Project Office and recently announced dedicated Surrey Capital Project Team.
- The following high seismic risk projects must be mitigated within the current 10-Year Capital Plan to align with the public commitment of completion by 2025:

Richmond High Seismic Risk Schools	Capital Funding 10-Year Plan
<i>William Cook Elementary</i>	\$52.6 million within the Capital 3-Year Fiscal Plan
<i>James Gilmore Elementary</i>	
<i>Hugh Boyd Secondary</i>	\$127.8 million within the 10-Year Capital Plan
<i>RM Grauer Elementary</i>	
<i>Sea Island Elementary</i>	3% is equivalent to ~\$1.6 million over the Capital 3-Year
<i>James Thompson Elementary</i>	Fiscal Plan or ~\$3.8 million over the 10-Year Capital Plan
<i>Blundell Elementary</i>	
<i>James Whiteside Elementary</i>	
<i>Walter Lee Elementary</i>	
<i>Daniel Woodward Elementary</i>	
<i>Manoah Steves Elementary</i>	
<i>William Bridge Elementary</i>	
<i>Maple Lane Elementary</i>	
<i>Quilchena Elementary</i>	
<i>Mitchell Elementary</i>	
<i>Alfred B Dixon Elementary</i>	
<i>John T Errington Elementary</i>	
<i>Tomsett Elementary</i>	
<i>WD Ferris Elementary</i>	
<i>Donald E McKay Elementary</i>	
<i>Ecole des Navigateurs (Kilgour)</i>	
<i>Robert Tait Elementary</i>	
<i>James McKinney Elementary</i>	
<i>Westwind Elementary</i>	
<i>John G. Diefenbaker Elementary</i>	

FINANCIAL IMPLICATIONS

- With \$52.6 million within the Capital 3-Year Fiscal Plan, \$127.8 million within the Capital 10-Year Plan, 3% is equivalent to ~\$1.6 million over the 3-Year Fiscal Plan or ~\$3.8 million over the 10-Year Capital Plan.

Ministry of Education
Issue Note

DECISION REQUIRED

- This is a 90-day issue.
- Seek approval to enter into an MOU with the Richmond School District for the establishment of a dedicated capital project with cost funded through the Capital Plan.

TRANSFORMATION INITIATIVE (NEW CURRICULUM)

BACKGROUND

Transformation Initiative is a high profile, corporate priority representing significant changes to BC's education system. It is a complex, multi-year project that spans Grades K-12 and includes the implementation of a new curriculum and associated changes to assessment, reporting and graduation requirements. Significant stakeholder engagement and change management efforts are underway to support this initiative.

Curriculum

- Work to develop and implement the new curriculum has been underway for five years.
- Key to the redesigned curriculum has been the inclusion of Aboriginal worldviews, perspectives, and content in all subject areas at every grade level
- K-9 curriculum was mandated for use in the 2016/17 school year.
- Grade 10-12 curriculum is available now for optional use through 2017/18, with planned mandatory use in 2018/19.
- The Ministry of Education continues to support teachers with information, training, and resource materials as they implement new curriculum.
- s.13

Assessment - Foundation Skills Assessment (FSA)

- FSA is a Grade 4 and 7 provincial assessment of reading, writing and numeracy skills.
- FSA has been redesigned to align with curriculum and transformation directions and remains a key metric in the measurement of our education system performance.
- The redesigned FSA is on track for administration in Fall 2017.

Assessment - Graduation Years

- In May 2016, the Ministry of Education announced Grade 10 and 11 provincial exams would be discontinued and replaced by classroom assessment and two new provincial assessments, one for numeracy and one for literacy. These two new provincial assessments are required for graduation.
- The numeracy assessment examines foundational numeracy skills and competencies across subject areas. It has been trialed in the 2016/17 school year and will be implemented in 2017/18.
- The literacy assessment is being introduced in January 2019.
- The language arts 12 exam remains in place, and will be phased out after the introduction of the literacy assessment.
- s.13

Reporting

- Reporting to parents on student progress is currently being reviewed.
- During this review period, an Interim Reporting Policy remains in effect. This policy supports consistency in reporting practices while allowing flexibility in school districts that have already

Ministry of Education

Issue Note

modernized their reporting practices.

