

Education GCPE House Binder – Fall 2017

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Accomplishments

Background:

- BC's NDP government was sworn in on July 18, 2017.
- This is a list of accomplishments achieved since that time.

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Main Message - Better Services

Background:

- BC's NDP government was sworn in on July 18, 2017.
- Since then, the government has moved quickly to improve services to British Columbians.

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Unfilled Positions for Teachers

Background:

- The Province has undertaken record investments to improve public education, including reducing class sizes. This has led to hiring 3,500 teachers province wide.
- A month into the school year, there are still unfilled vacancies in several school districts, and shortages of teachers on on-call lists. Teachers and school districts are concerned that specialized teachers, librarians, and vice-principals are currently being redirected to fill these vacancies.
- They are also concerned that the lack of on-call teachers will become more serious as cold and flu season approaches.

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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: September 20, 2017

Date Updated: October 4, 2017

Minister Responsible: Rob Fleming

Teacher Hiring

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BACKGROUND:

On October 2, 2017, the BCTF issued a news release declaring that the difficulty in filling all vacant teaching and TTOC positions across BC is a “crisis” and calling for a re-opening of their contract to improve recruitment and retention initiatives.

The union claims there are 1,000 positions that still need to be filled.

It is proposing a variety of new incentives including eliminating or raising the lowest salary grid; student loan forgiveness for new and/or relocated teachers; long-term assistance with housing for teachers who move from other provinces; moving expenses; an increase in teacher education spaces at post-secondary institutions;

The BCTF worries that cold and flu season will hit particularly hard this year because TTOC lists have been depleted as teachers take full-time jobs.

The ministry has allocated \$376 million in a Classroom Enhancement Fund to fund teacher and specialist hiring and related overhead as a result of the SCOC decision and Memorandum of Agreement with the BCTF.

Approximately 3,500 FTE's are being hired across the province, however, the final numbers for both the CEF and teacher hiring will not be finalized until later in the year.

As of September 13, based on the postings on the Make a Future website, there are 391 postings. Compared to this date in September of last year – September 13, 2016 – there were 249 postings, however those numbers are not necessarily absolutely comparable as a single

posting can be for multiple vacancies. The actual number of teacher and specialists hired will not be known until later in fall 2017.

The BCTF has suggested the former government “dragged its feet” in funding teacher hiring during the interregnum period, and has also said teacher compensation and benefits in BC are not enough to attract teachers from other provinces. The union has suggested several of its own ideas that they believe will improve recruitment and retention of teachers and is waiting for government to formally respond to these proposals.

Representatives from the ministry, BCPSEA and the Public Sector Employers’ Council Secretariat have regularly scheduled meeting to discuss the ongoing implementation of the MOA.

School Districts submitted their staffing plans in May. A sector-based review team undertook an in-depth analysis of all district applications based on seven core principles to ensure (a) an equitable and fair approach, and (b) all CEF funding was strictly for MOA compliance and within Treasury Board’s appropriation. The staffing plans included:

- Non-enrolling (specialty) teacher ratios
- Compliance with class-size maximums
- Compliance with class composition limits
- Estimates of remedy where class size maximums and class compositions limits cannot be met due to local circumstances.

Program Area Contact:	Keith Godin and Kindree Draper	
File Created:	September 21, 2017	
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File Location:	n:\education lan\operations\issues notes\bctf\in_teacher hiring.docx	

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Oct 16, 2017

Date Updated:

Minister Responsible: Rob Fleming

FSA and Fraser Institute Rankings

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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 24, 2017

Date Updated:

Minister Responsible: Rob Fleming

**BCTF –
Memorandum of
Agreement**

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ADVICE TO MINISTER

BACKGROUND:

Following the Supreme Court of Canada's (SCC) decision in BC Teachers' Federation v. British Columbia, the BC Teachers' Federation (BCTF), the BC Public School Employers' Association (BCPSEA), and the Ministry began negotiations pursuant to a "reopener" clause in the current collective agreement. The parties reached a Memorandum of Agreement (MoA) on March 3, 2017.

All school districts have now submitted their Preliminary Staffing Plans under CEF. These plans include the estimated number of new teacher FTEs required to implement the MoA in each school district, including non-enrolling specialist positions, as well as addressing class size and composition provisions.

The CEF must be used in accordance with the MoA to address:

- Non-enrolling (specialty) teacher ratios
- Compliance with class-size maximums
- Compliance with class composition limits
- Remedy where class size maximums and class compositions limits cannot be met due to local circumstances.

Preliminary CEF funding will begin to flow in September 2017. Like regular operating grants, once actual classroom organization and staffing is known at September 30th, the Ministry will recalculate preliminary CEF funding based on actual costs. This will be done as part of the normal grant recalculation process in December 2017.

Program Area Contact:	Keith Godin	
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ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

Teacher Hiring

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ADVICE TO MINISTER

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BACKGROUND:

The ministry has allocated \$355 million in a Classroom Enhancement Fund to fund teacher and specialist hiring and related overhead as a result of the SCOC decision and Memorandum of Agreement with the BCTF.

To date, about 3,500 FTE's have been hired across the province, however, the final numbers for both the CEF and teacher hiring will not be finalized until the fall.

Media coverage has indicated that several school districts are struggling to hire enough

teachers to meet the restored contract language resulting from the SCOC ruling. The BCTF has suggested the former government "dragged its feet" in funding teacher hiring during the interregnum period, and has also said teacher compensation and benefits in BC are not enough to attract teachers from other provinces. The union has suggested it's waiting for government to develop a recruitment and retention strategy.

School Districts submitted their staffing plans in May. A sector-based review team undertook an in-depth analysis of all district applications based on seven core principles to ensure (a) an equitable and fair approach, and (b) all CEF funding was strictly for MOA compliance and within Treasury Board's appropriation. That includes:

- 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.

Districts received communication in June about the amount of funding they will receive. A number of districts are receiving significantly less funding than what they asked for.

Program Area Contact:	Keith Godin	
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After School Care Space

Issue: Due to BC schools returning to small class sizes this fall, schools are needing more classroom space, and in some districts, schools have had to take portables away from their onsite after school care programs.

