

The Province of British Columbia

Ministry of Education

Transition 2017





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6

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30 Days

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60 Days

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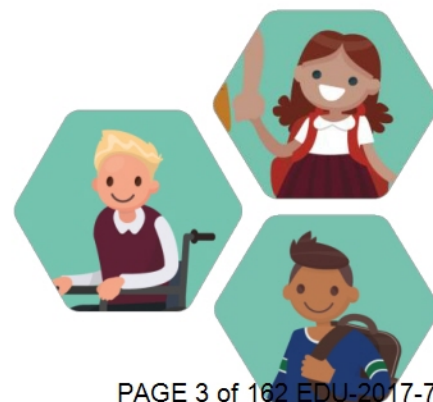
90 Days

- M. Financial Implications of the Memorandum of Agreement
- N. Rural Education
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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

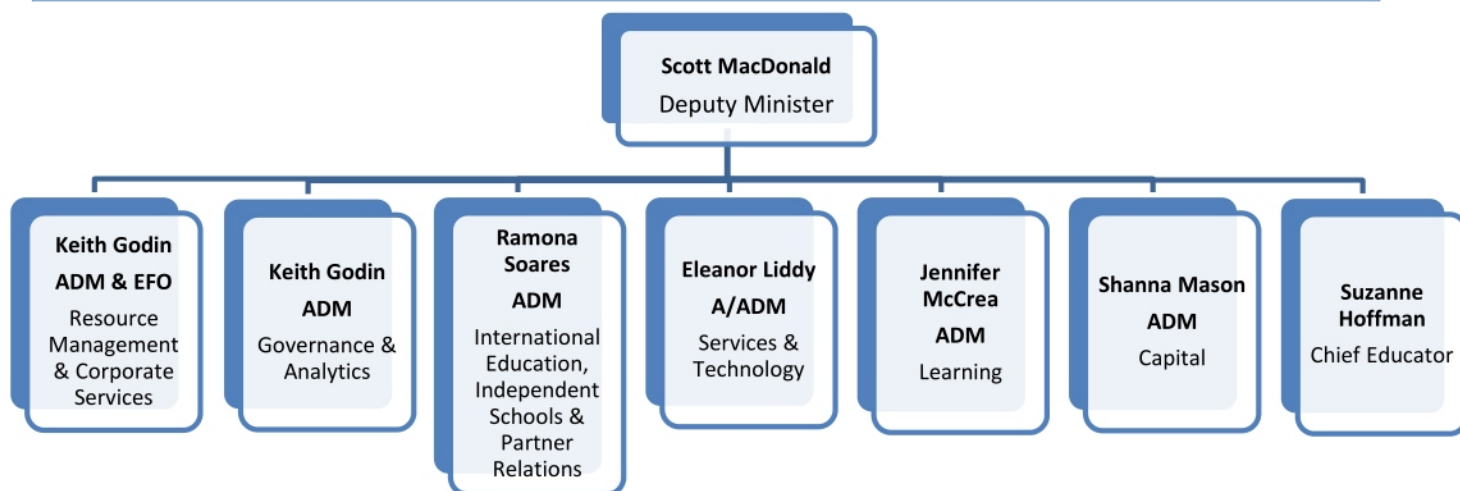
Capital

		2017/18 Estimates (\$000)
Core Business		
Executive and Support Services		924
Total Capital		924
		2017/18 Estimates (\$000)
Capital Grants		
Public Schools		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



LEGAL FRAMEWORK

OVERVIEW

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.

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*.

- *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 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.
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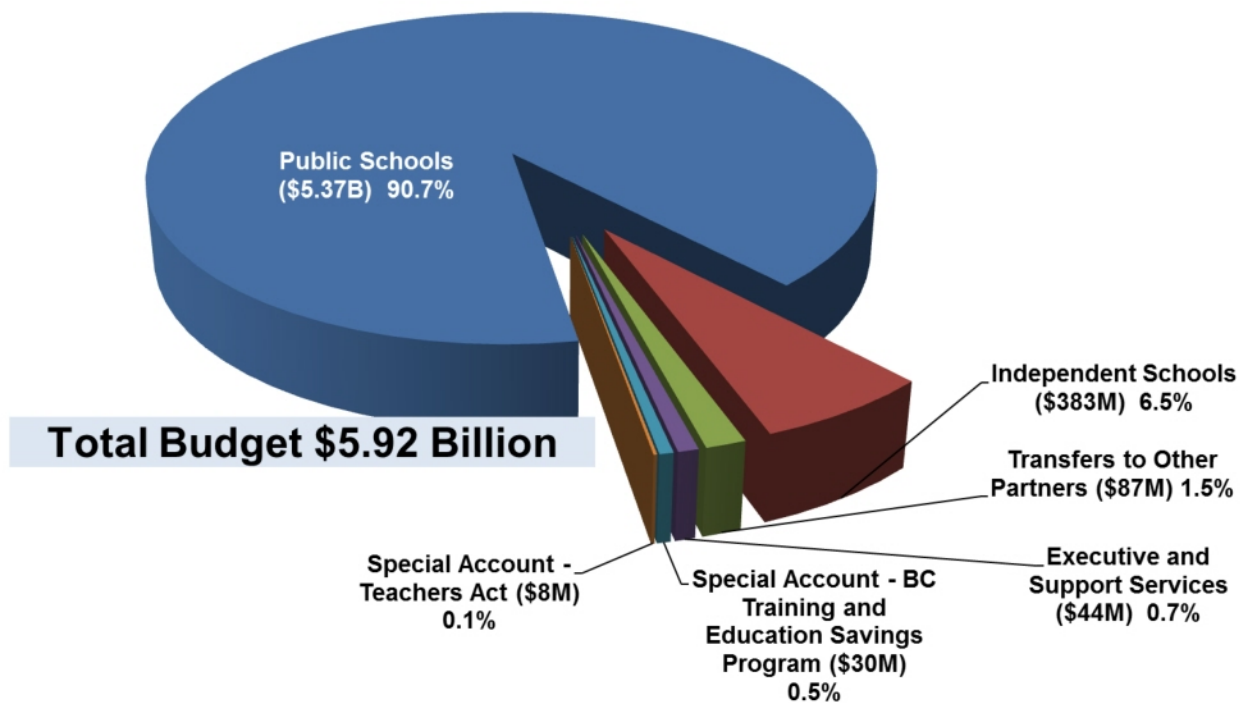
BUDGET OVERVIEW

OVERVIEW

The Ministry of Education has an operating budget of \$5.9 billion and a capital budget of \$567million in fiscal 2017/18.

OPERATING BUDGET

2017/18 Operating Budget



BC's total education operating budget is \$5.9 billion in fiscal 2017/18; a \$314 million increase from fiscal 2016/17 (5.6%). *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 of¹:

- \$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

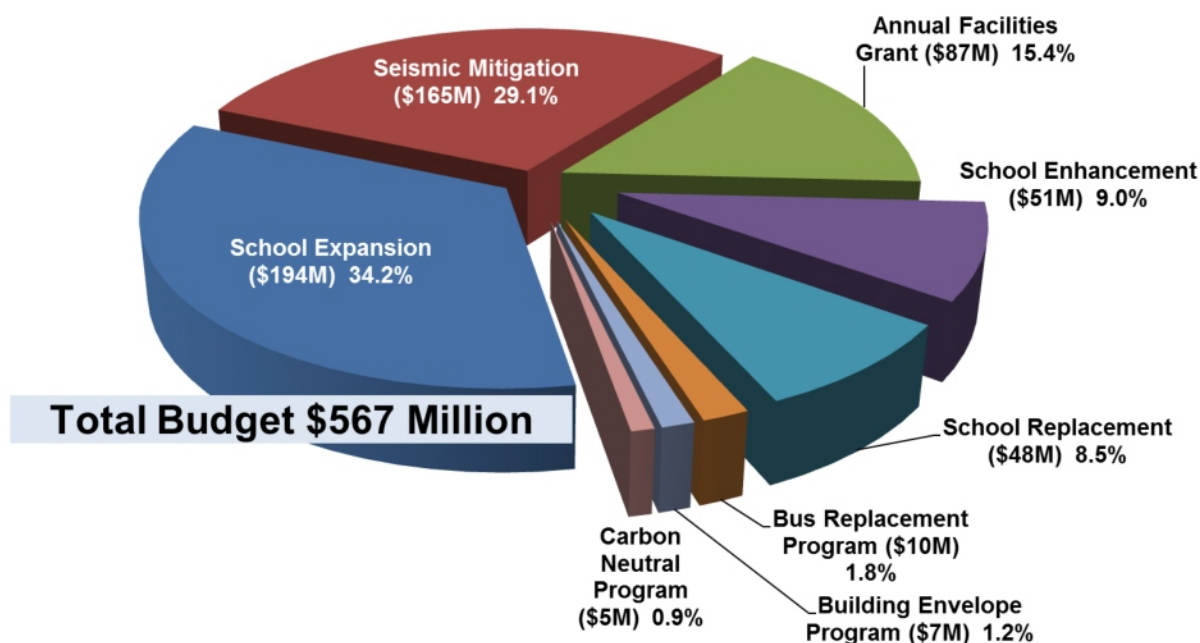
¹ See appendix for a detailed description of each item.

For fiscal 2017/18, the ministry received 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 BUDGET

2017/18 Capital Budget



B.C.'s total capital budget for education is \$567 million in fiscal 2017/18; this is a \$112 million (25%) increase from fiscal 2016/17. The Capital budget is comprised of:

- \$194 million for School Expansion
- \$165 million for Seismic Mitigation
- \$87 million Annual Facilities Grant
- \$51 million School Enhancement
- \$48 million School Replacement
- \$10 million Bus Replacement Program
- \$7 million Building Envelope Program
- \$5 million Carbon Neutral Program

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.

RESOURCE SUMMARY

The Resource Summary is the ministry's three year budget plan as presented in the Service Plan.

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.](#)

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**

- In the Fall of 2016, the Supreme Court of Canada issued a decision on the British Columbia Teachers' Federation (BCTF) challenge of Bill 22.
- To begin immediately addressing this decision, a negotiated Memorandum of Agreement (MoA) was entered into as an initial step between the employer and the BCTF that expires on June 30, 2017.
- This MoA provides for an additional \$50 million to be added to school district funding for the 2016/17 school year, enabling school districts to begin hiring more teachers and other professionals, with an annualized cost of \$100 million.

- **\$228 million to fund enrolment growth**

- In September 2016, school-age enrollment increased by 5,700 student full time employees (FTEs) for school year 2016/17. It is projected that this will increase to 9,900 student FTEs for September 2017.
- Of the \$76 million, \$66 million is for September 2016 enrolment counts, \$10 million is for the September special needs increase.
- As the budget is based on the actual enrolment figures submitted by school districts as of September 2016 the province will continue to monitor enrolment.

- **\$45 million for student transportation**

- In Summer 2016, a new grant was made available to all school districts to eliminate fees for busing services.
- Districts that charge a fee for transportation services are required to eliminate those fees to be eligible for the funding.

- **\$44 million to fund the Economic Stability Dividend**

- In order to fully fund the labour agreements that are currently in effect, a total of \$52 million has been added to the operating grant block for the 2017/18 fiscal year, including \$14 million for the Economic Stability Dividend.

- **\$68 million for school district administration**

- The return of the targeted administrative savings to school districts on an ongoing basis.
- Districts will receive an additional \$25 million for the 2016/17 school year and beyond – \$18 million lift reflects 70% of 2017/18 school year.

- **\$24 million for independent schools**

- The cost pressures for Independent Schools reflect the costs due to increased enrollment in this sector, coupled with the potential cost pressures of additional special purpose grants paid to the public school

sector, which has an impact on independent schools under Section 3(4) of the Independent School Regulations.

- Of the \$25 million for Independent Schools, \$9 million is tied to the funds for the interim agreement with the BCTF, while the remaining \$16 million is from the previously announced lift to the Independent Schools Sub-Vote in Budget 2015.
- The Independent Schools sub-vote received a \$16 million lift in 2017/18 as part of Budget 2015 based on projected enrolment increases and increases in the rate paid per FTE.

- **\$9 million to fund the Rural Education Enhancement Fund (REEF)**

- A part of the rural education strategy is the Rural Education Enhancement Fund (REEF), a new supplement taking effect in the 2016/17 fiscal year.
- REEF is intended to help rural schools in BC stay open.
- In order to qualify for funding, the school must be considered for closure, be located in an area with a population of less than 15,000, and the closure would eliminate specific grades within the community.

- **An additional \$2 million for the Learning Improvement Fund in 2019/2020**

- As set out in the 2014 teachers' settlement, the Learning Improvement Fund is scheduled to increase from \$100 million to \$106 million by the 2019/20 school year; this translates into an obligation to increase the 2019/20 fiscal year amount for the Learning Improvement Fund by \$2 million.

- **For fiscal 2017/18, the ministry received \$4 million for the First Nations Reciprocal Agreement**

- In Budget 2015, it was announced that an additional \$4 million would be provided in fiscal year 2017/18 to support the expected growth in provincial students attending band-operated schools on reserve.
- At this time, expected year-over-year growth ranged from 12%-15% for certified band schools and 32%-35% for non-certified band schools

DEPUTY MINISTER

SCOTT MACDONALD

Scott MacDonald was appointed Deputy Minister of the Ministry of Education in July 2017. Scott has extensive leadership and public sector experience. Prior to his current portfolio, Scott was the Assistant Deputy Minister of the Labour Market and Information Division in the Ministry of Jobs, Tourism, Skills and Training for four years, and led the skills training and labour market programs across the Province.

Scott has also served as the Chief Executive Officer for Pacific Carbon Trust, a Crown corporation of the BC provincial government. In this role he was responsible for the start-up of a company and for building a carbon market in BC to support the growth of BC's low-carbon economy. Prior to that, he served as Assistant Deputy Minister for the Ministry of Education setting provincial education policy and standards.



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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)

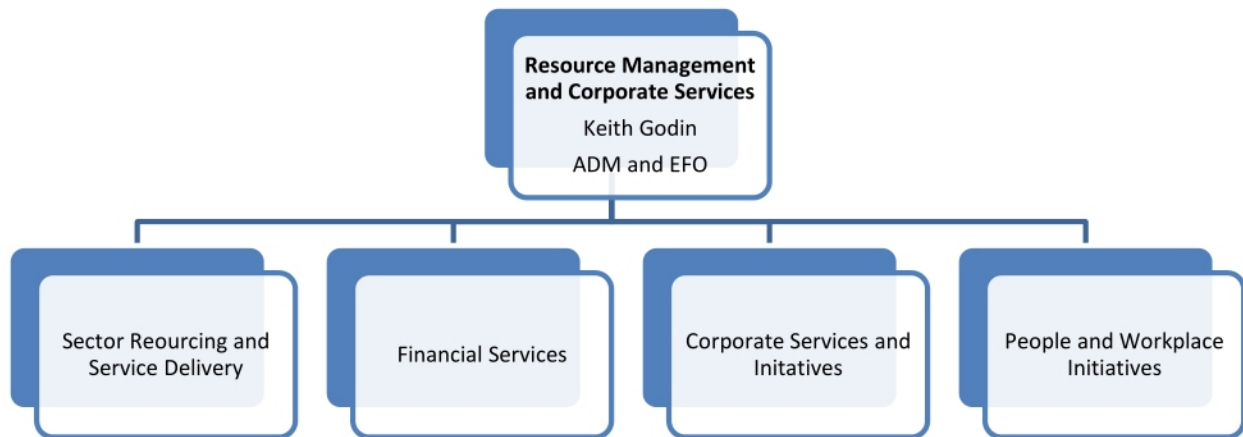
Total Resource Mgmt. and Corporate Services	\$5,432,010,000
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FULL TIME EMPLOYEES

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



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.

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.

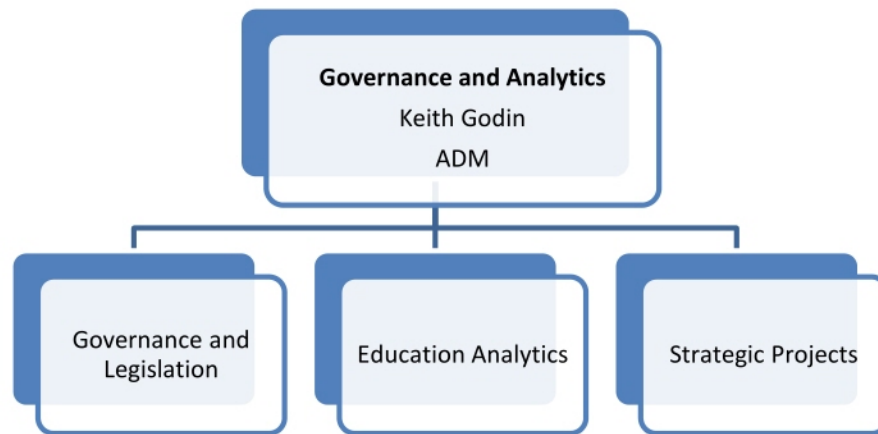
BUDGET (2016/17 ACTUALS)

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



ASSISTANT DEPUTY MINISTER

KEITH GODIN

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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.