- Current policy uses performance scales in K-3 and letter grades in 4-9.
- Results from the parent wide engagement and research on best practices in reporting will inform near-term recommendations and potential changes to K-9 reporting policy. Recommended policy changes on student reporting are anticipated November 2017.
- Changes to reporting for Grades 10-12 will be required following the implementation of the Grade 10-12 curriculum, anticipated in 2018/19.

Graduation Requirements

- Minor changes to the graduation program are required to ensure alignment with updates to the Grade 10-12 curriculum and graduation assessments.
- To graduate, students will continue to require 80 credits total, with a minimum of 16 at the Grade 12 level. Of the 80 credits, 28 are elective course credits and 52 credits are required from the following:
 - A Language Arts 10, 11 & 12 (12 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - Two Career Education courses (total 8 credits) (replaces Planning 10 and Graduation Transitions)
 - Physical Health and Education 10 (4 credits)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- Final course marks will be recorded on the final report card.
- There are no changes to the transcript. The transcript will continue to include letter grades and percentages for all courses taken.
- The new numeracy and literacy assessments will be required for graduation. The students' results will be reported on the transcript as stand-alone items.
- s.13

Stakeholder Engagement and Change Management

- Significant stakeholder engagement and change management efforts are underway to support transformation of the K-12 system.
- A few key risks have emerged through our engagements, which could impact implementation of Grade 10-12:
 - K-12 Capacity and Readiness: The current primary focus in the sector is implementation of the Memorandum of Agreement with the BCTF. This could impact the sectors readiness to implement Grade 10-12.
 - Post-secondary Institute (PSI) Readiness: PSI's are currently assessing their operational processes, including registration and admittance programs, to ensure alignment with the timeline for implementing the Grade 10-12 curriculum and assessment changes.
- In addition, the British Columbia Teachers' Federation (BCTF) has formally requested additional curriculum implementation support days (non-instructional days), to assist teachers and administrators better understand the changes in Grade 10-12.
- Additional engagement with parents is planned to ensure awareness of changes to BC's education system.

Ministry of Education
Issue Note

FINANCIAL IMPLICATIONS

s.13,s.17

DECISION REQUIRED

- This is an ongoing issue.
- The following decisions will be required by the Minister:

Curriculum (60 day)	s.13,s.17
Assessment (60 day)	
Graduation Requirements (60 day)	
Stakeholder Engagement and Change Management (30 day)	

RURAL EDUCATION STRATEGY

ISSUE

Rural Education Strategy; the Ministry of Education is currently developing a rural education strategy to be completed and potentially released by the end of the 2016/17 school year. The Strategy will recommend long-term solutions for the unique challenges facing rural schools, including those that are funding related.

BACKGROUND

Why is there a rural education review?

- Approximately 32% of B.C. students attend schools located outside of the Greater Victoria, Lower Mainland, and Kelowna areas.
- Outside of these regions, there is a wide variation in communities ranging from cities the size of Prince George and Kamloops serving small communities such as Barriere, Clearwater, Salmon Valley, through to smaller towns acting as regional centres such as Terrace and Williams Lake. Beyond that, many students live in very small communities that use school facilities as a hub for community activities. As a result, the Ministry of Education recognizes that rural schools have different needs to those in highly-populated areas.
- During the summer of 2016, the Ministry of Education, working with the K-12 education sector, the public, and community stakeholder groups to create a rural education strategy by the summer of 2017 with a focus on finding solutions to challenges in rural education, including those that are funding related.
- At the same time as the rural education review commenced, the Rural Education Enhancement Fund (REEF) was established with the goal of funding rural schools faced with closure, where the closure would leave a community without a school. The 2017/18 school year is the second year of the program and 9 schools will receive \$3.4 M in total funding.
- The rural education strategy will look at public school funding, facilities, and the role education and schools play in rural communities. It will aim to find long-term solutions for the unique challenges facing rural schools, including those that are funding related. There have been a number of school closures in rural areas as a result of financial pressure, some mitigated recently by REEF.

Rural Education Consultation Process

- Phase 1: Fall/Winter 2016: (a) Rural families, community members and education leaders engaged in an online discussion. (b) Stakeholder groups made formal submissions and (c) A survey of school district staff was undertaken.
- Phase 2: Winter/Spring 2017: (a) Summary paper is being completed by the Ministry of Education based on the results of Phase 1. (b) Regional open houses were held to obtain feedback on the paper; representatives from 32 school districts took part and over 400 participants were involved in total.