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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: August 24, 2017

Date Updated:

Minister Responsible: Rob Fleming

Daycare Space Pressures

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School Seismic Safety

Issue: Less than half (164) of 346 schools identified as high-risk for seismic safety have been upgraded.

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

School Seismic Safety

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BACKGROUND:

The Ministry of Education's Seismic Mitigation Program is a partnership with Association of Professional Engineers and Geoscientists of BC (APEGBC) and the University of BC. As of April 2016 there are a total of 342 high-risk schools under the program.

Four additional schools were added to the Seismic Mitigation Program in 2017, taking the total number of schools from 342 to 346.

Under the Seismic Mitigation Program, government has spent more than \$1.5 billion to complete 164 high-risk seismic projects.

Under the Seismic Mitigation Program, there are 14 seismic projects underway, 9 proceeding to construction and 41 in business case development.

With 228 projects either completed or in progress, there are 118 remaining schools to be addressed under the program.

Program Area Contact:	Ryan Spillett	250 882-3699
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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Vancouver School Board - Overview

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

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**Capital Facilities
Index - Deferred
Maintenance**

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BACKGROUND:

There are close to 2000 buildings in B.C. that are owned by school districts. The Facilities Condition Index and costs associated with the index are being published publicly in two FOIs. EDU-64760 and EDU- 64761. ". According to a FOI (EDU-2016-63702 page 156) the total estimated sum of possible repairs to B.C.'s school facilities required over the long term is over \$ 5 billion -- but this is not the actual cost. There are over \$280 million in immediate and \$275 million in estimated short term investments required based solely on assuming that if the manufacturer suggests a component must be replaced, than it will need to be even if it is still working.

Facility Condition Assessments (FCA) performed by VFA Canada professional assessment teams identify immediate repairs and long-term maintenance work that MAY be required for each board-owned building based on assuming replacement at their end of the manufacturer's suggested component life. Most components last well past the manufacturer's suggested life with good, regular maintenance and upkeep.

Facility condition data is one input into school districts for the planning of Annual Facility Grant (AFG) expenditures to address immediate building repairs and maintenance requirements. This is augmented by regular inspections and maintenance.

Vancouver school district has the highest estimated value of future maintenance required at close to \$400 million.

For the 2016/17 school year, \$114 million in annual facilities grants was provided to school districts to upgrade and maintain their facilities.

Over the last three years, school districts received a total of \$153 million in School Enhancement Program funding for maintenance and improvement projects.

\$153 / 3 yrs.
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Program Area Contact:	Ryan Spillett	250 882-3699
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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Capital and Seismic Regional

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BACKGROUND:

There are currently eight school expansion projects under construction and 18 in business case or moving to tender. There are currently 14 seismic projects underway, 9 proceeding to construction and 41 in business case development under the Seismic Mitigation Program

Program Area Contact:	Ryan Spillett	250 882-3699
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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

**Conseil Scolaire
Francophone (CSF)
Court Case**

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ADVICE TO MINISTER

CONFIDENTIAL
ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

Earthquake Detection

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BACKGROUND:

After a minor earthquake in the winter of 2016 there was some media attention surrounding earthquake detection systems. A local system developer is strongly advocating for the use of their proprietary devices in schools across B.C. The technology is expensive (rough estimates from UBC are \$30 million) and requires costly integration with other systems across the public asset network in order to be most effective. It also requires integration with Emergency Health Service providers, policing and others in order to be effective.

Additionally, there are a number of different sensor / system providers and competing for the market, offering different options. As such, EMBC is assessing the system needs and providers to determine the best approach to utilizing an early warning system for the public.

The Ministry of Education, as part of their ongoing relationship with UBC's Seismic Research volunteered to pilot the first EWSS devices. The eight public schools with pilot sensors are:

- South Delta Secondary School (Delta)
- Ecole Phoenix Middle (Campbell River)
- Henderson Elementary (Powell River)
- Matsqui Elementary (Abbotsford)
- Aberdeen Elementary (Abbotsford)
- Barrowtown Elementary (Abbotsford)
- Yale Secondary (Abbotsford)
- Wellington Secondary (Nanaimo)
- Fraser River Middle School (New Westminster)

The ministry's support has helped scientists increase their knowledge of seismic activity in B.C. and helped test EWS devices.

There are several independent schools that are equipped with sensors – this is because independent schools are not a part of the seismic mitigation program and many independent schools are not as modern - and have high seismic risks. The ministry has limited involvement in the program as its main focus is on seismic risk mitigation.



In 2003, government supported the British Columbia Smart Infrastructure Monitoring System by installing Strong Motion Sensors in 54 schools.

Program Area Contact:	Ryan Spillett	250 882-3699
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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

Kamloops- Thompson School District Facilities


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BACKGROUND:

The District has not received significant capital investment above AFG because their schools are in good condition, they have very limited enrolment growth pressure (although there is some emerging pressure in a few specific areas) and they do not have any high risk seismic schools.

Dry climates reduce wear and tear on schools, much more so than humid, wet coastal environments.

We are looking at options for expansion in the communities facing the greatest enrolment pressure. The District would like to see South Kamloops Secondary replaced but it is a very poor business case as it has no structural, foundational, or hazardous materials issues. There is also no mould, no dry rot, etc. It is difficult to justify tearing it down and spending ~\$60M for a new one.

 The district wide utilization is 75% which means 4478 available seats across all grades/all schools. According to enrolment projections there are several schools in South Kamloops that are full or close to full – for example: Valley View Secondary being at 137% capacity with 6 portables Westmount Elementary being at 136% with 4 portables.

According to data provided by the District (compiled from school district profiles), from 2001-2017 the District received \$10.7 million in capital funds while comparable districts received, on average, \$100 million (including seismic funding) or \$60 million excluding seismic funding.

Further data provided shows that the District received \$742 per student in provincial capital investment compared to the provincial average of \$6,888 per student (based on 2016/17 enrollment numbers). Only five other districts received less per-student capital investment.