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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)

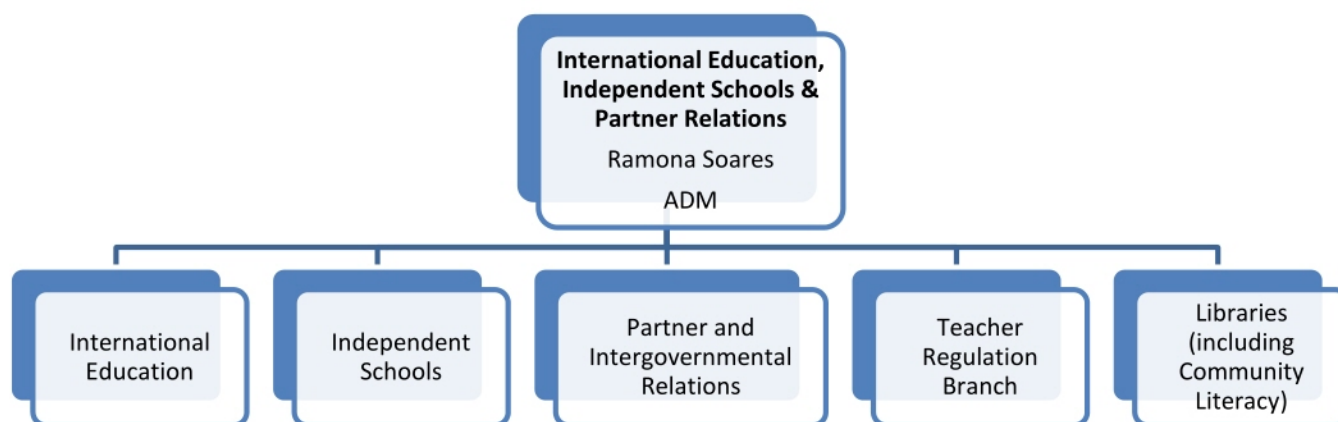
Total Intl Ed, Ind Schools and Partner Relations	\$8,650,000
Total Teacher Regulation Branch	\$6,830,000
Division Total	\$15,480,000

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



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.

SERVICES AND TECHNOLOGY

LEAD

Eleanor Liddy, Acting 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, data collection business analysis, project management and support for operational information systems such as the student information service 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

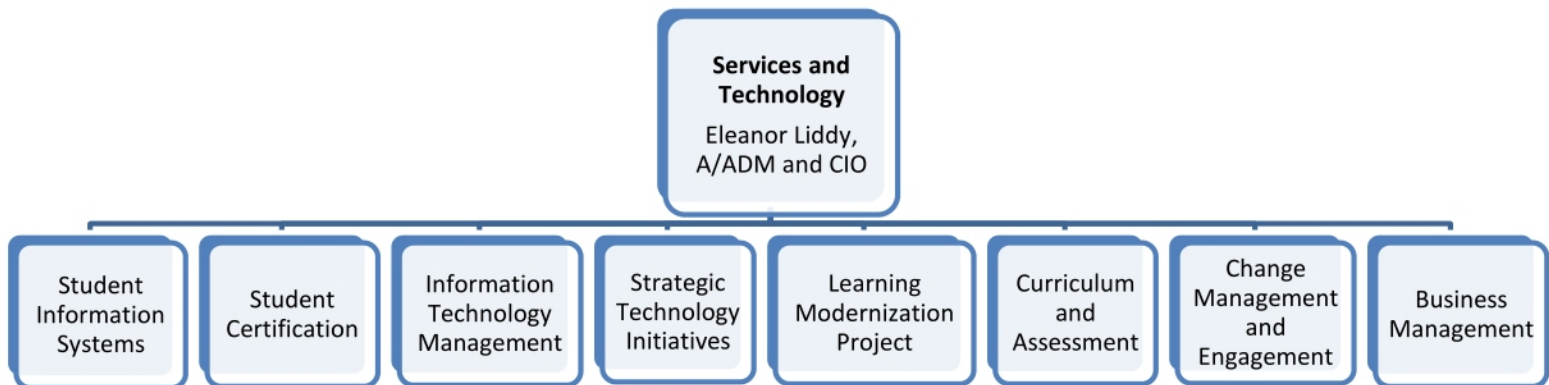
Capital Budget:

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
Student Certification	20
Open Schools	22
Data Collection and Exchange	3
Total Services and Technology Division	85
Curriculum and Assessment	19
Learning Modernization Project	13
Total Learning Modernization Project	32

ORGANIZATIONAL CHART



ACTING ASSISTANT DEPUTY MINISTER

ELEANOR LIDDY

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

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



s.22

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.

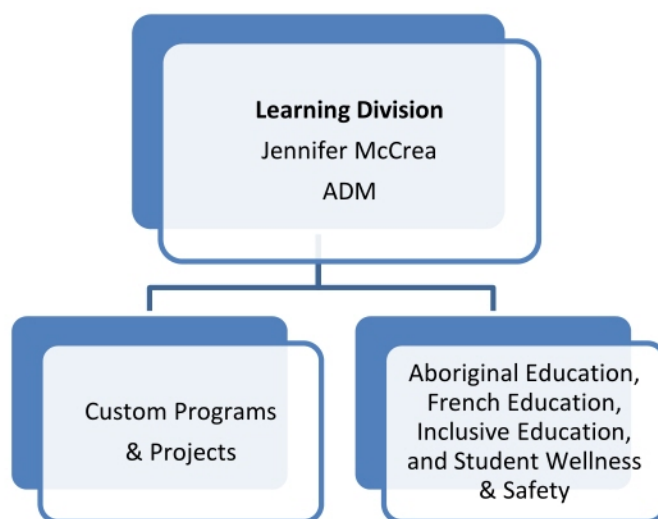
BUDGET (2016/17 ACTUALS)

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



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 and independent schools in the areas of Aboriginal Education, Student Safety and Mental Health, talent readiness for skills and technology jobs, French Education, and supporting students with special 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 part of 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

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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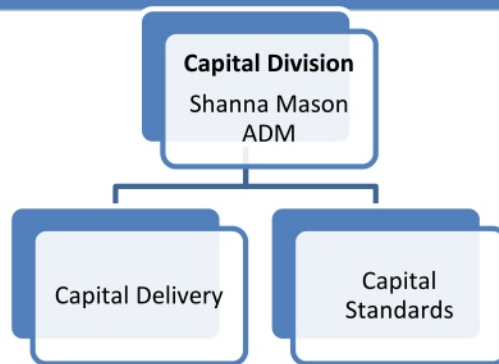
Capital Budget:

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



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



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.

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.

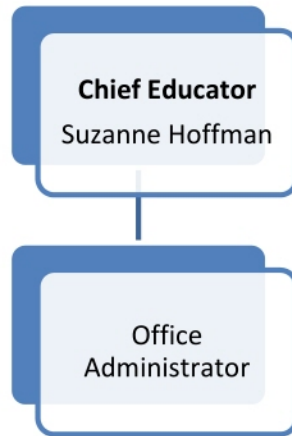
BUDGET

Total Chief Educator	\$361,598.00
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FULL TIME EMPLOYEES

Total Chief Educator	2
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ORGANIZATIONAL CHART



CHIEF EDUCATOR

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.



SEISMIC MITIGATION PROGRAM

COMMITMENT¹

- Accelerate the seismic upgrade program for BC, making schools safer for our kids should an earthquake happen during school hours (*Platform*)
- Replace portables with real classrooms and make our schools earthquake safe (*Platform*)

OVERVIEW

- In 2004, the Ministry of Education launched the Seismic Mitigation Program (SMP) in partnership with UBC's Seismic Research Faculty and the Association of Professional Engineers of BC (APEGBC) with a commitment to mitigate all seismic high-risk schools by 2020.
- The objective of the SMP is to ensure schools built prior to 1992 (when the BC Building Code included seismic building requirements) would remain standing in the event of a major earthquake.
- From 2004 to present, the Ministry of Education and its partners have been broadening their understanding of earthquake activity in BC and how different types of construction are likely to be impacted by seismic events. The installation of seismic sensors across BC, combined with the destructive testing research by UBC has resulted in a number of reassessments and rating changes of schools since the program launched. Below is an overview of changes in schools included within the SMP since its launch.

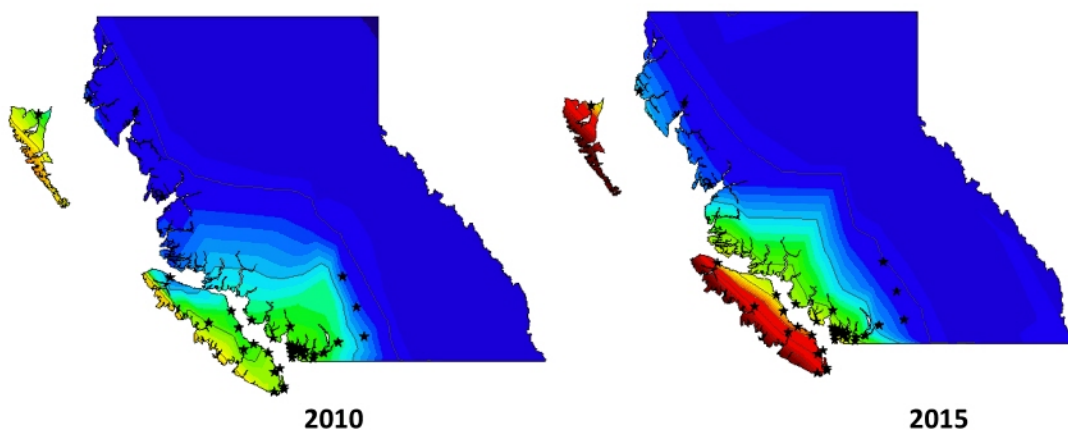
YEAR	# OF SCHOOLS ASSESSED	ACTIVITY / OUTCOME	# OF SCHOOLS IN SMP
2004	877	All schools built prior to 1992 assessed through an computer based program and 749 schools determined to pose some level of potential risk	749
2010 - 2012	522	APEGBC developed a new assessment model based on previous 6 year mitigation experience and further research. (Est. Low, medium, high ratings)	152
2013 - present		APEGBC performing on site "rapid assessment" of schools based on new understanding of local earthquake activity, results of UBC shake simulations and individual school attributes.	346 with 164 mitigated

- In 2016, the Ministry of Education altered the completion to 2025 for school districts outside Vancouver, and 2030 for school districts within Vancouver, based on an assessment of both the number of high-risk schools in the program and the pace over the previous 10 years for completing projects.

¹ Green Platform Commitment: *Revisit the current capital investment plan and determine whether the current plan meets the priorities of the BC Greens, including those for construction of schools and seismic upgrading.*

KEY CONSIDERATIONS

- The Ministry of Education continues to work with school districts to mitigate high-risk schools. Currently, 164 projects are complete (valued \$1.5 billion), 14 are under construction and nine are approved to proceed to tender and award; with 159 in various stages of project development.
- Within the 10-Year Capital Plan for years from 17/18 – 20/21, the ministry has \$742 million allocated to initiate or complete 81 high risk seismic projects. This has been achieved by combining both larger more multi-year high risk projects with smaller single year high-risk projects. This will result in increasing the average number of projects initiated or completed from ~13 / year to ~20 / year; with 244 seismic projects initiated or completing by fiscal 20/21.
- The pace of the program could be accelerated by increasing the funding to seismic projects. The current 10 -Year Capital Plan includes a further \$520 million in seismic mitigation projects from 21/22 through to 25/26.
- In 2015, Natural Resources Canada updated seismic risk mapping and increased expected magnitude and duration of an event in many areas of BC. This is represented in the This is requiring a reassessment of risk to schools in the areas of change; mainly affecting Vancouver Island and Haida Gwaii.



- The maps are a simplification of the National Building Code of Canada seismic hazard maps for both 2010 and 2015. The red colour indicates where the greatest risk activity will occur and the blue where the least activity will occur. This mapping represents the current science on where the greatest activity may occur during a major event.
- The ministry has been working with APEGBC to determine the effects of this change on the risk rating of schools and is undertaking a reassessment of schools in the areas of change which were previously rated as medium-risk to determine if they would now be rated as high. This work is expected to be completed in the Fall of 2017, and will inform a revised cost estimate and timeline for program completion.
- This may affect the rating of some schools, or portions of schools, previously thought to be moderate risk. Additionally, it will require greater funding to the SMP and possibly a longer completion schedule, or a decision to limit the application of retrofitting. (This could include schools that were partially strengthened.) The ministry expects to have this work complete by Fall 2017.
- In Summer 2017, the BC Building Code is increasing building requirements for new building construction to reflect the increased seismic risks. The ministry, in partnership with APEGBC, has developed new Seismic Retrofit Guidelines (SRG3) to reflect these changes and has been training the sector on their use starting this summer.

FINANCIAL IMPLICATIONS

- The Ministry of Education has \$742 million for seismic mitigation with the 10-Year Capital Plan from 17/18 through 20/21 and \$1.2 billion from 17/18 through to 25/26.
- The Ministry of Education will be required to submit its Minister-approved 10-Year Capital Plan to the Ministry of Finance by November 2017. [s.13,s.17](#)

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NEXT STEPS

[s.12,s.13,s.17](#)

PLAYGROUND EQUIPMENT FUNDING

COMMITMENT

A BC NDP government will create an ongoing capital fund for school playgrounds (*Platform*)

OVERVIEW

- The Ministry of Education currently provides funding for elementary school playground equipment when the school is initially built. The ministry does not specify the type of playground equipment that must be installed as school districts often establish local partnerships with municipalities or other stakeholders for shared use and shared amenities.
- The Ministry of Education also provides school districts with Annual Facility Grant (AFG) funding. The total of the funding is approximately \$110 million per year and can be used for the replacement of aging playground equipment; as well as other minor school maintenance.
- Additionally, the Ministry of Finance oversees an annual application based program that Parents Advisory Committees (PACS) can apply to for equipment or activities not core funded. This often includes applications for enhanced playground or sports field equipment combined with PACs fundraising initiatives. The value of this program is approximately \$12 million per year.

KEY CONSIDERATIONS

- Across North America, jurisdictions have moved away from prescribing types of standardized playground equipment to enable local partnership and agreements.
- School districts have varying approaches to defining types of suitable equipment and work with municipalities, sports leagues, community groups, PACs and others on what is required and acceptable. In some cases, school districts or principals try to contain the play areas into a common area of the school grounds to aid in supervision. This may result in other areas of the grounds empty of play equipment; which parents often want to see utilized.
- Additionally, when prioritizing AFG funding, school districts may provide funding to replace or upgrade aging playground equipment. However, priority is generally given to building maintenance issues over playgrounds or equipment.
- The ministry does not currently have an established, ongoing playground equipment replacement or upgrade capital fund, although, the ministry has provided funding through one-time programs previously.
- [s.12,s.13,s.17](#)

FINANCIAL IMPLICATIONS

- For new schools, funding is currently provided. As such, providing the current funding is sufficient, no substantial finance implications are identified.
- [s.12,s.13,s.17](#)

NEXT STEPS

- Currently, funding for playground equipment is included in the capital construction budget for all new elementary schools. Funding for upgrading or replacing playground equipment is provided through the Ministry of Finance to PACs on an application basis, under their \$12 million annual Community Grants program.
- [s.12,s.13,s.17](#)

SURREY CAPITAL INVESTMENT

COMMITMENT

- We will replace Surrey portables with real classrooms, building new schools in BC's fastest growing region (*Platform*)
- We will get students out of portables and into classrooms by building new schools in Surrey, Coquitlam and other fast-growing communities (*Platform*)

OVERVIEW

- Growing student enrollment in Surrey continues to drive overcrowding and receive significant media attention. Since 2001, student enrolment has increased 18% – from 58,648 students to about 69,446 in 2015/16, and is expected to grow at a rate of approximately 1,000 students per year for the next 10 years.
- As a result of this growth and to expand their capacity, the Surrey School District uses approximately 280 portables. This includes 34 portables approved May 2017, to create space for the restoration of the collective agreement language.
- The Ministry of Education is keenly aware of the space constraints within the Surrey School District and is actively working with the District to plan and deliver additional school space in areas of rapid growth. In January 2017, the ministry and School District established a joint Project Executive Board and approved access to capital funds supporting the establishment of a dedicated Project Office within the School District and are currently recruiting for a Director to lead the work of the Project Office.
- Other School Districts in fast growing regions include Sooke, Burnaby, Chilliwack, Abbotsford, Langley, Peace River North, Central Okanagan and the Conseil Scolaire Francophone (CSF).

KEY CONSIDERATIONS

- The ministry's 10-Year Capital Plan includes \$268 million for fiscal years 2017/18 through 2020/21 for capital projects in Surrey; to initiate or complete the creation of up 9,900 to new student spaces. This includes the following:

School	Status	Capacity Increase (Up to)
Salish Secondary	Under Construction – open Fall 2017	1,500
Clayton North Elementary 1	In design – open Fall 2019	655
Grandview Heights Secondary	In Design – open Fall 2020	1,500
Sullivan Heights Elementary, Panorama Park Elementary, Woodward Hill Elementary Additions	In Design – open Fall 2017 & Fall 2018	600
Clayton North Elementary 2	In business case development	655
Pacific Heights Elementary, Fleetwood Area Elementary Addition	In business case development	600
Grandview Center Elementary	Site Acquisition	605

School	Status	Capacity Increase (Up to)
Grandview Heights Elementary	In business case development	605
New Elementary TBD	In business case development	605
South Newton Elementary	Site Acquisition	605
Sullivan Heights Secondary Addition	In business case development	700
Bear Creek Elementary SMP	In business case development	Seismic Mitigation
Mary Jane Shannon Elementary SMP	In business case development	Seismic Mitigation
Douglas Area Elementary	Next suite of business case development	605
North Surrey Secondary Addition	Next suite of business case development	325
Tamanawis Secondary Addition	Next suite of business case development	375
George Greenway Elementary SMP	Next suite of business case development	Seismic Mitigation
Prince Charles Elementary SMP	Next suite of business case development	Seismic Mitigation
Queen Elizabeth Secondary SMP	Next suite of business case development	Seismic Mitigation
Holly Elementary SMP	Next suite of business case development	Seismic Mitigation

*Note: The 10-Year Capital Plan assumes a 20% funding contribution by the school district; not included in the \$278 million estimate.

- This investment is forecast to reduce the reliance on portables to address space constraints from 280 to approximately 60 by 2020/21.
- The Ministry's 10-Year Capital Plan includes a further \$316 million for fiscal years 17/18 through 20/21, for capital projects in Sooke, Burnaby, Chilliwack, Abbotsford, Langley, Peace River North, Central Okanagan and the CSF.