Initial Findings of the Review

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FINANCIAL IMPLICATIONS

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DECISION REQUIRED

- This is a 90-day issue.
- s.12,s.13,s.17

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TEACHER SHORTAGE

ISSUE

How to address the shortage of teachers

BACKGROUND

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- It is anticipated nearly 3,000 teachers will need to be hired in the province to achieve restoration of class and composition language.
- At the same time, the province is experiencing increases in student enrolment, resulting in further demand for teachers now, and in the years ahead.
- The demand pressure for teachers is compounded by acute regional needs—especially in rural areas of the province—and includes certain specializations, such as science and French immersion teachers.
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FINANCIAL IMPLICATIONS

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DECISION REQUIRED

- This is a 90-day issue.
- s.13,s.17
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BCPSEA GOVERNANCE

ISSUE

British Columbia Public School Employers' Association (BCPSEA) Governance

BACKGROUND

- BCPSEA was created in 1994 by the enactment of the *Public Sector Employers Act* (PSE) in response to the Commission of Inquiry into the Public Service and the Public Sector (Korbin Commission). The PSE Act is currently the responsibility of the Ministry of Finance.
- Also in 1994, the *Public Education Labour Relations Act* established BCPSEA as the accredited bargaining agent for K-12 boards of education; responsible for the sector's unionized bargaining (teachers and support staff) and excluded compensation. BCPSEA's constitution and bylaws provide for a board of up to 16 directors, of which nine must be elected from the BCPSEA school trustee members, four appointed by government, plus three appointed non-voting members (usually government staff).
- On July 31, 2013, Cabinet replaced the BCPSEA board with a public administrator, Michael Marchbank, also the President and CEO of the Fraser Health Authority, to assume all responsibilities of the BCPSEA Board ... "until such time as the necessary legislation is in place to restructure the bargaining process."

Overview

- The BCPSEA board has a statutory mandate to represent school boards as the employer bargaining agent for teacher and support staff collective bargaining. Senior school district staff look to BCPSEA for analysis and direction on employment and labour relations issues in the public school system.
- The appointment of a public administrator was in response to longstanding and building frustration that the board was not adequately aligning its activities with government priorities and was not fulfilling its mandate under *the Act*. Frequently, elected school trustees failed to differentiate their advocacy role from their employer role and responsibilities as per *the Act*.
- The appointment of the public administrator significantly improved alignment with government and refocused BCPSEA's statutory mandate. Two sets of provincial agreements with the British Columbia Teachers' Federation (BCTF) were successfully negotiated, including a six-year collective agreement and the 2017 MOA in response to the November, 2016 Supreme Court of Canada decision. These negotiated agreements were achieved with significantly more trustee participation and consultation on the bargaining committees than in previous negotiations.
- A new BCPSEA School District and Government Advisory Committee was also established to ensure ongoing consultation and advice from trustees and employer-side stakeholders, including input and accountability into the bargaining process and objectives, and strategic operational advice.
- School trustees continue to request that government restore the previous BCPSEA board structure under the existing bylaws.
- The next round of public sector bargaining is expected to begin in late 2018 or early 2019. The BCTF Agreement expires in June 2019 and bargaining must begin by March 31st at the latest.
- s.22

FINANCIAL IMPLICATIONS

The BCPSEA budget is comprised of an annual grant from the Public Sector Employers' Council Secretariat (PSEC) and the Ministry of Education. For 2017/18, the Ministry of Education portion of the BCPSEA grant is \$1.6M, paid on behalf of boards of education from the operating grant funding.

DECISION REQUIRED

- This is a 90-day issue.
- s.12,s.13,s.17

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BUDGET

ISSUE

Budget

BACKGROUND

As per the *Budget Transparency and Accountability Act*, each ministry is required to table a budget on the third Tuesday in February for the three-year fiscal plan period. The *Act* also stipulates that the Legislative Assembly has 90-days to table a new budget following an election; the 90-days begins when the first Cabinet, following the writ returning, is formed.