Program Area Contact:	Ryan Spillett	250 882-3699
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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

**New Westminster
Secondary**

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BACKGROUND:

Public consultation for the new \$106.5 million New Westminster Secondary School replacement project was held from Nov. 7 – Dec. 5, 2016. The consultation included open houses and small group meetings.

Input received will be considered in the design for the new secondary school. A consultation summary report is available online <http://newwestschools.ca/nwss-replacement-project/community-consultation/>.

A second round of consultation in winter 2018 will seek feedback on plans to minimize potential construction related impacts.

The existing school was built on land formerly used as a burial ground, public works yard and staging area for the military during the Second World War. The sensitive nature of the site caused the project to be delayed and has raised significant issues amongst the First Nations, Chinese community and other community groups.

The new school will be located on a different location on the site. All subsurface work on the site will be monitored by an archaeologist to ensure the heritage requirements are met and any historic artefacts are appropriately recorded. The new facility will accommodate up to 1,900 grade 9 – 12 students. The current school is grade 8 -12 students. Construction was announced to start in 2017 and complete in the 2019/20 school year. Due to delays the project is now anticipated to start in early 2018.

The project has a small number of very vocal opponents due to its historic burial usage, with Bill Chu leading the opposition under the not for profit society Canadians for Reconciliation. Mr. Chu is the founder of this organization whose stated goal is:

"To uphold the Christian faith in the kingdom of God as the progressive extension of God's redemptive reign throughout the whole creation by a reconciled community.

2. To promote and foster the reconciliation of Canada's relationship with the indigenous people and nations.

3. To research or facilitate the research, publication and teaching of the missing pages about various minority communities in the history of British Columbia.

Mr. Chu's opposition is periodically covered by the media; specifically Sing Tao.

Program Area Contact:	Ryan Spillett	
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School Portables

Issue: Surrey School district already had 275 portables and needed to add an additional 50 this year in order to fit students into classrooms. Our government vowed to cut the number of portables in the district in half over our first two years in office.^{s.13}

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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

**Portables – BCTF
Agreement**

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ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

Prince Rupert Middle School

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BACKGROUND:

The Prince Rupert School District has requested the replacement of Prince Rupert Middle School in their capital plans from 2015/16 and 2016/17.

The school is rated as a high seismic risk. Several other issues have been highlighted in media reports, including sinking foundation and a foul smelling odor coming from an old landfill the site was developed on.

In 2016/2017 the district also requested a boiler replacement at the school as their #5 priority worth \$460,000 -- this was not funded

Program Area Contact:	Ryan Spillett	250 882-3699
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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

Richmond Seismic

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BACKGROUND:

Seismic Assessment History in Richmond School District

- The assessment of high-risk schools in Richmond has shifted substantially since the initiation of the Seismic Mitigation Program (SMP) based on changes in science relating to the unique type of soils in the area.
- In 2015, the Federal Government updated its risk analysis of seismic activity across Canada. This resulted in a change to the magnitude and duration of seismic activity in

many areas of B.C. This in turn, has resulted in both a change to the Seismic Retrofit Guidelines of B.C. and the BC Building Code (being released summer 2017).

- In 2014, following the major seismic event in Christ Church New Zealand, another assessment of schools in Richmond was undertaken and this resulted in 25 schools being identified as high seismic risk.
- In 2007, Strong Motion Sensor were installed across the lower mainland that began providing readings of seismic and soil activity.
- In January 2010, new scientific thinking on the behavior of soils and the impact on schools resulted in the number of high risk schools being reduced to five schools.
- In 2004, 27 schools were assessed to be moderate/high or high seismic risk and requiring mitigation.

Long Range Facilities Planning

The district has seen its overall funding increase by close to 20% since 2001 – despite having almost 12% fewer students – while per pupil funding rose almost 35%.

Richmond's enrolment over the past five years has been trending down resulting in a 7% decrease from 2011/12 to 2015/16 (22,342 to 20,756). Richmond's current overall utilization is 78%.

As such, the district began a long range planning exercise in 2015 which included potential school closures. This planning process affected the district's ability to prioritize seismic mitigation of schools.

In October 2016 the district cancelled the planning exercise and ceased closure consultation and submitted a resolution to the ministry amending their 5 Year Capital Plan to include all 25 high-risk seismic projects without prioritization.

Progress on Projects in Richmond

- Three schools are mitigated: Garden City Elementary, Steveston Secondary, and Samuel Brighthouse Elementary.
- Three schools have been in business case development since 2014. They are: William Cook Elementary, James Gilmore Elementary and Hugh Boyd Secondary.
- In spring 2016 the Ministry directed the district to complete the business cases for William Cook Elementary and Hugh Boyd Secondary and submit by September 30, 2016 for funding decision. As of February 16th, 2017 the district continues to work with their costing consultants to complete their business cases.
- Additionally, in the spring of 2016, the ministry confirmed up to \$17.5 million in available funding for the purchase of a future City Center site with the deadline for purchase September 2016. The ministry had extended this deadline for purchase to March 31, 2017 and as of yet the district has been unable to secure a site. The district has indicated that they are reviewing whether or not they will proceed with this project.
- On January 31, 2017 the ministry, with the advice of APEGBC, has rendered a decision of the risk and scope of repairs that provide absolute clarity to the district on scope of repairs for the above schools which should enable them to finalize their business cases. The district is aiming to have the business cases complete by February 27, 2017.

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Program Area Contact:	Ryan Spillett	250 882-3699
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ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

School Closures

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BACKGROUND:

There have been 315 school closures since 2001.

School districts must have broad consultations prior to the closure of underutilized schools.

Section 73 of the School Act sets out that subject to the orders of the minister, it is within the purview of a board of education to "open, close or reopen a school permanently or for a specified period of time." This section is in a part of the Act that outlines specific powers and duties of boards. The power of the board to close a school is limited by the power of the minister to make orders, but the decision to close a school still rests with the board.