FINANCIAL IMPLICATIONS

- s.13,s.17

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-

NEXT STEPS

s.12,s.13,s.17

REGIONAL CAPITAL INVESTMENT

COMMITMENT¹

Work with local governments, First Nations and communities to build and upgrade schools in every region of British Columbia (*Platform*)

OVERVIEW

- The Ministry of Education has a \$1.7 billion Capital 3-Year Fiscal Plan for the fiscal years 17/18 through 19/20, valued at \$567 million, \$605 million, and \$539 million, respectively. Additionally, the Ministry of Education has a notional 10-Year Capital Plan with a total estimated value of \$3.9 billion. (\$5.1 billion including anticipated school district contributions).
- The Ministry of Education works directly with school districts to identify capital needs across nearly 1,600 public schools in BC. School districts engage directly with students, parents, community representatives (including elected officials and First Nations), and other key stakeholders in planning, operating and maintaining schools. School districts receive an Annual Facilities Grant (AFG) of \$110 million, allocated across the sector based on enrollment, to fund day-to-day wear and tear of schools and small cost capital priorities.
- School districts provide an Annual Five-Year Capital Plan submission by June 30th of each year. The school district Annual Five-Year Capital Plans identify priorities in the both minor capital program and major capital programs, which are used to inform the development of the Ministry's Capital 3-Year Fiscal and 10-Year Notional Capital Plan each Fall.
- The Ministry of Education establishes capital priorities for funding in the following areas:
 - **Minor capital programs** include capital projects in the School Enhancement Program, Carbon Neutral Capital Program, Building Envelope Program and School Bus Replacement Program. These programs account for approximately 30% of the overall capital investment and are expended across the province to all school districts.
 - **Major capital programs** include capital projects in the Seismic Mitigation Program, Expansion Program and Replacement Program. These programs account for approximately 70% of the overall capital investment and are expended mainly in urban school districts due to the location of seismic risk and population growth.

KEY CONSIDERATIONS

The current Capital 3-Year Fiscal Plan and 10-Year Notional Plan does not have an on-going condition based replacement program. Schools are only considered for replacement on an individual basis based on major component deterioration; such as foundation failure or major structural deterioration. As such, the current capital plan only has two condition based replacements included; Rutland Middle School, Kelowna, School District No. 23 (Central Okanagan) and Walnut Park Elementary, Smithers, School District No. 54 (Bulkley Valley).

¹ Green Platform Commitment: Revisit the current capital investment plan and determine whether the current plan meets the priorities of the BC Greens, including those for construction of schools and seismic upgrading.

FINANCIAL IMPLICATIONS

- The current estimated cost of an elementary replacement ranges from \$20-25 million and the current estimated cost of a secondary replacement ranges from \$50-60 million.
- There are almost 1,600 schools across the province with an average age of 43 years. Currently 478 schools have a facilities condition index (FCI) rating of very poor or lower; with an estimated total maintenance investment requirement of \$1.6 billion.
- Of 478 schools, 60 of those are located outside the urban areas of Lower Mainland, Fraser Valley, Greater Victoria and Central Okanagan (see appendix). The estimated total maintenance investment requirement is \$308 million and replacement of all 66 schools is estimated to be \$415 million.

NEXT STEPS

s.12,s.13,s.17

Schools with Very Poor or Lower Condition Rating

SD#	SD Name	Facility - Facility Name	Estimated Replacement Value	Estimated Maintenance Cost	Asset - FCI
82	Coast Mountains	Uplands Elementary	\$5,173,738	\$4,610,359	0.89
72	Campbell River	Discovery Passage Elementary	\$3,085,496	\$2,629,539	0.85
52	Prince Rupert	Westview Elementary	\$4,155,384	\$3,497,505	0.84
27	Cariboo-Chilcotin	Marie Sharpe Elementary School	\$5,855,195	\$4,819,047	0.82
73	Kamloops/Thompson	Logan Lake Elementary	\$4,761,869	\$3,841,454	0.81
87	Stikine	Denetia School	\$1,864,491	\$1,501,022	0.81
54	Bulkley Valley	Twain Sullivan Elementary	\$4,399,640	\$3,540,112	0.80
59	Peace River South	Ecole Frank Ross Elementary	\$14,456,799	\$11,502,476	0.80
58	Nicola-Similkameen	Nicola Canford Elementary	\$3,405,233	\$2,687,019	0.79
47	Powell River	Texada Elementary Secondary & Middle School	\$4,739,630	\$3,733,322	0.79
73	Kamloops/Thompson	Robert L Clemitson Elementary	\$6,047,251	\$4,762,871	0.79
93	Conseil Scolaire Francophone	Ecole Rose-Des-Vents	\$3,154,062	\$2,452,351	0.78
73	Kamloops/Thompson	Haldane Elementary	\$5,508,197	\$4,263,714	0.77
46	Sunshine Coast	Sechelt Elementary	\$914,464	\$706,460	0.77
73	Kamloops/Thompson	John Tod Elementary	\$5,715,542	\$4,406,385	0.77
93	Conseil Scolaire Francophone	Ecole Des Pionniers	\$14,395,500	\$11,097,040	0.77
8	Kootenay Lake	Salmo Elementary School	\$5,157,070	\$3,970,662	0.77

SD#	SD Name	Facility - Facility Name	Estimated Replacement Value	Estimated Maintenance Cost	Asset - FCI
59	Peace River South	Canalta Elementary School	\$6,822,507	\$5,248,829	0.77
59	Peace River South	Windrem Elementary	\$4,838,138	\$3,709,423	0.77
82	Coast Mountains	New Hazelton Elementary	\$3,442,694	\$2,632,127	0.76
52	Prince Rupert	Prince Rupert Middle	\$13,782,372	\$10,523,593	0.76
82	Coast Mountains	Kiti K'shan Elementary	\$4,919,157	\$3,723,000	0.76
46	Sunshine Coast	Langdale Elementary	\$3,400,524	\$2,572,611	0.76
46	Sunshine Coast	Pender Harbour Elem-Sec	\$5,712,099	\$4,319,564	0.76
47	Powell River	Edgehill Elementary	\$3,337,028	\$2,512,113	0.75
82	Coast Mountains	Mount Elizabeth Secondary	\$27,189,227	\$20,454,227	0.75
73	Kamloops/Thompson	Bert Edwards Science And Technology School	\$6,054,430	\$4,552,219	0.75
28	Quesnel	Quesnel Secondary School	\$16,788,811	\$12,614,689	0.75
73	Kamloops/Thompson	John Peterson Secondary	\$10,855,532	\$8,115,999	0.75
50	Haida Gwaii	Agnes L Mathers Elem-Jr Secondary	\$4,612,466	\$3,431,031	0.74
74	Gold Trail	Cosmetology Centre	\$525,170	\$389,124	0.74
73	Kamloops/Thompson	Marion Schilling Elementary	\$5,647,565	\$4,181,593	0.74
73	Kamloops/Thompson	Summit Elementary	\$4,710,796	\$3,480,244	0.74
58	Nicola-Similkameen	Vermilion Forks Elementary	\$2,506,968	\$1,851,886	0.74
82	Coast Mountains	Stewart Elementary	\$4,517,689	\$3,334,356	0.74

SD#	SD Name	Facility - Facility Name	Estimated Replacement Value	Estimated Maintenance Cost	Asset - FCI
73	Kamloops/Thompson	Rayleigh Elementary	\$5,482,478	\$4,026,627	0.73
93	Conseil Scolaire Francophone	Ecole Cote Du Soleil	\$6,312,667	\$4,629,701	0.73
73	Kamloops/Thompson	Aberdeen Elementary	\$7,638,502	\$5,570,981	0.73
50	Haida Gwaii	Tahayghen Elementary School	\$6,618,622	\$4,820,309	0.73
58	Nicola-Similkameen	Princeton Secondary	\$8,011,505	\$5,827,657	0.73
59	Peace River South	Crescent Park Elementary	\$4,432,718	\$3,193,333	0.72
62	Sooke	Saseenos Elementary	\$3,578,567	\$2,570,951	0.72
51	Boundary	Dr. D. A. Perley Elementary	\$5,498,222	\$3,944,790	0.72
51	Boundary	Grand Forks Secondary School	\$16,291,483	\$11,685,738	0.72
60	Peace River North	Dr Kearney Jr Secondary	\$10,562,154	\$7,570,482	0.72
82	Coast Mountains	Thornhill Elementary	\$4,613,431	\$3,294,925	0.71
58	Nicola-Similkameen	Coquihalla Middle School	\$5,305,476	\$3,761,490	0.71
60	Peace River North	Buick Creek Elementary	\$1,469,974	\$1,041,049	0.71
60	Peace River North	Alwin Holland Elementary	\$4,658,463	\$3,297,109	0.71
73	Kamloops/Thompson	Kamloops Secondary (South Kamloops Secondary)	\$22,401,999	\$15,840,348	0.71
60	Peace River North	Bert Bowes Jr Secondary	\$12,058,095	\$8,467,369	0.70
60	Peace River North	Wonowon Elementary	\$1,669,066	\$1,171,713	0.70
82	Coast Mountains	E T Kenney Elementary	\$4,356,642	\$3,057,029	0.70

SD#	SD Name	Facility - Facility Name	Estimated Replacement Value	Estimated Maintenance Cost	Asset - FCI
60	Peace River North	North Peace Secondary	\$22,848,179	\$16,025,766	0.70
54	Bulkley Valley	Silverthorne Elementary	\$5,689,371	\$3,988,776	0.70
62	Sooke	Ruth King Elementary	\$6,101,761	\$4,269,622	0.70
58	Nicola-Similkameen	John Allison Elementary	\$2,420,708	\$1,693,738	0.70
62	Sooke	John Muir Elementary	\$4,282,087	\$2,984,931	0.70
73	Kamloops/Thompson	Chase Primary	\$3,296,895	\$2,298,120	0.70
73	Kamloops/Thompson	Brocklehurst Secondary	\$17,286,063	\$12,014,194	0.70
			\$415,337,861	\$308,714,712	

CAPITAL INVESTMENTS

ENERGY EFFICIENCY AND BC WOOD PRODUCTS

COMMITMENT

- Reduce our carbon footprint with energy efficiency retrofits to public buildings and residential homes, and create good jobs that last in every community (*Platform*)
- We will invest in energy efficiency and lighting upgrades for our schools, reducing power consumption, improving the quality of light and learning, and we'll put the savings right back into the school system (*Platform*)
- Where possible, we will build new schools with made-in-BC manufactured wood products, that will create a healthy learning environment for our kids, while also spurring growth and creating jobs in our forestry communities (*Platform*)
- Maximize the use of innovative BC wood products in infrastructure projects, like schools, hospitals and rental housing construction and ask the federal government to do the same (*Platform*)
- Build needed hospitals, schools and other infrastructure that reduce emissions and increase energy efficiency throughout BC (*Agreement*)

OVERVIEW

- The Ministry of Education has a \$1.7 billion Capital 3-Year Fiscal Plan from 17/18 through 19/20, valued at approximately \$567 million, \$605 million, and \$539 million respectively. This includes \$193 million for School Enhancement Program (SEP) funding and \$15 million for Carbon Neutral Capital Program (CNCP) funding. The funding within the fiscal plan period for these two programs is listed below:

Program	16/17	17/18	18/19	Total
SEP	\$51.2M	\$69.1M	\$73.0M	\$193M
CNCP	\$5.0M	\$5.0M	\$5.0M	\$15M
Total	\$55.2M	\$74.1M	\$78.0M	\$208M

- The CNCP and the SEP are the two main capital programs the Ministry of Education funds that contribute to school energy efficiency upgrading and carbon reduction. The CNCP fund was established with the implementation of the carbon tax. The value of this grant program is consistent with the estimated annual value of carbon tax paid by schools. School districts receive off-setting operating funding as reimbursement for carbon taxes paid as well as this application based capital grant program. As such, the CNCP is a discretionary capital grant program, not a reimbursement of the carbon taxes collected.
- The CNCP targets investments that demonstrate savings in:
 - measurable emissions reductions; and
 - operational cost savings
- The Ministry of Education reports annually to the Ministry of Environment on the accomplishments of the CNCP.
- The SEP program was established in 2015 to ensure schools are well maintained and well-functioning. It builds on the day-to-day investment of school districts through their Annual Facility Grant. Although the

SEP is not specifically intended to fund energy efficiency or carbon reduction investments, many of the eligible funding categories provide energy efficiency and carbon reduction benefits.

- SEP eligible projects target investment in:
 - Electrical upgrades (power supply and distribution systems);
 - Energy upgrades;
 - Health and Safety upgrades (fire systems, indoor air quality);
 - Mechanical upgrades (heating, ventilation, plumbing);
 - Roofing upgrades;
 - Washroom upgrades; and
 - Flooring upgrades
- Both the SEP and CNCP provide funding across BC, while seismic mitigation and school expansions are limited to those areas with high seismic risks and / or substantial enrollment growth. Recent investments in the CNCP and SEP are listed below:

CARBON NEUTRAL CAPITAL PROGRAM INVESTMENTS
CNCP Funding To Date

SD#	SD Name	12/13	13/14	14/15	15/16	16/17	Total to Date
05	Southeast Kootenay	\$7,317	\$9,765	\$131,687		\$199,089	\$347,858
06	Rocky Mountain		\$209,765	\$10,093			\$219,858
08	Kootenay Lake	\$7,317	\$216,765	\$10,093			\$234,175
10	Arrow Lakes	\$7,317	\$9,765	\$10,093	\$49,826		\$77,002
19	Revelstoke	\$28,448	\$9,765	\$10,093	\$75,000		\$123,307
20	Kootenay-Columbia	\$7,317	\$9,765	\$306,593			\$323,675
22	Vernon	\$98,541	\$84,765	\$95,093	\$157,000		\$435,399
23	Central Okanagan	\$7,317	\$9,765	\$219,553	\$159,960		\$396,595
27	Cariboo-Chilcotin	\$7,317	\$9,765	\$10,093	\$416,142		\$443,318
28	Quesnel	\$98,028	\$9,765	\$10,093			\$117,887
33	Chilliwack	\$110,512			\$287,000		\$397,512
34	Abbotsford	\$44,868	\$450,000		\$110,000	\$331,250	\$936,118
35	Langley	\$134,897	\$164,000		\$180,000	\$317,313	\$796,210
36	Surrey	\$764,908	\$250,000	\$239,000	\$565,500		\$1,819,408
37	Delta		\$47,000				\$47,000
38	Richmond	\$149,950	\$500,000	\$342,500	\$ 66,595	\$160,000	\$1,219,045
39	Vancouver	\$868,240	\$100,000	\$180,000	\$344,200	\$135,000	\$1,627,440
40	New Westminster	\$7,317	\$259,765	\$10,093			\$277,175
41	Burnaby	\$326,151		\$180,000			\$506,151
42	Maple Ridge	\$217,084	\$9,765	\$10,093	\$461,330		\$698,273
43	Coquitlam	\$328,650		\$168,218	\$175,000	\$800,000	\$1,471,868
44	North Vancouver	\$264,494		\$102,100	\$480,000		\$846,594
45	West Vancouver	\$96,130	\$9,765	\$210,093			\$315,989
46	Sunshine Coast	\$7,317	\$9,765	\$210,093			\$227,175
47	Powell River	\$7,317	\$9,765	\$10,093	\$52,000		\$79,176

SD#	SD Name	12/13	13/14	14/15	15/16	16/17	Total to Date
48	Sea to Sky	\$7,317	\$9,765	\$250,093			\$267,175
49	Central Coast	\$26,734	\$9,765	\$10,093			\$46,592
50	Haida Gwaii	\$50,211	\$9,765	\$10,093	\$84,000		\$154,070
51	Boundary	\$7,317	\$9,765	\$10,093	\$86,235		\$113,411
52	Prince Rupert	\$7,317	\$22,330	\$135,093			\$164,740
53	Okanagan-Similkameen	\$7,317	\$29,765	\$10,093			\$47,175
54	Bulkley Valley	\$7,317	\$9,765	\$10,093			\$27,176
57	Prince George	\$384,802	\$9,765	\$171,093	\$320,227		\$885,887
58	Nicola-Similkameen	\$7,317	\$9,765	\$130,093			\$147,175
59	Peace River South		\$400,000			\$225,000	\$625,000
60	Peace River North	\$7,317	\$9,765	\$10,093		\$930,000	\$957,176
61	Greater Victoria	\$7,317	\$197,265	\$310,093	\$237,500	\$395,400	\$1,147,575
62	Sooke	\$38,465		\$220,000		\$293,000	\$551,165
63	Saanich		\$200,000	\$10,093		\$28,618	\$238,711
64	Gulf Islands	\$26,308	\$9,765	\$10,093			\$46,167
67	Okanagan Skaha	\$106,303	\$111,265	\$117,093			\$334,661
68	Nanaimo-Ladysmith	\$25,068	\$312,500			\$527,000	\$864,568
69	Qualicum	\$7,317	\$9,765	\$260,093			\$277,175
70	Alberni	\$91,601	\$9,765	\$10,093		\$311,000	\$422,460
71	Comox Valley		\$45,000	\$67,093	\$90,000		\$202,093
72	Campbell River			\$58,000	\$50,000	\$50,000	\$158,000
73	Kamloops-Thompson	\$7,317	\$284,565	\$235,838			\$527,720
74	Gold Trail	\$58,727	\$66,765	\$10,093			\$135,585
75	Mission	\$110,513	\$9,765	\$10,093	\$225,485		\$355,857
78	Fraser-Cascade	\$8,936	\$54,765	\$10,093		\$300,000	\$373,794
79	Cowichan Valley	\$109,627	\$217,375	\$50,000			\$377,002
81	Fort Nelson	\$42,984	\$9,765	\$39,783	\$60,000		\$152,532
82	Coast Mountains	\$7,317	\$209,765	\$10,093			\$227,175
83	North Okanagan-Shuswap	\$144,381	\$244,765	\$108,093			\$497,239
84	Vancouver Island West	\$18,343	\$9,765	\$40,093			\$68,201
85	Vancouver Island North	\$45,307	\$9,765	\$160,093			\$215,165
87	Stikine	\$7,317	\$9,765	\$10,093			\$27,176
91	Nechako Lakes	\$7,317	\$38,625	\$10,093	\$267,000		\$323,035
92	Nisga'a	\$12,494	\$9,765	\$10,093			\$32,353
93	CSF	\$7,317	\$9,765	\$10,093			\$27,175
		\$4,999,998	\$5,000,000	\$5,000,000	\$5,000,000		\$25,002,668