Operating

- BC's total education operating budget is \$5.9 billion in fiscal 2017/18; this is a \$314 million increase from fiscal 2016/17 (5.6%).
- This is historically the largest year over year increase to the ministry's operating budget.
- Funding is up 44% since fiscal year 2000/01 – the annual budget is more than \$1.8 billion higher than in fiscal year 2000/01.
- *Budget 2017* provided an additional \$740 million in operating funding over the three-year fiscal plan (2017/18 - 2019/20). *Budget 2017's* additional \$740 million is comprised of:
 - \$320 million annualized cost of the interim agreement with the BCTF
 - \$228 million to fund enrolment growth
 - \$45 million for student transportation
 - \$44 million to fund the Economic Stability Dividend
 - \$68 million for school district administration
 - \$24 million for independent schools
 - \$9 million to fund the Rural Education Enhancement Fund
 - An additional \$2 million for the Learning Improvement Fund in 2019/2020
- For fiscal 2017/18, the province provided an additional \$314 million in operating funding. This includes:
 - \$120 million for the interim agreement with the BCTF
 - \$76 million to fund enrolment growth
 - \$18 million for school district administration
 - \$15 million for student transportation
 - \$3 million for the Rural Education Enhancement Fund

Capital

- BC's total capital budget for education is \$567 million in fiscal 2017/18; this is a \$112 million (25%) increase from fiscal 2016/17.
- *Budget 2017* provided \$1.7 billion in capital funding over the three years to replace aging facilities, build more student spaces in growing communities and improve seismic safety.

Enrolment growth

- Of the \$740 million that was provided in *Budget 2017*, \$228 million is specifically for expected enrolment growth.
- Until September 2015, enrolment had declined for about 15 years and has risen steadily for the last two schools years, with corresponding funding increased to school districts for enrollment growth.

- Enrolment continued to increase in September 2016 and we funded every student.
- We will continue to track enrolment and any additional growth above forecast can be addressed in future budgets.
- If enrolment is higher than expected this Fall and Spring, the Province has the flexibility in the fiscal plan to address that.

Final agreement with BCTF – Classroom Enhancement Fund (CEF)

- It is anticipated that implementing the final agreement with the BCTF will cost approximately \$314 million per year for teaching positions (approximately 3,300 new teachers) and approximately \$41 million for additional overhead costs.
- This includes the \$180 million that has already been made available annually through the Education Fund (\$80 million) and January's interim measures (\$100 million) – both of which were funded in Budget 2017.
- The remaining \$150 million for fiscal 2017/18 is new, with additional money starting in the 2017/18 school year. This will be funded by access to government contingencies.

Platform Commitments

Commitment item	Estimated operating cost (\$millions)				In Budget?
	2017/18	2018/19	2019/20	Total	
Funding teacher retention in rural communities	0	2.50	2.50	5.00	New
Early warning system for schools	0	11.00	12.00	23.00	New
Rural Education Enhancement Fund	3.00	3.00	3.00	9.00	Existing
Provide a new mandate to the Rural Education Advisory Council	0.24	0.24	0.24	0.71	Existing
Fully implement web-based school district reporting tool	1.24	0.76	0.76	2.76	Existing
Provide \$228M for enrolment growth across fiscal plan	76.23	76.23	76.23	228.69	Existing
Continue to fund independent schools	383.20	381.70	381.70	1,146.60	Existing
Implement March 2017 MoA with the BCTF	147.00	207.00	206.00	560.00	Existing
Change school curriculum so all students learn about First Nations history, culture and traditions	0.25	0.25	0.25	0.75	Existing
Focus on improving student outcomes for First Nation children to further close the gap for high school completion	1.00	1.00	1.00	3.00	Existing
Invest in healthy eating programs for vulnerable students	60.00	60.00	60.00	180.00	Existing
Work with the federal government in	0	1.00	1.00	2.00	New

a robust education campaign in schools about the serious dangers of using drugs					
Work with the BC School Trustee's Association and BCTF to expand drug prevention and education programs	2.00	0	0	2.00	New
Protect kids by developing a provincial strategy targeting online crimes against children and youth	2.00	2.00	2.00	6.00	New
Provide funding for BC School Sports	0.25	0.25	0.25	0.75	New
Create a Richmond project office	0.53	0.53	0.53	1.60	Existing
Invest \$54M to eliminate bus fees for students and mitigate rural school closures	14.70	14.70	14.70	44.10	Existing
Total	691.64	762.16	762.16	2,215.96	

The total incremental cost of the Liberal platform commitments would be a **\$38.75 million** increase to the fiscal plan.