Section 168 of the School Act outlines the jurisdiction of the minister. Subsection 168 states that the minister may make orders "respecting the opening and closing of schools under section 73(1)(a)." The minister's order power provides me with the ability to describe the manner in which a board goes about exercising its decision to close a school, but I do not have the ability to overturn that decision.

The School Opening and Closure Order requires that, prior to making a decision to close a school, a board must engage its local community in a consultation process that includes a fair consideration of the community's input, the future educational needs of the district as well as possible community uses for the building.

Rural Education Enhancement Fund (REEF)

REEF was first announced on June 15, 2016. Despite tight timelines, 9 applications were received for the 2016-17 school year and \$1.76M flowed to 5 schools in 2016-17.

The successful 2017-18 applicants were announced on April 5, 2017. 11 schools will receive a total of \$3.4M in 2017-18

The following two schools are receiving funding for the first time for the 2017-18 school year:

Vernon School District (SD 22)

- Cherryville elementary, Cherryville – \$443,320

North Okanagan-Shuswap School District (SD 83)

- Silver Creek elementary, Silver Creek – \$213,353

The following four schools were approved in 2015-16 and are receiving funding for 2017-18:

Sooke School District (SD 62)

- Port Renfrew elementary, Port Renfrew – \$230,000

Powell River School District (SD 47)

- Texada elementary, Texada Island – \$260,000

Kootenay Lake School District (SD 8)

- Winlaw elementary, Slocan City – \$357,677
- Jewett elementary, Meadow Creek – \$46,947

The following five schools are receiving funding for the second year under REEF:

Quesnel School District (SD 28)

- Kersley elementary, Kersley – \$282,090
- Parkland elementary, Ten Mile Lake – \$354,886

Okanagan Similkameen School (SD 53)

- Osoyoos secondary school, Osoyoos – \$410,426

Okanagan Skaha School District (SD 67)

- Trout Creek elementary, Trout Creek/Summerland – \$390,223
- West Bench elementary, West Bench/Penticton – \$383,300

Program Area Contact:	Ryan Spillett	250 882-3699
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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

School Seismic Safety

s.13

BACKGROUND:

The Ministry of Education's Seismic Mitigation Program is a partnership with Association of Professional Engineers and Geoscientists of BC (APEGBC) and the University of BC. As of April 2016 there are a total of 342 high-risk schools under the program.

Four additional schools were added to the Seismic Mitigation Program in 2017, taking the total number of schools from 342 to 346.

Under the Seismic Mitigation Program, government has spent more than \$1.5 billion to complete 164 high-risk seismic projects.

Under the Seismic Mitigation Program, there are 14 seismic projects underway, 9 proceeding to construction and 41 in business case development.

With 228 projects either completed or in progress, there are 118 remaining schools to be addressed under the program.

Program Area Contact:	Ryan Spillett	250 882-3699
File Created:	Aug 22, 2017	
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School Seismic Safety

Issue: Less than half (164) of 346 schools identified as high-risk for seismic safety have been upgraded.

Seismic Plan – Mexico Earthquake

- What happened in Mexico City is a tragedy. My thoughts and condolences go out to the families of people who are impacted and those who've lost loved ones. There are many international students from Mexico studying in BC that may have families at home impacted by this.

- This serves as a reminder that we live in an earthquake zone and all of us need to focus on being prepared. That includes working to improve our public infrastructure, including schools.

- I know that school districts routinely prepare for such incidents, and in the weeks and months ahead we will review our emergency response plans.

- The safety of British Columbians is a top priority for our government. Our government is committed to accelerating the school seismic mitigation program to make sure all our schools are safe for students and teachers. We are working with school boards, and local municipal officials to meet an ambitious timeline, so we can get schools upgraded quickly.

- We are also working with our partners at the Association of Professional Engineers and Geoscientists of BC to study seismic events around the world and we are continually learning more about how earthquakes affect our coast. We use this information to constantly re-evaluate the seismic risk-ratings of schools.

UN 2002
 Korea
 Italy
 Japan
 Christchurch, NZ

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

Shoreline Middle School (Victoria)

s.13

BACKGROUND:

The Victoria School District has seismically upgraded 15 of the 25 high-risk schools in the city.

The Greater Victoria School District's most recent Capital Plan submission has the following projects listed under the seismic mitigation program in this priority order: Shoreline Middle (1), Campus View Elem (2), Victoria High (3), Cedar Hill Middle (4), Braefoot Elem (5), Reynolds Sec. (6), Arbutus Middle (7), Lambrick Park Sec. (8), Craigflower Elem. (9) and Macaulay Elem. (10).

Program Area Contact:	Ryan Spillett	250 882-3699
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CONFIDENTIAL ISSUES NOTE

Ministry of Education

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Minister Responsible: Rob Fleming

Surrey School Overcrowding

s.13

BACKGROUND:

On Jan. 26, 2017 government announced \$217 million over three years and a joint executive project board with Surrey School District to create 5,200 new student spaces.

Work is underway on the \$55 million Salish Secondary, formerly called Clayton North Secondary. This project will create 1,500 new student spaces and is expected to be complete in fall 2018.

In May, government announced \$99.5 million to create more student space with six capital projects:

- a new Grandview Heights Secondary;
- a new Clayton North area elementary;

- classroom additions at three elementary schools:
 - Sullivan Heights
 - Panorama Park
 - Woodward Hill
- purchasing land for a future elementary school (Port Kells).

Growing student enrollment in Surrey continues to drive overcrowding and receive significant media attention. Since 2001, student enrollment has increased 18% – from 58,648 students to about 69,446 in 2015/16.