PROJECT TYPE SEP DISTRIBUTION SUMMARY

Project Type	2015/16		2016/17		2017/18		3 Years Total	
	#	Total (\$)	#	Total (\$)	#	Total (\$)	#	Total (\$)
Electrical Upgrades	8	\$1,523,250	4	\$694,874	3	\$1,394,175	15	\$3,612,299
Energy Upgrades	30	\$5,273,750	15	\$3,141,000	16	\$1,173,368	61	\$9,588,118
Health and Safety Upgrades	19	\$4,529,523	170	\$11,667,686	94	\$7,072,805	283	\$23,270,014
Mechanical Upgrades	241	\$17,629,571	93	\$30,064,354	78	\$29,311,330	412	\$77,005,255
Building Enclosure Upgrades	14	\$6,422,405	72	\$24,134,962	35	\$14,038,972	121	\$44,596,339
TOTAL	312	\$35,378,499	354	\$69,702,876	226	\$52,990,650	892	\$158,072,025

DISTRICT SEP DISTRIBUTION SUMMARY

SD	SD Name	2015/16 TOTAL	2016/17 TOTAL	2017/18 TOTAL	3 Years Total
5	Southeast Kootenay	\$946,700	\$826,902	\$467,060	\$2,240,662
6	Rocky Mountain	\$621,905	\$964,910	\$407,200	\$1,994,015
8	Kootenay Lake	\$576,000	\$710,000	\$670,000	\$1,956,000
10	Arrow Lakes	\$584,800	\$545,868	\$497,700	\$1,628,368
19	Revelstoke	\$900,000	\$890,000	\$635,000	\$2,425,000
20	Kootenay-Columbia	\$405,000	\$984,900	\$912,807	\$2,302,707
22	Vernon	\$2,085,500	\$1,557,500	\$1,036,350	\$4,679,350
23	Central Okanagan	\$1,075,800	\$1,365,005	\$1,538,559	\$3,979,364
27	Cariboo-Chilcotin	\$0	\$421,073	\$261,753	\$682,826
28	Quesnel	\$490,000	\$1,319,900	\$987,000	\$2,796,900
33	Chilliwack	\$1,340,000	\$351,818	\$1,133,045	\$2,824,863
34	Abbotsford	\$1,083,600	\$988,000	\$706,125	\$2,777,725
35	Langley	\$275,850	\$407,750	\$1,200,000	\$1,883,600
36	Surrey	\$1,270,000	\$5,422,550	\$1,750,000	\$8,442,550
37	Delta	\$0	\$411,500	\$463,300	\$874,800
38	Richmond	\$998,200	\$565,000	\$919,910	\$2,483,110
39	Vancouver	\$0	\$4,419,960	\$2,387,200	\$6,807,160
40	New Westminster	\$310,000	\$525,000	\$650,000	\$1,485,000
41	Burnaby	\$520,800	\$3,199,190	\$515,000	\$4,234,990

42	Maple Ridge - Pitt Meadows	\$846,000	\$2,168,000	\$705,000	\$3,719,000
43	Coquitlam	\$718,000	\$427,000	\$910,300	\$2,055,300
44	North Vancouver	\$286,600	\$945,807	\$843,072	\$2,075,479
45	West Vancouver	\$737,200	\$987,181	\$672,000	\$2,396,381
46	Sunshine Coast	\$824,750	\$1,247,500	\$1,425,000	\$3,497,250
47	Powell River	\$211,750	\$679,028	\$600,000	\$1,490,778
48	Sea to Sky	\$436,000	\$765,000	\$650,000	\$1,851,000
49	Central Coast	\$375,000	\$625,000	\$900,000	\$1,900,000
50	Haida Gwaii	\$0	\$1,572,835	\$400,000	\$1,972,835
51	Boundary	\$378,000	\$389,999	\$510,000	\$1,277,999
52	Prince Rupert	\$458,000	\$526,575	\$550,000	\$1,534,575
53	Okanagan Similkameen	\$847,621	\$1,661,300	\$1,209,308	\$3,718,229
54	Bulkley Valley	\$398,200	\$369,460	\$977,500	\$1,745,160
57	Prince George	\$230,000	\$2,231,600	\$900,500	\$3,362,100
58	Nicola-Similkameen	\$475,000	\$700,000	\$800,000	\$1,975,000
59	Peace River South	\$818,500	\$2,349,625	\$1,520,000	\$4,688,125
60	Peace River North	\$1,281,250	\$3,735,400	\$1,290,177	\$6,306,827
61	Greater Victoria	\$105,000	\$800,000	\$675,000	\$1,580,000
62	Sooke	\$508,000	\$764,380	\$960,000	\$2,232,380
63	Saanich	\$435,000	\$3,525,000	\$3,100,000	\$7,060,000
64	Gulf Islands	\$0	\$605,750	\$921,250	\$1,527,000
67	Okanagan Skaha	\$409,900	\$1,645,000	\$773,500	\$2,828,400
68	Nanaimo-Ladysmith	\$1,081,223	\$413,314	\$631,000	\$2,125,537
69	Qualicum	\$309,000	\$592,869	\$576,150	\$1,478,019
70	Alberni	\$0	\$1,350,000	\$1,479,500	\$2,829,500
71	Comox Valley	\$463,900	\$534,500	\$588,600	\$1,587,000
72	Campbell River	\$458,000	\$380,000	\$1,216,881	\$2,054,881
73	Kamloops/Thompson	\$1,119,100	\$915,900	\$1,237,000	\$3,272,000
74	Gold Trail	\$1,014,200	\$1,138,390	\$309,000	\$2,461,590
75	Mission	\$973,600	\$1,425,000	\$1,330,000	\$3,728,600
78	Fraser-Cascade	\$1,460,000	\$480,000	\$940,000	\$2,880,000
79	Cowichan Valley	\$200,000	\$396,000	\$515,000	\$1,111,000
81	Fort Nelson	\$912,000	\$334,334	\$707,073	\$1,953,407
82	Coast Mountains	\$1,006,400	\$1,419,170	\$935,580	\$3,361,150
83	North Okanagan-Shuswap	\$645,000	\$1,728,876	\$1,105,500	\$3,479,376

84	Vancouver Island West	\$0	\$290,500	\$295,000	\$585,500
85	Vancouver Island North	\$913,250	\$1,727,000	\$954,000	\$3,594,250
87	Stikine	\$0	\$310,160	\$540,000	\$850,160
91	Nechako Lakes	\$203,900	\$523,200	\$480,550	\$1,207,650
92	Nisga'a	\$0	\$679,307	\$400,000	\$1,079,307
93	Conseil Scolaire Francophone	\$355,000	\$466,090	\$319,200	\$1,140,290
TOTAL		\$35,378,499	\$69,702,876	\$52,990,650	\$158,072,025

- The Ministry of Education requires the consideration of wood usage in the construction of new or major expansions of schools where cost effective. Implementing a government wide policy pertaining to utilizing BC wood products over import wood products can be achieved by linking future contracts to any new provincial policy.

KEY CONSIDERATIONS

- The ministry's current Capital Program is closely aligned with the commitments established by government.
- Tracking and reporting of energy efficiency can be improved by tracking related accomplishments from both the CNCP program and the SEP program.
- s.13,s.17

FINANCIAL IMPLICATIONS

Financial implications are minimal as commitments are consistent with the currently established Capital 3-Year Fiscal Plan.

NEXT STEPS

- s.12,s.13,s.17
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SKILLED TRADES AND TECHNOLOGY

COMMITMENT

Support the expansion of digital arts, technology and trades education, and make tools, machinery and equipment available to students (*Agreement*)

OVERVIEW

- A key pillar as part of the new curriculum, developed by British Columbian teachers, is to provide more hands-on learning experiences.
- The Ministry of Education has two key focus areas for hands on learning; skilled trades and technology.
 1. Skilled Trades:
 - a. Working with school districts and the Industry Training Authority (ITA) to identify additional supports to help improve student access to training and apprenticeship opportunities.
 - b. Working with school districts, industry partners and post-secondary institutions to create apprenticeship and work experience opportunities.
 2. Technology:
 - a. Training for teachers in technology and coding¹.
 - b. Working closely with school districts and technology sector partners to identify additional supports for students to access training and work experience opportunities.
- The Ministry of Education currently has 10 Career Zones. A Career Zone is a group of courses, certifications, and work opportunities that schools can offer students in grades 11 and 12 ready to pursue a career within a particular industry, while still meeting provincial requirements for graduation. There is a Career Zone specifically for the technology (coding) sector, and all Career Zones include skilled trades and technology options.

KEY CONSIDERATIONS

- The Ministry of Education and ITA are implementing new strategies for broader outreach and improved program coordination based on the 2014 joint review of Youth Apprenticeship Training Programs. The new Youth Apprenticeship Program will help to reach the Ministry of Education's target of 5,000 youth in apprenticeship programs by 2018/19.
- School districts have career coordinators, or recruitment specialists in place who work one-on-one with students connecting them to skilled trades and technology programs and work experience opportunities.
- The Ministry of Education is two years into a five year partnership with Northern Development Initiative Trust to increase student participation in skilled trades and technology training.
- Skills Training Access Grants to school districts (30 grants of \$5,000 each in 2015/16) supported over 1,350 students by removing barriers to skilled trades and technology programs, such as coding.

FINANCIAL IMPLICATIONS

- The Ministry currently provides grants (\$1 million per school year) to school districts and independent schools to create apprenticeship and work experience opportunities and \$170,000 per school year to school districts for Skills Training Access Grants.

¹ For more information see the Coding Transition Note.

- Commencing in February 2017, \$15 million over three years is being provided for the Youth Trades Capital Equipment Program. The Youth Trades Capital Equipment Program enables school districts to replace or upgrade equipment for their schools' trades programs. This school year \$7.5 million was distributed. In year two (2017/18), \$4 million will be distributed and in year three (2018/19) the remaining \$3.5 million will be distributed.
- s.12,s.13,s.17

- In June 2016, the Ministry of Education distributed \$6 million to support coding and curriculum implementation, and stated that coding would be mandatory for students by the end of Grade 9.
 - Of the \$6 million, \$4 million was targeted to support coding. Of this, \$2 million was allocated to teacher training, and \$2 million to help school districts purchase equipment and resources to support coding instruction.
 - s.13,s.17

NEXT STEPS

s.12,s.13,s.17

WORK EXPERIENCE

COMMITMENT¹

Invest over four years to support co-op, apprenticeship and work experiences programs for high-school and undergraduate students (*Agreement*)

OVERVIEW

- Supporting students with early attachment to the labour market can ensure successful career transitions as well as increase economic security and social integration. Co-op and apprenticeships provide students with hands-on work experience, opportunities to apply learning and the development of employment-related skills. Employers benefit from the knowledge and skills of students, the opportunity to assess potential future employees, and access to a larger pool of talent.
- The K-12 education system currently offers three streams of work experience:
 1. Apprenticeship: Youth Work in Trades (WRK), formerly Secondary School Apprenticeship (SSA), is a joint program with the Industry Training Authority (ITA). Students enrolled in these courses go to work and attend high school at the same time. That means an employer pays a student as an apprentice – at least until their high school graduation.
 2. Work Experience Electives: Secondary school work experience are 4-credit courses that enable the student to experience 100-120 hours of on-site job training in a cooperative partnership between the student, the school and the employer. Students gain a realistic understanding of the workplace while developing skills to support employment and career development.
 3. Work Experience Requirement: All students are required to demonstrate at least 30 hours of volunteer or paid work experience prior to graduation. This fulfills part of the Graduation Transitions requirement in the current graduation program, and will be part of the new Grade 10-12 curriculum.
- School districts have career coordinators, or recruitment specialists in place who work one-on-one with students connecting them to apprenticeship and work experience opportunities.
- The Ministry of Education has completed two years of a five year partnership with Northern Development Initiative Trust to fund recruitment specialists that focus on partnerships with employers to support student work experience and apprenticeship placements.

KEY CONSIDERATIONS

- In 2015/16, there were 14,600 students in Work Experience electives and 425 in Apprenticeship electives. 43,000 graduating students met the Work Experience Requirement in Graduation Transitions in 2015/16.
- School districts are advising the Ministry of Education that the demand from students for work experience opportunities is outstripping the supply of placements.
- Work Experience and Apprenticeship placements are based on partnerships between employers and school districts – they are not application-based. Growth in placements relies on:
 - increasing the capacity of districts and independent schools to work with potential employer partners;

¹ Greent Platform Commitment: Invest \$65 million over four years to support co-op and work experience programs for high school and undergraduate students.

- increasing the number of employers willing to provide placements; and,
- encouraging students to think about trades and skills careers associated with apprenticeships and work experience.
- School districts need support to create partnerships with employers, such as the partnership with Northern Development Initiatives Trust. Employers have asked for strategies to make it easier to participate in work experience programs such as central points of contact for opportunities.

FINANCIAL IMPLICATIONS

- Total Ministry of Education commitment to the public school system for apprenticeship and work experience programs is currently \$24 million, based on course enrolments.
- School districts receive additional funding for supporting skills training from the Industry Training Authority (ITA).
 - School districts received \$7.05 million from the Industry Training Authority to support and expand youth trades programs in 2016/17.
 - School districts received \$7.5 million in 2016/17 from the Industry Training Authority to purchase capital equipment to increase youth access to modern trades equipment.

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NEXT STEPS

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CODING

COMMITMENT

- Provide supports to learn coding in the classroom and partner with innovative not-for-profits and tech companies in BC that teach coding in schools and afterschool programs (*Platform*)
- Ensure every child in BC is given the opportunity to learn how they can change the world by learning to code, even if they don't have a computer at home (*Platform*)

OVERVIEW

- Coding is currently part of the BC Curriculum for Grades 6 to 12 as part of the Applied Design, Skills and Technologies curriculum.
- Coding will be mandatory curriculum in the 2018/19 school year to ensure every student by the end of Grade 9 has undertaken a coding module.
- The Ministry of Education also supports coding in BC classrooms through Code BC; a joint initiative between the ministry, British Columbia Teachers' Federation, and Computer Using Educators of BC.
- In June 2016, the Ministry of Education provided \$6 million to school districts to support coding and curriculum implementation. Of this:
 - \$2 million was allocated to teacher training using a train-the-trainer model with nearly 200 teachers trained this year. The second round of training begins in September 2017;
 - \$2 million for curriculum support, and;
 - \$2 million to help school districts purchase equipment and resources to support coding instruction.

KEY CONSIDERATIONS

- Technology skills are becoming a required competency in the labour force. BC technology companies are looking to jurisdictions that develop and have access to talent and coding curriculum in BC schools supports this need.
- The Ministry of Education is developing options to provide additional implementation support through professional development, equipment, and learning resources with a targeted plan for Grade 6—9 students. Options will include one-to-one coding devices for every student in Grade 8, cyber security and safety academies, as well as innovative partnerships with not-for-profits and industry related to school coding initiatives.

FINANCIAL IMPLICATIONS

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NEXT STEPS

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SCHOOL READINESS

COMMITMENT¹

Fast track enhancement to K-12 education funding to restore faith in public schools after a decade and a half of a government that shortchanged a generation of students.

- i. Priorities for funding include early intervention and Healthy Starts programs (*Agreement*)

OVERVIEW

The Ministry of Education provides a range of programs and services to ensure the students are ready for school. These range from programs to help ensure students are ready to enter kindergarten, to services that provide breakfast, lunch and snack programs. A breakdown of current school readiness programs and services follows:

- Community Learning Includes Nutrition and Knowledge - CommunityLINK (\$52.4 million) - School districts use the funding for programs including breakfast, lunch, and snack programs, academic supports, counselling, youth workers, and after-school programs.
- Changing Results for Young Children (CR4YC) (\$200,000 partnership with the United Way of Vancouver) - CR4YC provides early childhood educators and primary teachers access to shared professional learning about the social and emotional development of young children. CR4YC is currently a pilot project.
- StrongStart BC (\$10.42 million) - A play-based, early learning program facilitated by certified early childhood educators for children aged birth to five and their caregivers. There are currently 326 centres, including outreach programs, across BC's 60 school districts.
- Ready, Set, Learn (\$2.75 million) - Prepares children aged three to five for Kindergarten, while developing a connection with the school system and community. The program is available in over 1,200 public and independent schools.
- Kindergarten Transition provided by Ministry of Children and Family Development (\$600,000). This work focuses on consistent practices that can be applied across school districts to better support children with diverse needs transitioning into Kindergarten. Partners also include the Ministry of Children and Family Development and the BC School Superintendent's Association.

KEY CONSIDERATIONS

- Research shows exposure to quality early childhood programming improves school readiness. Social/emotional and language development, along with health promotion, reduces risks for children, particularly those from vulnerable families.
- The distribution of CommunityLINK funds has been constant from year to year however, could be re-profiled based on socio-economic or demographic need.

FINANCIAL IMPLICATIONS

- The funding to school districts related to school readiness programs has remained relatively stable over the last three years.

¹ Green platform commitment: direct \$35 million in nutrition and physical activity programs to promote learning readiness, and improve student health.