DECISION REQUIRED

- s.13
- The following decisions will be required:
 - MoA Implementation:
 - The amount for the final agreement with the BCTF has been publically commitment.
 - s.13
 - REEF:
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 - Enrolment Growth:
 - The Ministry was provided an additional \$76M per year as part of Budget 2017 for enrolment growth.
 - s.12,s.13
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BARGAINING FRAMEWORK

ISSUE

Framework for bargaining with the British Columbia Teachers' Federation

BACKGROUND

- The current Provincial Collective Agreement between the British Columbia Public School Employers' Association (BCPSEA) and the British Columbia Teachers' Federation (BCTF) expires on June 30, 2019.
- From March to June 2019, over 75 percent of provincial public sector collective agreements will expire.
- The Ministry of Education, in partnership with the BCPSEA and the Public Sector Employers' Council (PSEC), represent the employer's interest in bargaining negotiations with the BCTF, which represents the over 41,000 public school teachers. The BCPSEA is the accredited bargaining agent for the 60 boards of education, who have statutory responsibility for the operation and management of schools in their respective districts.
- In preparation for, and during the negotiations, the Ministry of Education provides a vision for public education, policy positions on issues impacting the delivery of education, and data to formulate and support bargaining positions. While PSEC guides the negotiations by establishing government-wide financial and strategic objectives for public sector negotiations. The BCPSEA presents the objectives and interests of the boards of education.
- s.13,s.17

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FINANCIAL IMPLICATIONS

n/a

DECISION REQUIRED

- This is an ongoing issue.
- s.13,s.17

MEMORANDUM OF UNDERSTANDING AND IMPLICATIONS FOR 2019 BARGAINING

ISSUE

Implementation of the Memorandum of Understanding (MoA) and implications for 2019 bargaining.

BACKGROUND

- On November 10, 2016, the Supreme Court of Canada issued a decision that the *Education Improvement Act* violated the Charter and ordered restoration of almost 1400 provisions across 60 collective agreements deleted by the *Public Education Flexibility and Choice Act* and *Education Improvement Act* in 2002.
- The Court held the process by which the provisions were deleted infringed on teachers' freedom of association and; therefore, unconstitutional. It confirmed government has the right to legislate, provided it follows an appropriate process.
- s.13,s.17

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FINANCIAL IMPLICATIONS

s.13,s.17

DECISION REQUIRED

- This is an ongoing issue.
- s.13,s.17

VANCOUVER SCHOOL DISTRICT

ISSUE

School District No. 39 (Vancouver)

BACKGROUND

- On October 16, 2016, Cabinet removed the Board of Education for Vancouver School District for substantial non-compliance with the *School Act*, on the specific grounds of failure to pass a balanced budget by July 1, 2016. The Order in Council (OIC) appointed Diane Turner, as the Official Trustee to assume all duties and responsibilities of the Board.
- Section 172 of the *School Act* permits Cabinet to remove a board of education and replace the trustees with an official trustee for specified reasons. The Vancouver School Trustees had also previously removed in May 1985.
- There are nine trustees in School District No. 39 (Vancouver), all elected “at large”. Ministerial Order sets the number of trustees and their “trustee electoral areas” under section 30 of the *School Act*.
- Upon the appointment of an official trustee, elected school trustees cease to hold office. The official trustee has all the powers and duties of a board to conduct the affairs of the school district to which they were appointed, including powers over staffing, budgets, and opening and closing of schools. The official trustee is remunerated out of the funds of the district, or as set out in the OIC appointment.
- The appointment of an official trustee may be for a set period, or until the next general election of school trustees. The appointment cannot be beyond the next general election (currently set for October 20, 2018).
- Without further action by Cabinet, the official trustee will remain in office until a new board is elected at the next local government election in October 2018. However, Cabinet also has the option of ending the trusteeship early, and either ordering elections or appointing trustees to hold office until the next local government election. An OIC would be required to effect an early election or to appoint trustees to hold office until the next local government election.

FINANCIAL IMPLICATIONS

- School trustee elections for the district are normally conducted by the City of Vancouver on behalf of the district. If Cabinet decides to call an election, the district will need to determine whether the City or the district will administer the election. In the event the City conducts the election, Section 38(3) of the *School Act* states, the board must reimburse the City for costs necessarily incurred for the election.
- s.13,s.17