The following schools demonstrate almost 6,700 seats that have been opened or approved since 2013/14:

School	Description	# of Seats Added
Goldstone Elementary	New	555
Katzie Elementary	New	605
Sunnyside Elementary	New	450
Adams Road Elementary	Addition	240
Morgan Elementary	Addition	90
Rosemary Heights Elementary	Addition	40
Fraser Heights Secondary	Addition	200
Panorama Ridge Secondary	Addition	300
Salish Secondary (Clayton North – Site 215)	New	1,500
Clayton Elementary (Site 184)	New	605
Grandview Heights Secondary	New	1,500
Panorama Elementary	Addition	Up to 200
Sullivan Heights Elementary	Addition	Up to 200
Woodward Hill Elementary	Addition	Up to 200
Total		Up to 6,685

Program Area Contact:	Ryan Spillett	250 882-3699
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**CONFIDENTIAL
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Minister Responsible: Rob Fleming

BCTF – Memorandum of Agreement

s.13

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BACKGROUND:

Following the Supreme Court of Canada's (SCC) decision in BC Teachers' Federation v. British Columbia, the BC Teachers' Federation (BCTF), the BC Public School Employers' Association (BCPSEA), and the Ministry began negotiations pursuant to a "reopener" clause in the current collective agreement. The parties reached a Memorandum of Agreement (MoA) on March 3, 2017.

All school districts have now submitted their Preliminary Staffing Plans under CEF. These plans include the estimated number of new teacher FTEs required to implement the MoA in each school district, including non-enrolling specialist positions, as well as addressing class size and composition provisions.

The CEF must be used in accordance with the MoA to address:

- Non-enrolling (specialty) teacher ratios
- Compliance with class-size maximums
- Compliance with class composition limits
- Remedy where class size maximums and class compositions limits cannot be met due to local circumstances.

Preliminary CEF funding will begin to flow in September 2017. Like regular operating grants, once actual classroom organization and staffing is known at September 30th, the Ministry will recalculate preliminary CEF funding based on actual costs. This will be done as part of the normal grant recalculation process in December 2017.

Program Area Contact:	Keith Godin	
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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 24, 2017

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Minister Responsible: Rob Fleming

**Class
Composition/MOA**

s.13

BACKGROUND:

The MOA with the BCTF will see the restoration of some 1,400 contract clauses that pre-date 2002.

In terms of children with special needs, about a third of the school districts have no language on class composition at all – the rest have language that varies significantly by district.

Some have very restrictive language – in some cases the language could result in students being excluded from available classes simply because they were labelled with a designation.

There are legitimate grounds for non-compliance with the MOA including compelling family issues, keeping siblings together at the same school, the needs and abilities of individual students, and access to special programs and services.

Considerations also include space limitations, including the desire to avoid disrupting school-based early learning and StrongStart programs.

he criteria also include some new minimum class size thresholds so that you don't have extremely small classes.

Program Area Contact:	Keith Godin	
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Daycare Space Pressures

s.13

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Teacher Hiring

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

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Minister Responsible: Rob Fleming

VSB – Reports / By- Election

s.13

BACKGROUND:

After allegations of bullying and a toxic workplace became public in 2016, SD 39 determined that as an employer it had an independent obligation under WorkSafe legislation to investigate these allegations. The district investigation was completed by Rosalyn Goldner and her report was separate from another investigation and report produced by WorkSafe BC. WorkSafeBC conducted an investigation to determine whether bullying and harassment had occurred and whether VSB met the requirements of the *Workers Compensation Act* by taking reasonable steps to address the hazard of workplace bullying and harassment.

Recent media coverage has focused on the decision by some former VSB board members to release their un-redacted copies of the report produced by Rosalyn Goldner. Some former members of the board are choosing not to release un-redacted versions of Rosolyn Goldner's report. The divide is along the traditional party lines in Vancouver.

Both WorkSafe BC and Goldner had similar findings describing a toxic work environment at VSB, a situation that had been developing for several years, with intense demands on staff to work overtime, all in the context of a board that was sharply divided. Employees at the VSB have expressed fear that former board members might return, according to the Goldner Report.

Several former board members are running for re-election in the October 14 by-election.

BYELECTION:

On Aug 3, 2017 Minister Fleming announced that there would be a by-election to restore a democratically elected board to the Vancouver School District.

The previously appointed official trustee, Dianne Turner, has been asked to remain as a special advisor to help the newly elected board get up to speed, and she will play a key role in developing a transition plan to support the new trustees and staff.

The VSB failed to submit a balanced budget to the Ministry for June 20, 2016. A special advisor, Peter Milburn was hired to conduct an audit (with the support of Ernst & Young). Following the release of the audit (Oct.17, 2016) the entire board was dismissed and Dianne Turner was appointed as an official

Vancouver School Board Trustee Elections

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Vancouver School Board - Overview

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Vancouver Project Office

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ISSUES NOTE**

Ministry of Education

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Main Street Adult Basic Education (ABE) Center Closure

s.13

BACKGROUND:

On Aug.3 2017, government announced that there will be a VSB byelection on October 14.

Since then there has been renewed calls to re-open the Main Street Adult Education Center.

On June 15, 2017, Dianne Turner the appointed trustee for Vancouver school board (VSB), announced that the Main Street Adult Education Centre at Gladstone Secondary would be closing at the end of June 2017.

On March 10, 2014, the Vancouver school board, voted to move its leased Main Street Adult Education Centre near Main Street to Gladstone secondary school as a cost-saving measure.

A 2010 Comptroller's report and 2012 review done by PricewaterhouseCoopers (PwC), both commissioned by VSB, came to the conclusion that the Vancouver School District should explore opportunities to reduce leases and utilize existing surplus capacity within properties that they already own.

- VSB took actions in response to the Comptroller's & PwC's reports:
 - Closed the Main Street AE Centre in June 2014, saving about \$600,000 in annual lease savings;
 - Closed the Byng Satellite Program in August 2010, saving about \$20,000 in annual lease savings; and
 - Closed the East-Side Program in July 2010, saving about \$44,000 in annual lease savings.

The PwC review also recommended that Vancouver SD should consolidate adult education programs to fewer centers.

A 2015 Ernst Young report commissioned by the Province confirmed earlier recommendations that rationalization of Adult Education centres where annual lease obligations are present should be pursued.

Program Area Contact:	Tim Winkelmans Mario Miniaci	250 217-6643
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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Coding

s.13

BACKGROUND:**New Curriculum and Coding Implementation:**

On September 1, 2015, the government launched a redesigned curriculum for B.C. schools, teachers and students. The new curriculum focuses on personalized and flexible learning. It includes a hands-on learning approach to help encourage collaboration, critical thinking and communication to help children prepare for college, university and the work force.