NEXT STEPS

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

EARLY CHILDHOOD EDUCATION

COMMITMENT

Invest in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure childcare is accessible for all families, with a focus on early childhood education (*Agreement*)

OVERVIEW

- The Ministry of Education supports early learning for children between the ages of 0 – 8 through programs such as “StrongStart BC”, and “full-day Kindergarten for 5 year olds”.
- StrongStart BC is a play-based early learning drop-in program that supports families in preparing children ages 0 to 5 years to successfully transition to Kindergarten. There are 326 StrongStart BC centres across the province that serves almost 33,000 children.
- The Ministry of Education works closely with the Provincial Office of the Early Years at the Ministry of Children and Family Development (MCFD) to support programs and services for children aged 0 to 8 with their physical, social, intellectual and emotional development.

KEY CONSIDERATIONS

- StrongStart BC is a well-received and respected early learning program that supports a child’s early development through:
 - quality, play-based early learning experiences that help prepare for kindergarten;
 - early development in the following areas – language, literacy, physical, cognitive, social and emotional;
 - development of valuable social and emotional skills;
 - parents being active in their children’s early learning; and,
 - referring and connecting families to community resources.
- A recent review of the program showed that almost 90% of the parents, school administrators and kindergarten teachers reported a positive change in children’s social skills and improved transitions to kindergarten as a result of attending this program. These findings are consistent with the research which states that exposure to quality early childhood programming increases school readiness, particularly for those from more vulnerable families.
- StrongStart BC has not expanded the number of centres over the past seven years despite an increase in demand.
- School districts are reporting they are unable to meet their operating costs with the current funding levels for the program. Increasing cost pressures on the program include food costs, aging program equipment, and cost-of-living indexed wages.
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FINANCIAL IMPLICATIONS

- The ministry currently invests \$10.432 million annually for StrongStart Centres.
- Additional investments could:
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NEXT STEPS

s.12,s.13,s.17

CHILD AND YOUTH MENTAL HEALTH

COMMITMENT¹

- Ensure students can access specially trained adolescent mental health professionals within the school system (*Platform*)
- Make mental health counsellors available where schools identify need so children can get the help they need, when they need it (*Platform*)
- Respond to the crisis in mental health and addictions with a dedicated Minister responsible for developing and implementing a Mental Health and Addictions Strategy and a Youth Mental Health Strategy (*Agreement*)

OVERVIEW

The Ministry of Education is partnering closely with the Ministries of Children and Family Development (MCFD) and Health (MOH) along with their delegated authorities (e.g. health authorities, boards of education), to provide a range of mental health and substance use programs and services to children and youth, and their families.

Key Facts:

- Approximately 84,000 children and youth between the ages of 4-17 in BC experience one or more mental health disorders at any given time. Of the 84,000 only one-third receive specialized treatment.
- In 2015/16, only one percent of BC's student population (6,000 students) received supplementary funding for supports and services for serious mental illness diagnoses in our school system.
- An even greater number of children and youth experience milder forms of distress and related impacts, which affect their ability to function to their fullest potential.
- Government invests roughly \$1.5 billion annually in child and youth mental health and substance use services.

The Ministry of Education currently spends approximately \$145 million annually in support of mental health including:

- \$0.9 million ERASE Bullying
- \$3.8 million Provincial Resource Programs
- \$76.6 million to support students with serious mental illness
- \$52.4 million CommunityLINK program
- \$11.2 million vulnerable student supplement

The Ministry of Education recognizes the need to increase its focus on mental health promotion, prevention and early intervention; research shows schools are a critical setting for these efforts. Educators are in a unique

¹ Green Platform Commitments:

- Establish a Ministry responsible for mental health and addictions; which will be responsible for developing and implementing a youth mental health strategy for early detection of mental illness.
- Allocate \$80 million to fund early intervention, youth mental health initiatives, supervised injection sites, and community-based centres for mental health and rehabilitation.

position to recognize mental health issues and connect students and families to appropriate community supports, reinforcing the case for mental health literacy. Key initiatives to support school mental health include:

- In the fall 2014, MCFD, MOH, and EDUC were tasked to review child and youth mental health and substance use services. In fall 2015, the review expanded to include the entire age and service continuum, and include a broader cross-section of ministries².
- In January 2016, the Select Standing Committee on Children and Youth released its final report on child and youth mental health, making 23 recommendations to strengthen mental health services in BC.
- In 2017, government committed \$140 million over three years to improve access to services and target key mental health initiatives, including hiring 120 community child and youth clinicians, expanding online services for youth and expanding integrated youth centres.
- Following the 2017 budget, Government released a new provincial mental health and substance use strategy (2017-2020).

KEY CONSIDERATIONS

- Though financial commitments have been made to support the provincial mental health strategy, the 2017 budget did not include specific funding for school-based mental health initiatives. There are a variety of specific actions that would greatly increase mental health supports in schools including:
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FINANCIAL IMPLICATIONS

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NEXT STEPS

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² Ministries of Aboriginal Relations and Reconciliation, Advanced Education, Justice, Public Safety and Solicitor General, Social Development and Social Innovation

ADDICTIONS

COMMITMENT ¹

- Ensure children and youth have timely access to the full spectrum of mental health and addictions care in every region of the province (*Platform*)
- Establish a province-wide strategy to ensure the widest possible availability of life-saving naloxone kits with people trained to use them (*Platform*)
- Respond to the crisis in mental health and addictions with a dedicated Minister responsible for developing and implementing a Mental Health and Addictions Strategy and a Youth Mental Health Strategy (*Agreement*)

OVERVIEW

- **s.13,s.17**
- The Ministry of Education is currently leading and promoting a variety of services and programs to support substance use prevention, intervention and care:
 - Substance use education and awareness is part of the new curriculum for every grade starting in Kindergarten as part of Physical and Health Education (PHE).
 - School and district-based supports include general counselling, substance use intervention programs (e.g. Preventure) as well as school based health centres.
 - Teaching resources and services to support students in grades 4 to 12 regarding the harmful effects of alcohol, tobacco, and other drugs are provided to teachers through specialty organizations (i.e. Center for Addictions Research of BC)
- In response to the recent Opioid overdose crisis in BC, the Provincial Health Officer (PHO) issued a letter in November 2016 and again in February 2017 to school district superintendents and independent school principals. The PHO confirmed the Province's focus for youth aged 10-18 should be on prevention. The PHO also recommended that schools obtain a naloxone kit, and ensure someone is trained to respond to an overdose, if the school has a high-risk population or if students are using drugs on or near school grounds. Since this communication the Ministry of Education has:
 - Provided teacher resources on substance use education to school districts and K-12 partners.
 - Convened meetings with superintendents and safe school coordinators to raise awareness of the opioid overdose issue and available resources.
 - Contributed to a Naloxone Risk Assessment Tool that supports school districts determine whether to stock Naloxone based on risk factors and provides guidance on how to access training on administering Naloxone. The Ministry of Education will be distributing this risk assessment tool to boards of education and independent school authorities.

¹ Green Platform Commitments:

- Explore additional measures to discourage the consumption of substances that can be harmful to health, such as tobacco and alcohol.
- Develop an immediate response to the fentanyl crisis based on successful programs in Europe that invest in treatment on demand, drug substitution, early-warning monitoring systems, and coordinated response.

KEY CONSIDERATIONS

- Though efforts have been made to address the opioid overdose epidemic in BC, overdose deaths have continued to climb. While youth under 18 years of age represent less than three percent of overdose deaths to date, focusing prevention efforts on children and youth can prevent the risk of future substance use harms.
- A comprehensive approach to substance use intervention and prevention for the education sector would allow for a coordinated response to crisis and a better understanding of the school/districts that may require more intensive prevention and support services. The approach will focus on the most vulnerable youth, including those that have experienced early childhood trauma, children in care, those with mental health challenges and Status First Nation teens who have higher overdose rates.
- Prevention and intervention options will include:
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FINANCIAL IMPLICATIONS

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NEXT STEPS

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YOUTH IN CARE

COMMITMENT

Ensure the K–12 system has the resources to help youth in-care graduate with their peers (*Platform*)

OVERVIEW

- The responsibility for children and youth in-care is a collective responsibility. The Ministries of Children and Family Development (MCFD), Education (EDUC), Advanced Education and Health all have key roles in providing a range of services, programs and supports to children and youth in care.
- Children and youth in care are among the most vulnerable student populations in the school system. There are currently over 7,700 children and youth in government care, 3,100 of which are under a Continuing Custody Order (CCO). Students under a CCO:
 - 58% are students with designated with special needs;
 - 71% are Aboriginal; and,
 - 47% have a six-year graduation rate versus 83% graduation rate for the provincial body.
- For all children and youth in care, the completion rate is just over 40%, compared to the completion rate for all students of 83%.
- The Ministry of Education is taking the following actions to support children in care graduate with their peers:
 - Updating the ***Joint Educational Planning and Support for Children and Youth in Care: Cross-Ministry Guidelines*** in response to recommendations from the Representative for Children and Youth (RCY). The updated guidelines will address school attendance, linkages to student safety, transitions to post-secondary and aging out of care, as well as tips for school-based teams and caregivers.
 - Lead by MCFD, the Ministry of Education participates on a cross-government Youth Transitioning Committee, which includes the development of a ***Cross-Government Youth Transitioning Action Plan*** [s.13,s.17](#)
 - [s.13,s.17](#)
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KEY CONSIDERATIONS

- Though efforts have been made to support children in care to graduate with their peers, there remains substantial disparity in graduation rates.
- A comprehensive education approach that includes social, behavioural, medical, and academic components to support children in care would improve graduation rates and provide better supports to these very vulnerable children. A Provincial Children in Care Education Strategy is under development. To inform the development of the strategy, the following work is currently being undertaken:
 - The development of a data driven provincial profile of children and youth in care within the educational sector;
 - A literature review to identify promising practices to support children and youth in care within the educational setting; and,

- A jurisdictional scan that identifies successful policies and interventions to support children and youth in care.
- s.13,s.17
- The Strategy will:
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 - Improve cross-government supports for youth transitioning out of care.
- A new Representative for Children and Youth (RCY) report on educational outcomes of children and youth in care is anticipated in Summer 2017¹. The Strategy being developed will consider recommendations resulting from this report.

FINANCIAL IMPLICATIONS

- s.13,s.17 to support the launch of the children in care guidelines and implementation of the strategy in 2017/18.
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NEXT STEPS

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

¹ For more information see the Issue Note on the Representative for Children and Youth Report – Educational Outcomes of Children and Youth in Care.

GANGS AND GUN VIOLENCE

COMMITMENT ¹

To address gangs and gun violence we will give the Surrey Wraparound (WRAP) program stable, secure funding and increase support for it by \$500,000 a year. This partnership between the city, the school district and the RCMP connects teens who are at risk of joining gangs with outreach workers, teachers and police. (*Platform*)

OVERVIEW

- In April 2016, \$23 million was invested to support safety and enforcement measures that address guns and gangs in BC. Specific focus was given to public safety in Surrey, Williams Lake and other communities that have seen recent spikes in violent, public gang activity. These communities face gang-related behaviour with youth and in schools.
- The Surrey Wraparound Program (WRAP) is a partnership between the Surrey School District, RCMP and the City of Surrey. The program's objective is to positively attach youth to school, their community and the home by building trusting and positive relationships.
- The Ministry of Education launched a comprehensive, provincial prevention and intervention strategy in 2012 to address bullying, prevent violence, and provide support to school districts during critical incidents – including gang related matters. As part of this strategy, the ministry has supported the following specific intervention and prevention measures related to gangs:
 - Training for school district/school staff and community partners on Violence and Threat Risk Assessment - the training assists in the identification and response to youth engaging in gang associated behaviour.
 - Provided \$250,000 to Surrey WRAP over 2014/15 and 2015/16.
 - Provided targeted and comprehensive professional development to 145 Safe School Coordinators on the issue of gangs and gang violence in February 2015.
 - Provided a \$25,000 contribution in March 2017 to the Westcoast Boys Club Network Foundation to support male students at risk of gang related activity in the Williams Lake school district.
 - Partnered with the Ministry of Public Safety and Solicitor General (PSSG) to develop prevention-focused resources for schools and communities that support youth in developing respectful relationships
 - **s.13**
- Additional quick facts:
 - The average age when youth begin to associate with gangs is 13 years old.
 - There is a growing percentage of female gang membership in British Columbia.
 - There is a correlation between gang presence in schools and the availability of both guns and drugs in schools.

¹ Green Platform Commitment: Enhance the coordination of initiatives targeting gangs and organized crime.

KEY CONSIDERATIONS

- There are a number of communities across BC, in addition to Surrey, that are dealing with significant gang and gun violence issues including Williams Lake, Abbotsford, Vancouver, Kamloops, Prince George and Richmond. In 2014, Williams Lake ranked first in violent crime severity among more than 300 Canadian municipalities with a population over 10,000, according to Statistics Canada.
- Options for supporting a coordinated, province-wide approach to gang and gun violence focusing on prevention and intervention include:
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FINANCIAL IMPLICATIONS

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NEXT STEPS

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TRUTH AND RECONCILIATION CALLS FOR ACTION

COMMITMENT

Implement the K–12 education Calls to Action from the Truth and Reconciliation Commission report (*Platform*)

OVERVIEW

- In 2015, the Truth and Reconciliation Commission of Canada released 94 Calls to Action to address the legacy of residential schools and advance Canadian reconciliation.
- Call to Action #62 relates to education and has four subcomponents:
 1. Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for Kindergarten to Grade 12 students;
 2. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
 3. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and,
 4. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in curriculum.
- Call to Action #64 asks all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.
- Prior to the release of the Calls to Action, the Ministry of Education had already begun work on the calls to action. All but one is complete. All actions will be completed by September 2018, summary below:

Calls to Action	Status
62.1 Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for Kindergarten to Grade 12 students.	In Progress. BC's K–12 curriculum has been revised, in collaboration with Aboriginal peoples, to include age-appropriate content related to Aboriginal peoples' history, including the residential school era. <ul style="list-style-type: none">• The K–9 curriculum is complete as implementation began in 2016/17.• Grades 10–12 curriculum is being trialed with full implementation set for 2018/19.
62.2 Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	Complete. All teachers graduating from BC teacher education programs, as of September 2012, must complete three credits related to the historical context of First Nations, Inuit, and Métis learners.
62.3 Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.	Complete. While the funding responsibility for First Nations band-operated schools on reserve rests with the federal government, the Province is contributing in several ways. <ul style="list-style-type: none">• The Province, as of 2008/09, pays reciprocal

	<p>tuition to these schools whenever they serve students otherwise eligible for a free BC public school education.</p> <ul style="list-style-type: none"> • BC, Canada, and First Nations, as represented by the First Nations Education Steering Committee (FNESC), are implementing the Tripartite Education Framework Agreement (TEFA), which has, as of 2012/13, provided First Nations on-reserve schools with federal funding comparable to what the Province provides public schools. • Moreover, through TEFA, BC is sharing expertise and learning resources with the federal government and First Nations to help build capacity in the First Nations education system.
62.4 Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in curriculum.	Complete. The Assistant Deputy Minister, Learning Division, and the Assistant Deputy Minister, Services and Technology Division, who is also responsible for the learning modernization project, share the responsibility of ensuring that Aboriginal content is embedded in all BC curriculum.
64 All levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.	Complete. All faith-based schools in BC follow the BC curriculum, which includes specific aspects and references to Aboriginal cultures, languages, history, and spirituality.

KEY CONSIDERATIONS

Additional options, based on input from learning partners, to support the Truth and Reconciliation Calls to Action include the following:

- Respond to Calls to Action #13–14 on Aboriginal language revitalization by responding to Call to Action #57.

Calls to Action	Additional options
<p>13. Acknowledge that Aboriginal rights include language rights.</p> <p>14.3 The federal government has a responsibility to provide sufficient funds for Aboriginal language revitalization and preservation.</p> <p>14.5 Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.</p>	<ul style="list-style-type: none"> • s.13 •

57. We call upon...governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

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FINANCIAL IMPLICATIONS

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NEXT STEPS

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INDIGENOUS LANGUAGE LEARNING

COMMITMENT

Provide support for, and work towards full course offering in Aboriginal languages (*Platform*)

OVERVIEW

- The Ministry of Education is committed to reflecting Aboriginal worldviews and perspectives in the K to 12 curriculum including full course offerings in Aboriginal languages.
- The Ministry of Education is working with the Ministry of Advanced Education, school districts, the First Nations Education Steering Committee (FNESC), and Aboriginal communities to provide support for, and work towards, full course offering in Indigenous languages.
- Aboriginal language is a priority for many Aboriginal peoples and the ministry recognizes all students, particularly those of Aboriginal ancestry, should have the opportunity to learn an Aboriginal language whenever possible and do so with the support of the Aboriginal community.
- There are a total of 35 Indigenous Languages in BC and currently there are:
 - 17 provincially approved Aboriginal language curriculums, providing choice for students and strengthening the presence of Aboriginal culture, history, and language in classrooms.
 - The ministry is supporting six Aboriginal communities and school districts to develop additional Aboriginal language curriculum over the next three years, with the remaining 12 to be considered during the following 5 year period.
- Currently, there are around 1,000 grade 10, 11, and 12 students enrolled in Aboriginal language courses in the province.

KEY CONSIDERATIONS

- The importance of Indigenous language learning in BC has been raised with the Federal government by both the Ministry of Education and FNESC.
- In December 2016, Honourable Justin Trudeau, Prime Minister announced the federal government will enact an Indigenous Languages Act along with the investment of new funds (\$55 million per year) for Aboriginal language and culture.
- During the Tripartite Education Framework Agreement negotiations between FNESC, BC and Canada - FNESC requested provincial policy changes and federal funding to support language programs.
- Currently, school districts determine what, if any, Indigenous languages are offered to students locally. To support school districts with this work, the ministry supports partnerships between school districts and communities in the development of curriculum for Aboriginal languages.
- The Ministry of Education is committed to support full course offering in Aboriginal languages and the following options are being considered to further this work:
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FINANCIAL IMPLICATIONS

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NEXT STEPS

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K-12 SECTOR FUNDING ALLOCATION REVIEW

COMMITMENT¹

- A comprehensive review of BC's current K-12 funding formula to move BC's school system to a better, stable and sustainable model for investing in education (*Platform*)
- Fast track enhancement to K-12 education funding to restore faith in public schools after a decade and a half of a government that shortchanged a generation of students.
 - ii. Review the funding model for the K-12 education system with a view to ensuring equitable access for students (*Agreement*)

OVERVIEW

- Public and independent schools in BC receive operating funding through a funding allocation system. The current funding allocation system for public schools was implemented in 2001/02, and that for independent schools was first implemented in 1977.
- The public school funding allocation system was designed to address the declining enrolment trend at that time and create a simplified funding formula based on a per-student allocation method. For the most part the funding allocation system has remained intact since then with only minor changes.