DECISION REQUIRED

- This is an ongoing issue.
- s.13

Education - Key Stakeholders

Organization		Contact	Description	Address
BCCIE	British Columbia Council for International Education	Randall Martin Executive Director 604-637-6752 martin@bccie.bc.ca	BCCIE is a provincial Crown Corporation committed to supporting the internationalization efforts of the Province of British Columbia's public and independent K-12, public and private post-secondary and language schools.	603-409 Granville St Vancouver V6C 1T2
FISA	Federation of Independent School Associations BC	Doug Lauson President Peter Froese Executive Director 604-309-0985 peter@fisabc.ca	FISA BC is a non-profit society representing approx. 300 of the 350 independent schools in BC. FISA acts as a liaison between the schools and the government, as well as other educational institutions. FISA BC is dedicated to assisting independent schools in maintaining their independence, while seeking fair treatment for them in legislative and financial matters.	4885 Saint John Paul II Way Vancouver V5Z 0G3
BCLTA	BC Library Trustees Associations	Jerrilyn Schembri President Barbara Kelly Executive Director 778-668-3130 execdir@bclta.ca	BCLTA represents the boards and trustees that govern local public libraries in BC. They represent 71 library boards and more than 700 library trustees who volunteer their time to oversee the successful operations of public libraries throughout the province. Their mission is to support and represent trustees in advancing public libraries.	108-9865 140 th St. Surrey V3T 4M4

Organization		Contact	Description	Address
BCSTA	BC Schools Trustees Association	Gordon Swan President Mike Roberts CEO 604-235-2299 MRoberts@BCSTA.ORG	BCSTA is a non-profit association that serves and supports BC's Boards of Education. At the local level BCSTA provides professional development, legal counsel and communications. They act as Boards' strong, unified voice in advocating to government, other education partners, and the public on matters affecting public education.	4th floor - 1580 W. Broadway Vancouver V6J 5K9
BCSSA	BC Superintendents Association	Tom Longridge President 250-498-9711 Tom.longridge@sd72.bc.ca	BCSSA represents superintendents, assistant superintendents, directors of instruction and other senior executives of BC's 60 school districts. They enable members to be visionary leaders of public education by supporting their individual professional development and by representing their collective wisdom and interests.	208 - 1118 Homer St. Vancouver V6B 6L5
BCASBO	BC Association of School Business Officials	Kelvin Stretch President Joan Axford Executive Director 778-433-9195 executivedirector@bcasbo.ca	BCASBO is the professional association of business officials working in school districts. The membership includes Secretary-Treasurers, Assistant Secretary-Treasurers, Comptrollers, Directors of Finance, Payroll and Benefits Supervisors, Managers of Human Resources, Accountants, Information Systems Managers, Procurement Managers.	100 - 550 W. 6th Ave. Vancouver V5Z 4P2
BTCF	BC Teacher's Federation	Glen Hansman President 1-800-663-9163 ghansman@bctf.ca	The BTCF is the union of professionals representing 41,000 public school teachers in the province of British Columbia, Canada. All public school teachers belong to the BTCF and their local teachers' association.	100 - 550 W. 6th Ave. Vancouver V5Z 4P2

Organization		Contact	Description	Address
BCPVPA	BC Principals' and Vice Principals' Association	Kevin Reimer President 604-689-3399 kkrieger@bcpvpa.bc.ca	BCPVPA is an autonomous professional association dedicated to helping principals and vice-principals provide quality leadership in education. They have developed and presented programs to meet the professional needs of B.C.'s educational leaders.	200-525 10th Ave. W. Vancouver V5Z 1K9
BCCPAC	BC Confederation of Parent Advisory Councils	Jen Mezei President/Director, Communications & Ministry Engagement 604-726-3987 jenmezei@bccpac.bc.ca	BCCPAC is a charitable organization representing the parents of children attending the provincial public schools. Membership is made up of the Parent Advisory Councils (PAC), District Parent Advisory Councils (DPAC), and parent associate members.	C - 2288 Elgin Ave. Port Coquitlam V3C 2B2
FNESC	First Nations Education Steering Committee	Tyrone McNeil President 604-925-6087 tyrone@fnesc.ca	FNESC is a First Nations-controlled collective organization focused specifically on advancing quality education for all First Nations learners. They are committed to supporting First Nations in their efforts to improve the success of all First Nations students in BC. FNESC works at the provincial level to provide services in the areas of research, communications, advocacy, program administration and networking.	113-100 Park Royal South West Vancouver V7T 1A2
BCTC	BC Teachers' Council	Rebecca Blair Chair 250-428-9131 BCTC@gov.bc.ca	BCTC is responsible for establishing the standards for the education, competence and professional conduct required of applicants and educators in BC, setting teacher education program approval standards, and determining if teacher education programs meet these standards.	400-2025 W. Broadway Vancouver V6J 1Z6