In January 2016 at the first B.C. Tech Summit the previous government announced that coding would be mandatory, as part of B.C.'s new curriculum for students in grades 6 to 9.

Coding is now part of the curriculum for Grades 6 to 12 as part of Applied Design, Skills and Technologies (ADST). Beginning in 2018/19, every student in B.C. will take a coding module or course between grades 6 and 9, as part of the new curriculum. After Grade 9, students who want to take coding can specialize in electronics and robotics, or information and communications technologies as electives in the Applied Design Skills and Technologies (ADST) curriculum.

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Actions to date:

Premier Horgan has tasked Minister Ralston to establish an Emerging Economy Task Force and establish an Innovation Commission to advocate for the technology sector.

Round 2 of train-the-trainer sessions are scheduled for Fall 2017:

- Prince George - Sept 27-28 (College of New Caledonia)
- Trail - Oct 2 – 3 (Midas Labs)
- Vancouver - Oct 11-12 (Microsoft Canada Excellence Centre)
- Kelowna - November 1-2 (UBC Okanagan Innovative Learning Centre)
- Chilliwack - November 7-8 (University of the Fraser Valley)
- Victoria - November 14-15 (University of Victoria)

In June 2016, the Ministry of Education provided \$6 million to school districts to support coding and curriculum implementation.

- \$2 million was allocated for teacher training, \$2 million for curriculum support and \$2 million to help school districts purchase equipment and resources to support coding instruction.
- Over 200 teachers took part in 2 day train-the-trainer workshops with Lighthouse Labs as part of teacher training.
- The train-the-trainer workshops focused on empowering teachers with knowledge, strategies, and resources to take back to their respective schools and districts and share with their colleagues.
 - 6 regional workshops (Chilliwack, Vancouver, Kelowna, Prince George and Trail)
 - 204 teachers participated from 58 School Districts
 - 20 teachers from independent schools took part.

Jurisdictional comparisons:

While other Canadian and U.S jurisdictions have announced supports for coding – B.C. and Nova Scotia have made it a mandatory part of the curriculum. Nova Scotia formalized their coding commitment in May 2016, as part of their spring budget.

Coding examples:

Many teachers are already connecting students to coding skills in classrooms; students are building robotics and drones, creating websites and developing apps.

West Vancouver Secondary school students enrolled in the Mechatronics Academy are participating in robotic challenges around North America. These students participate in fun competitions flying drones through student-built obstacles, and they are trying to find a way to fly student-attendance lists from their classrooms to the main office using drones.

Recently, students at an Aboriginal Choice school in Prince George used coding to represent their names and created traditional bead necklaces that featured their coded names. Teachers in the Prince George area are also thinking outside of the box by creating reading materials and games to teach coding without the use of computers.

Teachers and students in Trail make weekly visits to a local research and digital fabrication training facility, MIDAS LAB, to learn about coding. At the lab, students can use digital 3-D

printers, laser cutters and other state-of-the art digital tools. Teachers often visit the facility and meet with instructors to find ways to teach the new curriculum.

Program Area Contact:	Tim Winkelmanns Mario Miniaci Jennifer McCrea	250 217-6643 250 896-3735
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CONFIDENTIAL ISSUES NOTE

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Minister Responsible: Rob Fleming

French Immersion Supply and Demand

s.13

BACKGROUND:

In the 2016-17 school year, there were more than 53,000 students in B.C. in French immersion, making up about 10% of the province's public school enrolment.

Over the past ten years, French immersion enrolment has increased by about 30% while overall student population in B.C. has decreased by 4.5%.

Given this increased demand, there is currently a shortage of available French immersion spaces in B.C. A report commissioned by Canadian Parents for French (released in Sept 2014) shows that the most problematic issue for school districts is a shortage of qualified French immersion teachers, with 85% of school districts saying it is challenging or very challenging to find qualified applicants.

Many school districts set up first-come, first-served enrolment policies that result in wait lists and students being turned away.

Moreover, as a result of the recent Memorandum of Agreement (MOA) on class size and composition between Government and the B.C. Teachers' Federation, some school districts are choosing to reduce French Immersion spaces in order to restructure their programs and meet the requirements of the MOA. This adds pressure to the already existing issue of demand exceeding supply.

As of Spring 2016, the Ministry of Education established a Stakeholders' Advisory Committee to explore the implications of the increasing demand for French programs.

At the committee's recommendation, the ministry is working with some school districts to help them develop a course about teaching careers, to encourage high school students in French programs to consider a career as French teachers.

The ministry also signed a Memorandum of Understanding with France in May 2016 and is currently exploring ways to attract French teachers to come to B.C. This MOU also led to the May 2017 signature of a letter of intent between SFU, UBC, and universities in France to create partnerships in order to attract French students to come to B.C. and train to become teachers.

Program Area Contact:	Linda Beddouche	(778) 679-1697
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Mandarin Second Language Programs

s.13

BACKGROUND:

Second language instruction is available to all students from grades 5 to 8 with many districts offering opportunities right through to grade 12. Districts decide which languages to offer at what grade level. The ministry has worked with teachers to create new curriculum for grades 5-12 for the following languages: American Sign Language; Core French; German; Italian; Japanese; Korean; Mandarin Chinese; Punjabi; and Spanish.

The possible expansion of Mandarin bilingual programs remains a decision for each school district based on the needs of the local communities they serve. As with French Immersion, finding skilled teachers and resources to support the growth of Mandarin bilingual programs is an ongoing challenge for schools and districts.

Program Area Contact:	Nancy Walt	(250) 217-4978
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CONFIDENTIAL ISSUES NOTE

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Minister Responsible: Rob Fleming

New Curriculum Teacher Support

s.13

BACKGROUND:

The ministry is now part-way through the roll out of the redesigned curriculum, which has been fully implemented in every kindergarten-to-Grade 9 classroom since September 2016. Currently, teachers are trying out new draft curricula in grades 10 to 12 and offering their feedback. By the start of the 2018-19 school year, the 10-12 curriculum will be finalized for use.