KEY CONSIDERATIONS

- The decline in student enrollment halted in 2014/15 and has increased in each of the last two years. Projections show a further increase in September 2017, with enrolment projected to include 11,500 more students than in 2014/15. Both the public and independent school systems are now in a phase of sustained enrolment growth, and a commitment has been made to funding enrolment growth at existing published per pupil rates. This creates both equity issues across school districts as well as funding disparities across school districts.
- For both public and independent schools these increases are caused, in part, by expected school age population growth and increasing in-migration from other provinces, particularly Alberta. In addition, the public school system is seeing the return of students from independent schools following the 2014 labour disruption.
- While the core funding allocation system has remained substantially intact, there has been an increase in the number of grants made outside of regular operating grants in the past several years, with the [s.12,s.13,s.17](#)

¹ Green Platform Commitment: Review the funding model for the K-12 education system with a view to ensuring equitable access for students. This will address targeting funding to schools with the greatest need and increasing local autonomy regarding funding priorities and distribution.

- Examples of recent grants announced outside of regular operating grants include the Student Transportation Fund (\$15 million), the Classroom Enhancement Fund (approx. \$360 million), and the Rural Education Enhancement Fund (\$3 million). These initiatives are intended to be cost-based funding to school districts, which represents a shift away from a largely student-based funding formula to an issues- or cost-based system.
- It is also becoming apparent that, across districts of different sizes and rates of enrolment growth (or decline) there are inequities in the current system; some school districts suffering enrolment decline are being supported by funding protection, and other school districts that have flat growth are facing inflationary pressures, which compound year-over-year.
- There have recently been calls from the K-12 sector for the Ministry of Education to review the current funding allocation system to ensure it is distributing funds in an equitable and effective manner.
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FINANCIAL IMPLICATIONS

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NEXT STEPS

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SCHOOL SUPPLIES

COMMITMENT

Provide \$30 million per year to the school system to ensure that kids have the school supplies that they need to succeed (*Platform*)

OVERVIEW

- Teachers and parents are typically vocal about the increasing costs that they contribute towards learning resources/equipment and both curricular and extra-curricular activities. Both teachers and parents have recently been granted tax relief on the purchase of educational supplies (Teachers: 15% of \$1,000, Federal Tax Credit, Parents: \$250 non-receipted Provincial Tax Credit); however, the Ministry of Education has continued to field concerns from teachers and parents on this issue.
- Ensuring that classrooms and teachers are well-resourced supports the implementation of the new curriculum, and helps address concerns about the level of supports available to students and teachers in this new learning environment. The BC Teachers' Federation has also expressed concerns that the province has not provided sufficient resources to teachers to implement the new curriculum.

KEY CONSIDERATIONS

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- The *Independent School Act* and regulations require the Ministry of Education to pay independent schools a percentage of total funding for public schools (this translates to approximately \$2 million).

FINANCIAL IMPLICATIONS

- \$30 million annual increase to the ministry's budget.

NEXT STEPS

- It is recommended that these commitments be reflected in the updated Budget, given that it is a multi-year commitment.

CONTINUOUS IMPROVEMENT IN THE EDUCATION SYSTEM

COMMITMENT

- Fix our education system, investing in student success from kindergarten to graduate school (*Platform*)
- Fast track enhancement to K-12 education funding to restore faith in public schools after a decade and a half of a government that shortchanged a generation of students (*Agreement*)

OVERVIEW

- Over the past two decades, the Ministry of Education has employed a variety of approaches towards public school accountability – e.g. school accreditation, district reviews, extensive reporting to the Ministry, and direct engagement with school districts by ministry superintendents of achievement.
- Although well-intended, these approaches were widely viewed by education partners as not working as effectively as they should to ensure student success, and created a culture of compliance instead of continuous improvement.
- Since 2014, the Ministry of Education has worked in close collaboration with provincial education partners to develop and implement a meaningful accountability framework for British Columbia's public education system, one that creates a cohesive, system-wide focus on *student learning* and increases focus on supporting each student and specific groups of students, including Aboriginal students, children in care, students with special needs, and other vulnerable students.
- Initial implementation of *BC's Framework for Enhancing Student Learning* began in 2016, with strong support and co-development by key provincial education partners, including trustees, superintendents, secretary treasurers, principals, teachers, and the Office of the Representative for Children and Youth.
- Essentially, *BC's Framework for Enhancing Student Learning* specifies requirements for school district and school strategic planning for learning and therefore, serves as a powerful yet neutral platform for the ministry to guide and assess the delivery of education priorities.

KEY CONSIDERATIONS

- The Framework is the key strategic policy and mechanism for realizing the objectives set out in the *Statement of Education Policy Order (Mandate for the School System)* OIC 1280/89, namely to develop educated citizens and to support students' intellectual, human, social, and career development. It is authorized through Sections 8.3 and 81 of the *School Act*.
- The Framework and the consultative manner in which it was developed have been lauded by a wide range of sector leaders and education partners. It has been favourably reviewed by the Office of the Auditor General in two separate provincial audits.
- The Framework consists of the following components:
 1. a system-wide focus on intellectual, human and social, and career development;
 2. multi-year district and school plans, updated annually;
 3. meaningful and effective evidence, reported at least annually by districts and the province;
 4. system-wide capacity building focused on continuous improvement; and

5. linkages with existing local agreements to ensure consistent and meaningful support of Aboriginal students.
- A summary of the key elements and expectations of this new Framework was shared with districts and publicly posted in October 2015. ^{s.13}
^{s.13}
 - While districts are committed to developing district and school plans, as per expectations outlined in the summary document, full system-wide implementation is dependent on the posting of this detailed policy.
 - In complement to the Framework, the Ministry recently created a new web platform that presents meaningful provincial and district results related to students' intellectual, human and social, and career development: www.bced.gov.bc.ca/reporting/systemperformance. This site is an important mechanism for communicating about and continuously improving system performance, and has been very well received by all provincial education partners.
 - The Framework and associated planning and reporting efforts will help identify and communicate key areas of need for BC's education system, helping to inform broader policy directions, investments, and capacity building efforts to drive student success.

FINANCIAL IMPLICATIONS

Increased awareness of system performance results by citizens and the sector will increase pressure to continuously improve outcomes. ^{s.13,s.17}

^{s.13,s.17}

NEXT STEPS

^{s.13}

FIRST NATIONS CURRICULUM

COMMITMENT¹

- We will develop with First Nations a curriculum that reflects accurately and fairly on the rich history of the people of this land (*Platform*).
- We will develop, in consultation with First Nations, a curriculum for Indigenous languages and for Indigenous history in Canada and British Columbia, so Indigenous children and their peers can learn the history, accurately (*Platform*)².

OVERVIEW

- Consistent with many jurisdictions around the world, British Columbia's (BC) curriculum is being redesigned to respond to the demanding world our students are entering.
- At the heart of BC's redesigned curriculum are:
 - Literacy and Numeracy Foundations.
 - Student Understanding and Application of Rich Content (e.g., concepts, key ideas).
 - Core Competencies (e.g., critical thinking, communication).
- Key to the redesigned curriculum has been the inclusion of Aboriginal perspectives and content in all subject areas, at every grade level.
- BC's new curriculum has been written in collaboration with Aboriginal peoples to include First Nations history, traditions and cultures; there was Aboriginal representation on all curriculum development teams.
- Recent activities involved the finalization and implementation of the K-9 curriculum for the 2016/17 school year. Aboriginal perspectives and content are included in all subject areas across all grade levels.
- The Grade 10–12 curriculum is currently being trialed and includes a strong First Nations focus in all courses. It is currently available in draft form and will be fully implemented in 2018/19.
- BC's new curriculum was developed in consultation with more than 200 teachers nominated by the BC Teachers' Federation, the Federation of Independent School Associations, the First Nations Schools Association, and the First Nations Education Steering Committee.

KEY CONSIDERATIONS

- Ensure continued inclusion of First Nations worldviews and perspectives in all subject areas as the Grade 10-12 curriculum is finalized.
- Within the social studies curriculum there is specific content related to both Aboriginal contributions and historical injustice, including topics such as residential schools.
- There will be two secondary social studies courses focused on Aboriginal studies and indigenous history:
 - BC First Peoples 12.
 - Contemporary Indigenous Studies 12.
- The English First Peoples 10, 11 and 12 have been revised to align with the direction of the new curriculum.

¹ Green Platform Commitment: Work with Indigenous leaders, teachers, universities and colleges to develop policies and strategies to attract the brightest and best to the profession, and support recruitment and retention. Special attention will be paid to increasing the number of Indigenous teachers and to incorporating more content on Indigenous culture into the curriculum.

²See separate transition note on Indigenous Language Learning.

FINANCIAL IMPLICATIONS

- The costs for developing K-12 curriculum have been spread over 4 fiscal years and will continue into the 2018/19 fiscal year. The majority of costs arise from involving teachers across the province, including their teacher release time and travel costs to meet as curriculum writing teams.
- Expanding the development of resources to support teachers in teaching Aboriginal worldviews and perspectives, and providing professional learning for teachers will require additional funding.

NEXT STEPS

- The Ministry of Education will work to increase representation of Aboriginal educators in BC while strengthening professional development of all educators' understanding of Aboriginal worldviews and perspectives.

SUPPORT FOR NEW CURRICULUM

COMMITMENT

Work with school districts to successfully implement BC's new school curriculum and provide new technology, lab equipment, learning material and professional development support for teachers (*Platform*)

OVERVIEW

- British Columbia (BC) is in the process of transforming the K-12 system. This is a complex, multi-year project that spans Grades K-12 and includes the implementation of new curriculum and associated changes to assessment, reporting and graduation requirements.
- BC's new curriculum was developed in consultation with more than 200 educators, nominated by the British Columbia Teachers' Federation (BCTF), the Federation of Independent School Associations, First Nations Schools Association, and the First Nations Education Steering Committee.
- The redesigned curriculum focuses on the key ideas, concepts and competencies that students need to master to succeed in their education and their lives.
- The revised K-9 curriculum was implemented in the 2016/17 school year.
- The draft Grade 10-12 curriculum is available to trial and feedback can be provided on the ministry's website.
- A number of supports (training, resources, information, presentations, professional development time) have been provided to assist teachers with the implementation of changes, including:
 - **Professional learning:** For K-9, in 2016 the Ministry of Education supported the development and promotion of summer training and mentorship programs delivered through a range of post-secondary institutions (targeting existing and pre-service teachers).
 - **Instructional /learning resources:** Working with teams of educators, the ministry has produced over 50 instructional samples to support the K-9 curriculum. The purpose of the instructional samples posted on the BC's New Curriculum website is to share how some BC teachers are interpreting the new curriculum and making meaning of it in their own classrooms. The samples show different entry points into the curriculum and provide springboards for teachers to reflect on their own practice. The BCTF has linked to these resources through their Teach BC website. A series of educational bulletins and guidelines have also been published to aid teachers and administrators. The ministry has also sponsored the establishment of a curated list of websites supporting the new curriculum.
 - **Funding to Districts:** An Education Plan Supplement of \$10.5 million was provided to school districts through a supplement to the 2016/17 operating grants. This supplement was to support districts in their work of transformation, with a suggestion that it be used to further the implementation of the redesigned curriculum.
 - **Non-instructional time:** In 2015, the ministry announced a support plan to provide information and training to teachers on the new curriculum. Amendments to the School Calendar Regulation were made in 2015 to give effect to the support plan. The plan included:
 - 10 new hours of non-instructional time for teachers in 2015/16 designated for new curriculum training

- 5 new hours of non-instructional time in each of 2016/17 and 2017/18 school years designated for new curriculum training
- designation of one existing non-instructional day for new curriculum training
- \$1 million to fund targeted training during the 2015/16 school year.
- \$2 million to fund coding curriculum implementation and \$2 million to support other curriculum in 2016/17 school year.
- **Outreach support:** Extensive outreach support to educators (public, independent and offshore) across the province to create awareness and understanding of changes in the K-12 system through presentations, information sessions, online and in-person, from small to large sessions.

KEY CONSIDERATIONS

- The ministry continues to provide information, funding, training and supports to educators on changes within the education system. A multi-year strategy providing additional support that includes funding for training, additional non-instructional time and development of instructional and learning resources is being developed for the Minister of Education's consideration. This will continue to allow time for teachers to collaborate and engage in training. This strategy will include the following elements:
 - s.13

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- **Supplemental Funding to Districts:** A supplement of \$10.6 million will be put in place for the 2017/18 school year. Suggestions for the use of this funding are focused on strategies and supports for teachers to implement the new curriculum. Districts are being asked to report on how the funding has been used.
- s.13

FINANCIAL IMPLICATIONS

- s.13

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NEXT STEPS

- Develop an enhanced multi-year support strategy for educators for presentation to the Minister of Education for approval, and potentially Treasury Board, in Fall of 2017.

ADULT BASIC EDUCATION

COMMITMENT¹

- We will eliminate fees for Adult Basic Education and ESL and keep a cap on tuition fees at colleges and universities (*Platform*)
- We will make Adult Basic Education and English as a Second Language free again (*Platform*)
- Recognize that education is about lifelong learning and make post-secondary education more accessible and affordable.
 - i. Restore funding to Adult Basic Education and English Language Learning (*Agreement*)

OVERVIEW

- As part of the K-12 education system, adult learners can take courses in Foundations English, Math, Science, and Social Studies, as well as courses that provide credit towards their BC Graduation Diploma or a BC Adult Graduation Diploma.
- Adult learners (19 and older) can take courses tuition-free through school districts under the following circumstances:
 - They have not graduated, and are considered ordinarily resident in the Province of BC; and,
 - They are taking foundations courses, which are basic literacy and numeracy courses that would prepare students for taking Grade 10-12 courses.
- On May 1, 2015, the Ministry of Education instituted a policy change whereby graduated adult learners were no longer able to take upgrading courses and courses of interest (eg. photography) tuition free under the Education Guarantee.
- Graduated adults are still able to access high school courses, but districts can charge tuition.
- Adults with low income may also be eligible for an Adult Upgrading Grant (a non-repayable grant available through Student Aid BC) applicable within the post-secondary system for tuition, books, supplies, and other costs.

KEY CONSIDERATIONS

- In 2015/16 there were 8,623 adult learners in Foundation courses.
- In the K-12 system, the primary concern of graduated adults with the 2015 change in policy was that they were no longer able to access tuition-free prerequisite courses that were for entrance into particular post-secondary programs; for example, Biology 12 is a prerequisite requirement for entering a nursing program.
- Academic upgrading courses can still be accessed, either at a Continuing Education Centre or through Distributed Learning; however, graduated adults now have to pay a fee for these courses. A fee was always charged for the equivalent courses by post-secondary institutes.

FINANCIAL IMPLICATIONS

- The funding for non-graduated adults accessing courses to complete their Graduation Diploma, Adult Graduation Diploma, or Foundation Courses has remained relatively stable over the past three years.

¹ Green Platform Commitment: Provide \$10 million per year to restore funding for adult secondary education upgrading and language training.

- Funding to support graduated adults in the K-12 system steadily increased under the previous Education Guarantee. After May 1, 2015, there was a sharp drop (see table below).

	2014/15	2015/16
Graduated Adult Students Enrolled (Headcount)	20,848	8,623
Total Funding	\$ 14,084,502	\$ 5,527,891

- There are two options for consideration relating to the restoration of the adult basic education program for graduated adults in the K-12 sector:
s.13,s.17

NEXT STEPS

- s.12,s.13,s.17
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MEMORANDUM OF AGREEMENT AND IMPLICATIONS FOR 2019 BARGAINING

ISSUE

Implementation of the Memorandum of Agreement (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, pursuant to the Donald, J. dissent from the BC Court of Appeals.
- The Court held the process, by which the 1400 provisions were deleted; infringed on teachers' freedom of association and; therefore, was unconstitutional. The Supreme Court's ruling also confirmed government has the right to legislate new terms to a collective agreement, provided it follows an appropriate process, including meaningful consultation.
- Anticipating a final decision on the challenge to the *Education Improvement Act*, the 2013-19 Provincial Collective Agreement included Letter of Understanding (LOU) 17 that provided:
"if the final judgement affects the content of the [agreement] by ... restoring the 2002 language, the parties will reopen the [agreement] on this issue and the parties will bargain from the restored language."
- The decision triggered the LOU process to determine how to implement the restored provisions, focussing on ratios for class size and composition, ratios for non-enrolling staff (e.g. librarians, ESL teachers, and counsellors), and processes for students with special needs and ancillary language (e.g. staff committees' input on class organization).
- A Memorandum of Agreement (MoA) was reached on March 3, 2017 between the Ministry of Education, the Public Sector Employers' Council Secretariat (PSEC Secretariat), the BC Public School Employers Association (BCPSEA), the accredited bargaining agent for the 60 boards of education and the British Columbia Teachers' Federation (BCTF), representing the public school teachers.
- The terms of the MoA take effect on September 1, 2017. To support implementation, the MoA includes provisions that best efforts be made to comply with the MoA, a process to resolve interpretation and application disputes, and remedies where compliance is not possible.
- The provisions of the MoA are part of the current provincial collective agreement. They will remain intact unless changes are negotiated during the 2019 round of collective bargaining or other future rounds. Therefore, the issues and challenges presented through implementation will be an integral part of the scope of bargaining in 2019.
- s.13,s.17

s.13,s.17

As specified in the *School Act*, all staffing decisions are made by the boards of education for their respective school districts; therefore, schools districts have discretion to determine how the MoA

will be implemented locally, including efforts made to comply with the agreement. The MoA does not direct how school districts will make staffing decisions, nor does the MoA change any accountability from the ministry or its influence with respect to staffing decisions. The Agreement Implementation Committee, made up of representatives of the parties who negotiated the MoA, facilitates province-wide implementation and manages provincial issues. [s.13,s.17](#)

[s.13,s.17](#)

- The restoration of class composition is complicated by the changes to the definitions of special education designations since 2002. The MoA provided for a Class Composition Committee to arrive at a consistent approach to class composition. In recognition of the difficulty of this endeavor, the MOA specifies an arbitration process with a decision to be made no later than January 31, 2019, to determine class composition for the 2019/20 school year. [s.13,s.17](#)

[s.13,s.17](#)

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FINANCIAL IMPLICATIONS

See issue note on financial implications of implementing the MoA.