New curriculum teacher supports to date:
2015/16:

- 10 new hours of non-instructional time for all public school teachers to quickly become familiar with the new curriculum. How this time was spread throughout the school year was decided by local school districts and teacher associations.

- More than 2,000 teachers were trained through local learning sessions. Groups of select teachers, including those from independent schools, were brought together at the district level for a provincial overview. They worked directly with the new curriculum and designed how the new 10 hours of non-instructional time could be best used in their district. These teachers returned to their schools prepared to help their colleagues phase in the curriculum. (Approx. cost: \$900,000)
- Travel support was available to rural school districts to support their teachers attending the local learning sessions. (Approx. cost \$100,000)
- Continued collaboration between BCTF, the Ministry of Education, the BCSSA and the BCPVPA to create a framework for teachers and school districts to structure the new professional development time for teachers as they prepare for the new curriculum.
- Continued support for Independent School Teachers so independent school teachers can become familiar with the new curriculum.

2016/2017:

- Five new hours of non-instructional time for public school teachers.
- One existing professional development day designated to new curriculum training.

2017/18:

- Five new hours of non-instructional time for public school teachers.
- One existing professional development day designated to new curriculum training.

B.C.'s new curriculum: <https://curriculum.gov.bc.ca/>

Program Area Contact:	Kim Lacharite	
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ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

New Curriculum

s.13

BACKGROUND:

On September 1, 2015, the government announced the plan for a redesigned curriculum for B.C. schools, teachers and students. The new curriculum focuses on personalized and flexible learning. It includes a hands-on learning approach to help encourage collaboration, critical thinking and communication to help children prepare for college, university and the work force.

The ministry is now partway through the roll out of the redesigned curriculum, which has been fully implemented in every kindergarten-to-Grade 9 classroom since September 2016. Currently, teachers are trying out new draft curricula in grades 10 to 12 and offering their feedback. By the start of the 2018-19 school year, the final 10-12 curriculum will be available for use.

The plan was developed in collaboration with more than 200 B.C. teachers, and for the first time, all subject areas in Kindergarten through Grade 12 have been developed at one time by teachers.

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<https://curriculum.gov.bc.ca/>

Program Area Contact:	Nancy Walt	(250) 217-4978
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ISSUES NOTE**

Ministry of Education

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Parent Consultation on Student Reporting

s.13

BACKGROUND:

With the new curriculum being implemented in B.C. classrooms, the way students are being assessed, and how parents receive information on their child's progress, is changing.

On Oct. 4, 2016, the B.C. government launched a public engagement on student reporting for K-9 students. The Province gathered feedback from parents about student progress in schools through two primary ways: an online feedback form and community meetings. There were over 28,500 visits to the website, and over 5,530 feedback forms completed. Eleven community open houses were held around the province, giving parents the opportunity to provide input and learn more – almost 380 citizens attended.

The ministry is currently working on the final report, and summarizing how the information gathered will be used to help inform a new K-9 reporting policy (targeted to come into effect July 2018). Once complete, the report will be posted online, and all sector partners and parents that signed up for

further information will be notified.

Program Area Contact:	Kevena Bamford	(250) 360-7336
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Aboriginal Education

INDIGENOUS

s.13

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BACKGROUND:

There were 63,914 Aboriginal Students attending BC public schools in 2016/17-about 11% of total enrollment.

The high school completion rate for Aboriginal students has been increasing, but remains 20% behind the overall graduation rate in BC.

However, in 2016/17, more than 85% of Aboriginal students received passing grades in all key grade 10-12 courses.

A new "Aboriginal Worldview and Perspectives in the Classroom" resource guide is now available to support the revised curriculum being introduced into BC schools by emphasizing relevant, authentic inclusion of content regarding Aboriginal culture, language and history.

Program Area Contact:	Ted Cadwallader	(250) 888-7739
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**Aboriginal Content in
the New Curriculum**

s.13

BACKGROUND:

New curriculum development teams were formed in 2013 with the BCTF, the Federation of Independent School Associations and the First Nations Schools Association. The teams used the First Peoples Principles of Learning to help embed Aboriginal worldviews, knowledge and content in all curriculum areas.

Incorporating Aboriginal worldviews and content as the Grade 10-12 curriculum is finalized will continue to be a focus for the curriculum development teams.

Program Area Contact:	Ted Cadwallader	(250) 888-7739
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Education – Independent Schools Funding

Issue: Opposition members argue providing more funding for independent schools would give parents more choice in their kid's education.

s.13

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Ministry of Education

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Independent Schools

s.13

BACKGROUND:

Funding to bricks and mortar independent schools is based on student enrolment and is a set percentage of 50% or 35% of per pupil funding provided to public schools.

SY 2011/12	SY 2016/17
\$283.6 million	\$381.5 million

Group 1 schools are funded at 50%. These schools must:

- Report per student operating costs that are equal to or less than the per student operating cost of the local district
- Be established as a not-for-profit
- Deliver the B.C. curriculum and employ B.C. certified teachers
- Have facilities that comply with Municipal requirements

Group 2 schools are funded at 35%. These schools must meet the same requirements as Group 1 schools, except that their per student operating costs are higher than the per student operating cost of the local district.

Preliminary per pupil funding amounts for independent schools in 2017/18 have increased from 2016/17, to reflect the funding increases for B.C.'s public schools.

In 2000/01, Independent school enrolment was 59,734. In 2016/17, it is over 83,680 students (headcount), which is nearly 13% of B.C.'s Kindergarten to Grade 12 population.

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Program Area Contact:	Ramona Soares ADM Brian Jonker	(604) 775-4043 (250) 217-3991
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CONFIDENTIAL ISSUES NOTE

Ministry of Education

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Independent School Sexual Orientation and Gender Identity

s.13

BACKGROUND:

After the province introduced the requirement for all public and independent schools to adopt anti-bullying policies that reflect sexual orientation and gender identity, some critics questioned the consistency of policies given that some independent schools have admissions and hiring policies that appear to exclude certain people.