DECISION REQUIRED

- This is an ongoing issue.
- Monitoring the issues arising from the implementation of the MoA is an ongoing issue [s.13,s.17](#)
[s.13,s.17](#)

BARGAINING FRAMEWORK

ISSUE

Framework for bargaining with the British Columbia Teachers' Federation and the support staff unions

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. Similarly, the Provincial Framework Agreement with the K-12 Presidents' Council and Support Staff Unions expires on June 30, 2019. The BCTF represents the over 41,000 public school teachers and the Support Staff Unions represent over 30,000 support staff.
- From March to June 2019, over 75 percent of all provincial public sector collective agreements will expire.
- The Ministry of Education, with the support of BCPSEA and the Public Sector Employers' Council (PSEC), represent the employer's interest in bargaining negotiations. BCPSEA is the accredited bargaining agent, designated as such by the *Public Education Labour Relations Act*, for the 60 boards of education.
- Boards of Education 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. The PSEC Secretariat has a coordinating function and guides negotiations by establishing the fixed fiscal envelop and strategic objectives for public sector negotiations. BCPSEA presents the objectives and interests of the boards of education as the employer.
- s.13,s.17
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FINANCIAL IMPLICATIONS

n/a

DECISION REQUIRED

- This is an ongoing issue.
- s.12,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 of education.
- 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 Board Trustees had also previously been removed in May 1985.
- There are nine trustees in School District No. 39 (Vancouver), all elected “at large”. A 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).
- [s.12,s.13](#)
- If Cabinet chooses to replace the current official trustee with an elected board, given the recent resignation of Geoff Meggs from Vancouver City Council it may be possible to coordinate the by-elections for both Vancouver City Council and the Vancouver School Board. The City of Vancouver has requested a decision from Cabinet by August 4, 2017 to coordinate with the City by-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

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DECISION REQUIRED

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

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)
Cabinet Regulations			s.12,s.13
Orders in Council (OICs)			Appointment of a new Commissioner for a five year term under the <i>Teachers Act</i> (current Commissioner's appointment expires November 12, 2017)
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		<div data-bbox="1066 90 1182 126" data-label="Text">s.12,s.13</div>
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s.12,s.13

DECISION REQUIRED

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

STRATEGIC PLAN FOR ABORIGINAL EDUCATION

ISSUE

The Ministry has drafted a strategic plan for Aboriginal education in British Columbia.

BACKGROUND

- In November 2015, 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](#)

- 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 high school completion rates increased from 39% in 2000 to 64% in 2016, but a gap of more than 20% remains when compared with non-Aboriginal student completion 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,s.17](#)

DECISION REQUIRED

- This is a 60-day issue.

CHILD CARE

ISSUE

\$10 a day childcare program endorsement

BACKGROUND

- The 2017 NDP-Green Confidence and Supply Agreement committed to “Invest in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure childcare is accessible for all families, with a focus on early childhood education”.
- The NDP has publicly endorsed a report published by the Coalition of Child Care Advocates of British Columbia that proposes a \$10 a day child care program, along with several other recommendations to better integrate early learning and care. The recommendations include introducing new legislation (‘Early Care and Learning Act’) to legitimize the need for public funded early care; increasing educational requirements and wages for care providers; and mandating School Districts to play a critical role in the planning, developing and governing of early care and learning services in their districts.
- Currently, the Early Years mandate is shared between the Ministry of Education, the Ministry of Health (MoH) and the Ministry of Children and Family Development (MCFD), with central coordination by the Provincial Office of the Early Years. MCFD has the primary responsibility for child care and currently provides subsidies to lower-income families; provides operating funds to subsidize cost for approximately 100,000 licensed child care spaces; manages the certification of Early Childhood Educators (ECE) and ECE Assistants; and provides a range of early development and Aboriginal child care programs.
- A joint Ministry of Education-MCFD working group has been established to start looking at the range of options available and how they will impact different areas, including service delivery models, funding models, governance, policy, legislation, childcare staffing requirements, curriculum, licensing, systems, and monitoring framework. The intent of the working group will be to identify key considerations, challenges, opportunities, and cost estimates for different options so that the ministries can quickly establish a plan with budget estimates once direction is set. To support the Minister in setting a vision for child care, the working group is establishing some principles for the Minister’s review to help set the scope and priorities of a British Columbia child care program.

FINANCIAL IMPLICATIONS

Conservative estimates of a universal \$10 a day child care program in British Columbia would be at least \$1.5 billion per year, and this does not consider required capital and start-up costs to build the infrastructure needed to support the new system. Detailed cost estimates will be developed based on Ministerial direction on the scope and priority for a child care program.

DECISION REQUIRED

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

ISSUE

Status of the Capital Program

BACKGROUND

- The Ministry of Education has a \$1.7 billion Capital 3-Year Fiscal Plan approved from 2017/18 through 2019/20 valued at approximately \$567 million, \$605 million, \$539 million, respectively through 2017/18, 2018/19 and 2019/20. With school district capital spending at \$1.9 billion, this is the largest three-year capital program in recent history.
- The Ministry of Education seeks approval of its Capital 3-Year Fiscal Plan annually in December/January. This includes a notionally approved 10-Year Capital Plan to enable longer term capital planning.
- For capital programs with established funding envelopes such as Annual Facility Grant (AFG), School Enhancement Program (SEP), Carbon Neutral Capital Program (CNC), Building Envelope Program (BEP) and the court ordered School District No. 93 Conseil Scolaire Francophone (CSF) funding envelope, the ministry is the delegated authority to approve individual projects. All projects within these programs for fiscal 2017/18 have been approved and school districts are proceeding with design, tender and delivery.
- For major projects in the seismic, expansion or replacement programs, the ministry must obtain individual project approval at either a Treasury Board staff level (typically projects <\$10 million), Treasury Board minor level (typically projects >\$10 million to \$25 million) or Treasury Board major level (typically projects >\$25 million).
- Between now and January 2018, the Ministry of Education will require approval on 25 projects under \$10 million, 13 projects between \$10 million, and \$25 million and 9 projects over \$25 million, in order to deliver according to our 2017/18 and 2018/19 capital plans.
- In April 2017, the ministry released the Annual Five-Year Capital Plan Instructions for the next fiscal plan development (2018/19 – 2020/21). The deadline for submissions is June 30, 2017. School district Annual Five-Year Capital Plan submissions will be reviewed over the summer, including potential site assessments, and will be used for building the ministry's next fiscal plan by mid-October.
- In May 2017, the ministry approved \$42.2 million to create up to 460 additional educational spaces for the 2017/18 school year in response to the impacts of the recently restored collective agreement language. The ministry has been directed to re-profile existing capital funding and reprioritize projects within the currently approved capital plan to create funding for these projects and include this in the first quarter financial reporting due June 2017.
- The Ministry of Education is required to submit its Minister approved 10-Year Capital Plan to the Ministry of Finance by November 2017.

DECISION REQUIRED

- This is a 30-day and ongoing issue.
- Re-profiling of the existing 2017/18 Capital Plan to create funding for the \$42.2 million in capital projects arising from the collective agreement language restoration is required for submission June 2017 in the quarterly financial reporting.
- Individual project approvals will be required by the Minister of Education imminently and through-out the fiscal year.

- Approval by the Minister of Education on the next 10-Year Capital Plan will be required by November 2017, with drafts in September and October.

Attachments:

Categories of Capital Programs

Categories of Projects:

FUNDING CATEGORY	PROJECT CATEGORY	MINISTRY'S PRIORITY
Priority 1 - SEISMIC MITIGATION	Seismic Mitigation of Schools Rated as High Risk Least Cost Option over the Life of the School <ul style="list-style-type: none"> • Strengthening • Replacements (full or partial), • Closures, Reconfigurations 	Safety
Priority 2 - ROUTINE CAPITAL	Investment to Preserve the Life of the Schools and Ensure Well-Functioning Buildings <ul style="list-style-type: none"> • Mechanical Upgrades • Electrical Upgrades • Energy Management • Roofing • Flooring • Health and Safety 	Maintain existing assets
Priority 3 - EXPANSION	Expansion Projects in Areas of Rapid Residential Growth <ul style="list-style-type: none"> ○ New schools ○ Classroom Additions ○ Site acquisitions 	Meet student enrollment growth
CRITICAL REPLACEMENT / RENOVATION	Investment in Schools that have Critical Needs <ul style="list-style-type: none"> ○ Replacement Projects ○ Renovation Projects 	Safety Maintain existing assets
CARBON NEUTRAL CAPITAL PROGRAM (CNCP)	Investment in Improvements that reduce carbon consumption and operating costs.	Support carbon reduction & reduce operating costs
BUILDING ENVELOPE PROGRAM (BEP)	Invest in Building Envelope Projects for schools built Between 1985 and 2000 with design related building envelop issues.	Maintain existing assets
BUSES	Invest in School Bus Replacement for Buses Reaching Kilometer Thresholds and New Buses for Approved New Bus Routes	Student Transportation
ANNUAL FACILITIES GRANT (AFG)	Provided Annual to School Districts as Grants to be Managed Locally in Address Day to Day Capital Needs. Includes 12 categories of eligible AFG projects	Maintain existing assets
EMERGENT	Emergency Response Funding to Address Unforeseen Losses greater than \$250,000 under the School Protection Program (SPP). Typically from fire, storm damage or other emergency event.	Maintain existing assets

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.

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 Fiscal Plan or ~\$3.8 million over the 10-Year Capital Plan
<i>James Thompson Elementary</i>	
<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.

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.

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 July/August 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 7,700 children and youth in government care, 3,100 of which are under a Continuing Custody Order (CCO). Students under a CCO:
 - 58% are students designated with special needs;
 - 71% 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 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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○ 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

NEW BUDGET COMMITMENTS

ISSUE

New 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

- B.C.'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%).
- 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 (REEF).
 - An additional \$2 million for the Learning Improvement Fund in 2019/2020.
- For fiscal 2017/18, the ministry received an additional \$314 million in operating funding. This includes:
 - \$120 million for the interim agreement with the BCTF.
 - \$76 million to fund enrolment growth.
 - \$52 million to fund the Economic Stability Dividend and the Teacher/CUPE wage settlement
 - \$25 million for independent schools.
 - \$18 million for school district administration.
 - \$15 million for student transportation.
 - \$4 million for the First Nations Reciprocal.
 - \$3 million for the Rural Education Enhancement Fund.¹

Capital

- B.C.'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.

¹ See appendix for further funding descriptions.

Final agreement with BCTF

- Estimates provided by school districts on the cost implications of implementing the restored language at the local level has been reviewed by ministry staff and collective bargaining experts. Total estimated annualized cost to the province is expected to be \$376M.
- This includes the \$180 million that the ministry made available annually through the Education Fund (\$80 million) and January's interim measures (\$100 million).
- The remaining \$137 million for fiscal 2017/18 is new funding for the 2017/18 school year. This will be funded by access to government contingencies.

Platform Commitments

NDP Platform:

Commitment item	Estimated operating cost (\$millions)			
	2017/18	2018/19	2019/20	2020/21
<i>Operating</i>				
Properly fund classrooms and school equipment.	TBD	TBD	TBD	TBD
Expand BC's apprenticeship and trades training programs. <i>(based on Confidence and Supply Agreement (CSA) commitment 2h)</i>	6.5	10.0	10.0	10.0
Fix education system by investing in student success from kindergarten to graduate school. <i>(based on CSA commitment 3i)</i>	7.5	55.0-108.0	266.0-531.0	373.0-746.0
Ensure students can access specially trained adolescent mental health professionals in schools.	TBD	TBD	TBD	TBD
Provide \$30M per year to ensure that kids have the school supplies they need to succeed.	30.0	30.0	30.0	30.0
Work with school districts to successfully implement the new school curriculum and provide technology, lab equipment, learning material and professional development for support teachers.	TBD	TBD	TBD	TBD
Comprehensive funding formula review to move the school system to a better, stable, sustainable model for investing in education.	TBD	TBD	TBD	TBD
Fix education system by investing in student success from kindergarten to graduate school.	TBD	TBD	TBD	TBD
Develop, with First Nations, a curriculum that reflects accurately and fairly the history of the people of this land.	TBD	TBD	TBD	TBD
Implement the K-12 education Calls to Action from the TRC report.	TBD	TBD	TBD	TBD

Commitment item (<i>operating continued</i>)	Estimated operating cost (\$millions)			
	2017/18	2018/19	2019/20	2020/21
Will make mental health counselors available where schools identify need so children can get the help they need, when they need it. (based on CSA commitment 3f)	12.0-23.0	15.0-55.5	15.0-61.5	15.0-67.0
Will provide supports to learn coding in the classroom and partner with innovative not-for-profits and tech companies that teach coding in school and afterschool programs.	TBD	TBD	TBD	TBD
Support the expansion of digital arts, technology and trades education.	TBD	TBD	TBD	TBD
Make tools, machinery and equipment available to students.	TBD	TBD	TBD	TBD
Ensure the K-12 systems has the resources to help youth-in-care graduate with their peers	TBD	TBD	TBD	TBD
Drive energy savings back into providing services like health care and education	TBD	TBD	TBD	TBD
In Mandate Letters, include a requirement that ministries review policies, programs and legislation to determine how to bring the principles of the UN Declaration on the Rights of Indigenous Peoples to action in BC.	N/A	N/A	N/A	N/A
Generate additional tax revenue by building schools.	TBD	TBD	TBD	TBD
Capital				
Create an ongoing capital fund for school playgrounds.	TBD	TBD	TBD	TBD
Replace portables with real classrooms, building new schools in BC's fastest growing communities (Surrey, Coquitlam, etc.).	TBD	TBD	TBD	TBD
Work with local governments, First Nations and communities to build and upgrade schools in every region of BC.	TBD	TBD	TBD	TBD
Accelerate the seismic mitigation program.	TBD	TBD	TBD	TBD
Invest in energy efficiency and lighting upgrades for our schools.	TBD	TBD	TBD	TBD
Where possible, build new schools with made-in-BC manufactured wood products.	TBD	TBD	TBD	TBD

- Fiscal impacts of implementing the platform and agreement commitments will be subject to minister direction and prioritization. Detailed costing will be required in order to fully assess the financial implications.

Confidence and Supply Agreement:

	Estimated operating cost (\$millions)			
Commitment item	2017/18	2018/19	2019/20	2020/21
Invest over four years to support co-op, apprenticeship and work experience programs for high school and undergraduate students.	6.5	10.0	10.0	10.0
Build needed hospitals, schools and other infrastructure that reduce emissions and increase energy efficiency throughout BC.	TBD	TBD	TBD	TBD
Respond to the crisis in MH and addictions with a dedicated Minister responsible for developing and implementing a MH and Addiction Strategy and a Youth MH Strategy.	12.0-23.0	15.0-55.5	15.0-61.5	15.0-67.0
Restore funding to Adult Basic Education and English Language learning.	7.0-10.5	10.0-15.0	10.0-15.0	10.0-15.0
Fast track enhancement to K-12 education funding to restore faith in public schools after a decade and a half of a government that shortchanged a generation of students.				
i. Priorities for funding include early intervention and Healthy Starts programs.	61.0	106.0	106.0	106.0
ii. Review the funding model for the K-12 education system with a view to ensuring equitable access for students.	TBD	TBD	TBD	TBD
Invest in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure childcare is accessible for all families, with a focus on early childhood education.	7.50	55.0-108.0	266.0-531.0	373.0-746.0
Total	94.0 - 108.5	196.0 - 294.5	407.0 - 723.5	514.0 - 944.0

DECISION REQUIRED

- This is a 90-day issue.
- The Ministry of Education will develop options for education spending with the Minister of Education and Treasury Board.²

² For further information on each commitment, please refer to individual transition notes.

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**

- In the Fall of 2016, the Supreme Court of Canada issued a decision on the British Columbia Teacher's Federation (BCTF) challenge of Bill 22.
- To begin immediately addressing this decision, a negotiated Memorandum of Agreement (MoA) was entered into as an initial step between the employer and the BCTF that expires on June 30, 2017.
- This MoA provides for an additional \$50 million to be added to school district funding for the 2016/17 school year, enabling school districts to begin hiring more teachers and other professionals, with an annualized cost of \$100 million.

- **\$228 million to fund enrolment growth**

- In September 2016, school-age enrollment increased by 5,700 student full time employees (FTEs) for school year 2016/17. It is projected that this will increase to 9,900 student FTEs for September 2017.
- Of the \$76 million, \$66 million is for September 2016 enrolment counts, \$10 million is for the September special needs increase.
- As the budget is based on the actual enrolment figures submitted by school districts as of September 2016 the province will continue to monitor enrolment.

- **\$45 million for student transportation**

- In Summer 2016, a new grant was made available to all school districts to eliminate fees for busing services.
- Districts that charge a fee for transportation services are required to eliminate those fees to be eligible for the funding.

- **\$44 million to fund the Economic Stability Dividend**

- In order to fully fund the labour agreements that are currently in effect, a total of \$52 million has been added to the operating grant block for the 2017/18 fiscal year, including \$14 million for the Economic Stability Dividend.

- **\$68 million for school district administration**

- The return of the targeted administrative savings to school districts on an ongoing basis.
- Districts will receive an additional \$25 million for the 2016/17 school year and beyond – \$18 million lift reflects 70% of 2017/18 school year.

- **\$24 million for independent schools**

- The cost pressures for Independent Schools reflect the costs due to increased enrollment in this sector, coupled with the potential cost pressures of additional special purpose grants paid to the public school sector, which has an impact on independent schools under Section 3(4) of the Independent School Regulations.
- Of the \$25 million for Independent Schools, \$9 million is tied to the funds for the interim agreement with the BCTF, while the remaining \$16 million is from the previously announced lift to the Independent Schools Sub-Vote in Budget 2015.
- The Independent Schools sub-vote received a \$16 million lift in 2017/18 as part of Budget 2015 based on projected enrolment increases and increases in the rate paid per FTE.

- **\$9 million to fund the Rural Education Enhancement Fund (REEF)**

- A part of the rural education strategy is the Rural Education Enhancement Fund (REEF), a new supplement taking effect in the 2016/17 fiscal year.
- REEF is intended to help rural schools in BC stay open.
- In order to qualify for funding, the school must be considered for closure, be located in an area with a population of less than 15,000, and the closure would eliminate specific grades within the community.

- **An additional \$2 million for the Learning Improvement Fund in 2019/2020**

- As set out in the 2014 teachers' settlement, the Learning Improvement Fund is scheduled to increase from \$100 million to \$106.25 million by the 2019/20 school year; this translates into an obligation to increase the 2019/20 fiscal year amount for the Learning Improvement Fund by \$2 million.

- **For fiscal 2017/18, the ministry received \$4 million for the First Nations Reciprocal Agreement**

- In Budget 2015, it was announced that an additional \$4.2 million would be provided in fiscal year 2017/18 to support the expected growth in provincial students attending band-operated schools on reserve.
- At this time, expected year-over-year growth ranged from 12%-15% for certified band schools and 32%-35% for non-certified band schools

BC OFFSHORE SCHOOLS IN KOREA

ISSUE

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

- To date, teachers holding E2 Visa's at four of five BC Offshore schools have received 30 day departure orders resulting from Korean Immigration determining that the E2 Visa holders are acting in the capacity of a "teacher" and delivering a curriculum/program that exceeds the permissions the E2 work 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

- Prior to the South Korea situation the Ministry of Education certified 45 offshore schools in 8 countries to deliver the BC education program to 12,324 international students.
 - Without South Korea, this number drops to 41 offshore schools in 7 countries delivering the BC education program to 11,733 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.
- 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 Visas 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.

● s.13,s.17

- 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	Voluntarily Withdrawn	12	9	71	42	8	8	13
BIS Canada	s.17	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.
- 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.
- On June 1, 2017 the Ministry decertified CBIS as a BC program and obtained all student records for safe keeping.
- As a result of the on-going review of E2 work visas by the South Korean Department of Immigration, on June 7, 2017, the Ministry of Education placed the remaining four BC offshore schools in South Korea on probation, in addition, the Ministry of Education:
 - 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.
- The Ministry of Education is reviewing BC offshore school operations in South Korea and as part of this review have requested that each school obtain updated licensing and approvals from their local education office to operate the BC program by June 23, 2017.
- s.13,s.16,s.17

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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

- No decision is required at this time. [s.13,s.17](#)
[s.13,s.17](#)

LEARNING MODERNIZATION PROJECT (NEW CURRICULUM)

BACKGROUND

Learning Transformation is a high profile, corporate priority representing significant changes to BC's education system. It is a complex, multi-year initiative 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

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 sector's readiness to implement Grade 10-12.
 - Post-secondary Institute (PSI) Readiness: PSIs 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.
- The British Columbia Teachers' Federation (BCTF) has 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.

FINANCIAL IMPLICATIONS

This phase of the Transformation Initiative is anticipated to cost up to \$3 million dollars per year for the next two years.

DECISION REQUIRED

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

Curriculum (60 day)	<ul style="list-style-type: none"> – All three learning resource policies (Acceptance, Challenge of, and Removal of) will be updated and consolidated into a single Learning Resources Policy. This policy explains how learning resources are chosen and approved by school districts. – s.13
Assessment (60 day)	<ul style="list-style-type: none"> – The Large Scale Assessment Policy will be updated to reflect modernization of the FSA, and the implementation of the numeracy assessment. – s.13 –
Graduation Requirements (60 day)	<ul style="list-style-type: none"> – The Board Authority Authorized Courses Policy will be updated with a short alert, informing educators of a greater shift in policy anticipated in the 2017/18 school year, to ensure alignment with the new Grade 10-12 curriculum. – s.13 –
Stakeholder Engagement and Change Management (30 day)	<ul style="list-style-type: none"> – To manage the risk of K-12 and post-secondary sector capacity and readiness, a decision to confirm the implementation schedule for the Grade 10-12 curriculum and assessment changes is required. – A decision on the BCTF's request for additional curriculum support implementation days is 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, 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, and ensures that students with special needs are not denied access to programs.

Operating Impacts:

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

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- As per Treasury Board directives to the ministry, the CEF is intended to fund the incremental costs associated with implementing the MoA, specifically addressing:
 - 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.
- The funding will trigger an estimated \$27 million in funding for the independent school system under the allocation mechanisms specified in the *Independent School Act* and associated regulations.
- By May 5, 2017 school districts were required to submit their preliminary staffing plans, based on their projected student enrolment for next year. If there are unique (unforeseen) issues pertaining to a school district that are creating challenges implementing the MoA locally, these issues and associated costs were communicated to the ministry through this process.

- To objectively review and validate school district submissions, the ministry established a highly-qualified CEF Review Team comprised of school staffing, operational and capital, school financing, and collective bargaining experts from the ministry, BC Public School Employers' Association (BCPSEA), BC Association of School Business Officials (BCASBO), the BC Principals and Vice-Principals Association (BCPVPA), and BC School Trustees Association (BCSTA).
- BCPSEA has been an active partner in ensuring the correct interpretation of the restored language; guiding issues at the provincial table with the BCTF where necessary and advising on the suitability of issues for arbitration.
- Based on the recommendations of the Review Team, district notional allocations were adjusted. For example, some districts may have been allocated too much funding while other districts may have allocated less funding than what is required to meet their obligations under the MoA. Revised allocations totaling \$355.2 million were announced on June 21, 2017, following the required reporting process to the Secretary of Treasury Board.
- Since then, the ministry has had discussions with school districts over errors in their submissions and developments in the interpretation of local language since the initial staffing plans were submitted in May. This process has resulted in upward adjustments to the funding allocations for 13 school districts. These funding adjustments have increased the total provincial CEF allocation from \$355.2 million in June to \$376 million presently.
- In addition, the ministry is working with a number of school districts to track potential financial risk above the current \$376 million CEF allocation, recognizing that there are some factors that are still unknown (i.e. remedy costs, outcome of negotiation and/or grievance processes with the union, adjustments to interpretation of unique local language). Specifically, the ministry is tracking at least \$30 million in additional financial risk due to pending arbitrations and/or staffing negotiations underway with local unions.
- Recognizing this risk, adjustments to CEF allocations may need to be made prior to final allocations being confirmed in the Fall of 2017.
- Funding will begin to flow in September 2017. Once final Fall 2017 staffing is known, school districts will report actual staffing costs to the ministry and, in line with the standard fall operating grant recalculation process, CEF allocations will be adjusted.
- 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.

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 2017/18 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 2017/18 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, white boards and audio visual equipment as part of the costs for establishing new educational space.
- As of April 28, 44 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.
- On July 7, 2017 Treasury Board approved phase two funding, a further \$7.8 million, to create a further 92 classrooms for the Fall of 2017 for a total cost of \$50.2 million.
- The ministry has approval from Treasury Board to program up to \$50 million and to reallocate existing funding within the Capital Plan to cover the costs within the existing 3-Year Capital Plan Budget.
- Ministry staff are developing a revised Capital Plan for Minister approval summer 2017 which addresses the above funding re-allocation.
- Future capital funding requests arising out of the MoA will be considered as part of the annual capital planning process.
- School District Annual 5-Year Capital Plans were submitted June 30, 2017. Ministry staff are currently assessing all submissions to create options for Minister approval of the 2018/19 3-Year Capital Plan in early Fall 2017. This will include options for funding of all related capital platform commitments as well.

DECISION REQUIRED

- This is a 90-day issue, with the potential for earlier decision if necessary.
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RURAL EDUCATION STRATEGY

ISSUE

The Ministry of Education has completed an in-depth review and consultation of rural education challenges (the rural review). Two issues exist: (1) local school board trustees, parents, teachers, and other stakeholders that participated in the review do expect some action as a result of their input, and; (2) the Ministry supports the findings of the review in that they are substantive challenges facing rural schools. ^{s.13}

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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.
- In Summer 2016, working with the K-12 education sector, the public, and community stakeholder groups, the Ministry of Education committed to develop a rural education strategy with a focus on finding solutions to challenges in rural education, including those that are funding related, by the Summer of 2017. The first phase was a review of rural education to inform the development of the rural education final report.
- 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 million 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 identify 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

- The purpose of the review was to engage with the public and education stakeholders to determine the challenges and opportunities facing school districts as well as to define the function and role of rural schools.
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FINANCIAL IMPLICATIONS

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DECISION REQUIRED

- This is a 90-day issue.
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SEISMIC EARLY WARNING SYSTEMS

ISSUE

Seismic early warning system for schools

BACKGROUND

- The ministry's Seismic Mitigation Program (SMP) focuses on minimizing the risk of collapse of school buildings due to a significant seismic event, and specifically for schools built before 1992; prior to seismic building code requirements.
- Aligned with best practices in asset management across North America, the preferred seismic mitigation solution is the least cost option between:
 - strengthening;
 - partial replacement / partial strengthen;
 - full replacement; or,
 - consolidation of two schools into one.
- Since being launched, the SMP has resulted in 164 of 346 high-risk schools being mitigated.
- The ministry continues to work to complete mitigation of all high seismic risk schools outside Vancouver by 2025, and within Vancouver by 2030.
- The ministry has also supported the installation of Strong Motion Sensors at approximately 60 schools and the field testing of early warning technology at 8 schools; as part of a national seismic research program. However, the ministry does not currently have a program for the installation of early warning devices at all schools and is following the lead of Emergency Management BC (EMBC) on the appropriate type and application of these devices in public buildings.

FINANCIAL IMPLICATIONS

- The estimated cost to install, maintain and monitor early warning sensors at schools is approximately \$40 million over a 10 year period; with the capital costs of installation approximately \$50,000/school, plus on-going monitoring and maintenance costs of approximately \$2 million/year. As there are numerous proprietary systems on the market and varying views on the appropriate application to create an effective network, the ministry is participating in a cross-ministry initiative lead by EMBC.
- An effective network has broader application than schools and needs to be assessed across all public sector assets and major infrastructure operators. Hospitals, municipalities, BC Transit, BC Hydro, CN Rail, RCMP, and provincial agencies are exploring similar types of systems. Best practices in other jurisdictions indicate substantial public safety benefit to integrated networks and coordinated approaches.
- EMBC is currently pursuing a market call for systems and assessing the benefits/costs of implementing such a network; with the intent of advising government of the best approaches across all ministries/public infrastructures.
- The Ministry of Education is actively participating in the work of EMBC and will follow to their lead in determining the viability and application of early warning devices in schools.

DECISION REQUIRED

- This is a 90-day issue.
- Continue to participate in the EMBC provincial seismic mitigation/response strategy development committee and support the ultimate direction of government.

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 Memorandum of Agreement 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.
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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 \$1.6 million, paid on behalf of boards of education from the operating grant funding.

DECISION REQUIRED

- This is a 90-day issue.
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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 BC 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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CHILD CARE

ISSUE

\$10 a day childcare program endorsement

BACKGROUND

- The 2017 NDP-Green Confidence and Supply Agreement committed to “Invest in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure childcare is accessible for all families, with a focus on early childhood education”.
- The NDP has publicly endorsed a report published by the Coalition of Child Care Advocates of British Columbia that proposes a \$10 a day child care program, along with several other recommendations to better integrate early learning and care. The recommendations include introducing new legislation (‘Early Care and Learning Act’) to legitimize the need for public funded early care; increasing educational requirements and wages for care providers; and mandating School Districts to play a critical role in the planning, developing and governing of early care and learning services in their districts.
- Currently, the Early Years mandate is shared between the Ministry of Education, the Ministry of Health (MoH) and the Ministry of Children and Family Development (MCFD), with central coordination by the Provincial Office of the Early Years. MCFD has the primary responsibility for child care and currently provides subsidies to lower-income families; provides operating funds to subsidize cost for approximately 100,000 licensed child care spaces; manages the certification of Early Childhood Educators (ECE) and ECE Assistants; and provides a range of early development and Aboriginal child care programs.
- A joint Education-MCFD working group has been established to start looking at the range of options available and how they will impact different areas, including service delivery models, funding models, governance, policy, legislation, childcare staffing requirements, curriculum, licensing, systems, and monitoring framework. The intent of the working group will be to identify key considerations, challenges, opportunities, and cost estimates for different options so that the ministries can quickly establish a plan with budget estimates once direction is set. To support the Minister in setting a vision for child care, the working group is establishing some principles for the Minister’s review to help set the scope and priorities of a British Columbia child care program.

FINANCIAL IMPLICATIONS

Conservative estimates of a universal \$10 a day child care program in British Columbia would be at least \$1.5 billion per year, and this does not consider required capital and start-up costs to build the infrastructure needed to support the new system. Detailed cost estimates will be developed based on Minister direction on the scope and priority for a child care program.

DECISION REQUIRED

- This is a 90-day issue.
- Direction is required within 90 days by the Minister on Education’s role with the child care mandate, and the scope and core principles of a British Columbia child care program.

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KEY STAKEHOLDERS & PARTNERS

Organization		Contact	Description
BTCF	BC Teachers' Federation	Glen Hansman, President Ph: 1-800-663-9163 E: ghansman@bctf.ca	The BCTF is the union of professionals representing 41,000 public school teachers in BC. All public school teachers belong to the BCTF and their local teachers' association.
CUPE	Canadian Union of Public Employees	Mark Hancock, National President Paul Faoro, President CUPE BC Ph: 604-291-1940	CUPE represents over 125,600 education workers in K-12 schools across Canada. Their membership includes educational workers such as educational assistants, library technicians, early childhood educators, custodians and school administration staff.
BCSTA	BC Schools Trustees Association	Gordon Swan, President Ph: 250-378-5161 E: gswan@bcsta.org Mike Roberts, CEO Ph: 604 754-5222 (cell) E: 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.
BCSSA	BC Superintendents Association	Tom Longridge, President Ph: 250-498-9711 E: Tom.longridge@sd72.bc.ca Claire Guy, Executive Director Ph: 604-764-6904 (cell) E: cguy@bcssa.org	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. Specifically they: <ul style="list-style-type: none"> • provide a compelling leadership vision and a strategic and principled voice on issues affecting public education. • advocate strongly for high quality public education that supports the children and families we serve. • work strategically with others to strengthen public

			<p>education and leadership.</p> <ul style="list-style-type: none"> • create dynamic learning opportunities for leadership development.
BCASBO	BC Association of School Business Officials	<p>Patti Dundas, President Ph: 604-595-6300 E: dundas_p@surreyschools.ca</p> <p>Joan Axford, Executive Director Ph: 778-433-9195 E: executivedirector@bcasbo.ca</p>	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.
BCPVPA	BC Principals' and Vice Principals' Association	<p>Kevin Reimer, President Ph: 604-689-3399 (main office) Ph: 604-880-9549 (cell) E: kreimer@bcpvpa.bc.ca</p> <p>Kit Krieger, Executive Director Ph: 604-689-3399 (main office) E: kkrieger@bcpvpa.bc.ca</p>	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.
BCCPAC	BC Confederation of Parent Advisory Councils	<p>Jen Mezei, President Phone: 604-726-3987 (cell) E: jenmezei@bccpac.bc.ca</p> <p>John Gaipman, Executive Director Ph: 250-217-6532 (cell) E: johngaipman@bccpac.bc.ca</p>	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.
FISA	Federation of Independent School Associations BC	<p>Doug Lauson, President Ph: 604-684-6023 E: dlauson@lausonassociates.com</p> <p>Peter Froese, Executive Director Ph: s.22 E: peter@fisabc.ca</p>	FISA BC is a non-profit society representing approx. 300 of the 353 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.
FNESC	First Nations Education Steering Committee	<p>Tyrone McNeil, President Ph: 604-925-6087 (main office) E: tyrone@fnesc.ca</p>	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

		Debbie Jeffrey, Executive Director Ph: 604-925-6087 (main office) E: djeffrey@fnesc.ca	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.
ABCDE	Association of BC Deans of Education	Dr. Andrew Kitchenham, Professor & Chair Ph: 250-960-6707 E: andrew.kitchenham@unbc.ca	Represents the nine provincial teacher education programs. The ABCDE exists to enhance cooperation among British Columbia's teacher education programs and other educational stakeholders in providing quality undergraduate and graduate teacher education programs as well as excellence in related scholarship and research. The ABCDE also promotes the exchange of ideas and discussion about enhancing educational opportunities for B.C.'s children.
BCLTA	BC Library Trustees Associations	Jerrilyn Schembri, President Ph: c/o ED E: truth@pris.ca Barbara Kelly, Executive Director Ph: 778-668-3130 E: 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 <i>to support and represent trustees in advancing public libraries</i> .

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 small dot.

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 interested 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

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