Implementation of the requirements are different in the public and independent school sector.

The implementation of SOGI in the independent school sector is by way of an Inspectors Order titled Bullying and Harassment Prevention Order.

This Order requires the school to develop a local bully and harassment prevention policy (anti-bullying etc) that includes SOGI within the language/intention of the policy.

The bullying and harassment prevention policy requirements implemented through the Bullying and Harassment Prevention Order protect students attending the independent school with a safe, caring environment free from bullying and harassment; inclusive of students who may identify as LGBTQ.

Independent schools are not required to follow the Provincial Standards for Codes of Conduct Order – this is a Ministerial Order that is only applicable to public schools.

Independent schools are able to set their own criteria for admission or employment based on the faith or philosophy of the school, supported by the BC Human Rights Code section 41.

For reference, Section 41 of the Human rights Code states: Exemptions.

41 (1) If a charitable, philanthropic, educational, fraternal, religious or social organization or corporation that is not operated for profit has as a primary purpose the promotion of the interests and welfare of an identifiable group or class of persons characterized by a physical or mental disability or by a common race, religion, age, sex, sexual orientation, gender identity or expression, marital status, political belief, colour, ancestry or place of origin, that organization or corporation must not be considered to be contravening this Code because it is granting a preference to members of the identifiable group or class of persons.

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**CONFIDENTIAL
ISSUES NOTE**

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International Students – BCTF Agreement

s.13

BACKGROUND:

Potential issue: Come September 2017, some school districts are anticipating capacity issues as a result of the Supreme Court ruling and the resulting restoration of class size and composition limits.

If districts have already enrolled international students for the 2017-18 school year, those students may take up space that would otherwise go to local students. Some local parents may be upset that international students are taking up the limited spaces in their desired schools.

As of April 19 2017, the ministry has reached out to four school districts' international education coordinators to determine whether or not this is likely to become an issue. The four districts confirmed:

- There has been no increase or decrease in incoming international student enrolment
- No international students already accepted for Sept 2017 will be turned away
- They do not anticipate any space allocation issues that can't be managed

One school anticipates that incoming international students will not get their 1st (or possibly 2nd) choice school, suggesting that local students' preferences will be put first.

Program Area Contact:	Ramona Soares ADM Brian Jonker	(604) 775-4043 (250) 217-3991
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Minister Responsible: Minister Rob Fleming

Offshore Schools

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Qatar Offshore School

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South Korea – Offshore Schools

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Syrian Refugees

s.13

BACKGROUND:

In the Spring of 2016, an anticipated influx of Syrian refugees began to arrive in B.C. Media has been interested in the current supports in place and plans for integrating refugee students moving forward.

B.C. does not differentiate between refugee students and other students for the purposes of funding. However, because the majority of these children arrived after the ministry's scheduled enrolment count in February 2016, the ministry committed to providing a discretionary grant to school districts via a one-time enrolment count on May 27, 2016. School districts received approximately \$9 million in block funding to support these students in the 2016-17 school year.

Moving forward, additional Syrian refugees in B.C. will be identified within the regular school intake process and districts will receive the same per student, ELL and special needs funding as all students entering the B.C. school system.

Current trends predict the arrival of approximately 1200 school-age Syrian refugees overall by 2017/18.

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CONFIDENTIAL ISSUES NOTE

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North Okanagan Shuswap (SD83) Official Trustee

s.13

BACKGROUND:

Media inquiries into the official trusteeship in SD83 were sparked by the Aug 3 2017 announcement that there would be a byelection to restore an elected Vancouver School Board, replacing official trustee Dianne Turner.

On June 15, 2016, the SD 83 board was replaced with an Official Trustee - former Surrey School District superintendent Mike McKay - after a special advisor recommended their dismissal.

Special advisor Elizabeth Watson found that the board was not functioning well, the board had lost the confidence of the community, and the situation in the district was deteriorating rapidly.

Widespread community concerns about the overall performance of the board were sparked by the board transferring more than \$10 million in operating surplus funds to fund capital projects like a new district office while it reduced its operating budget.

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In December 2016, Mike McKay announced that he was halting the school closure process. He announced a framework under which school closure recommendations should be tested.

- Is the school's physical condition in a poor state and would it disproportionately drain the district's resources to bring the facility up to a reasonable standard and is there another school that has space and can be reasonably accessed by students?
- Is the school population dwindling to a degree that it is not reasonable to deliver a full and robust educational program?
- Is the school district in such dire financial circumstances that significant cuts in all areas of operations are required and school closures and program consolidations need to be part of that overall plan?
- Has the school lost the community's confidence regarding its ability to provide quality student learning?

Program Area Contact:	Keith Godin	(250) 356-6760
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ERASE Bullying Strategy

s.13

BACKGROUND:

History of Anti-bullying strategies:

2004 – Provincial guidelines for codes of conduct released

2007 – The province legally required boards of education to have codes of conduct in place in all schools (amendment to the school act and ministerial order created)

2012 – Premier Christy Clark launched ERASE Bullying (Expect Respect And a Safe Education) in June 2012. It is a comprehensive prevention and intervention strategy designed to address bullying and harmful behaviours in schools. Linked strategically with the BC Education Plan, it focuses on personalized supports and interventions for students.

2014 – Amendment to the codes of conduct order requiring boards to reference all prohibited grounds of discrimination in BC Human Rights Code (pursuant to ERASE commitment)

2016 - Explicit references to sexual orientation and gender identity are added to the policies that school districts and independent schools are required to have in place.

FOI EDU-2016-65801

A FOI request produced info on anti-bully prevention services. The release begins with a letter from the Ministry to Travis Price outlining a basic itinerary for his trip to BC for Pink Shirt Day (Travis is a keynote anti-bullying speaker who was a victim of bullying). Travel remuneration costs for Travis follow totaling \$2,454.00. Several Invoices into the Ministry from TC Safer Schools Together request payment for services rendered. The invoices are for ERASE training sessions that TC Safer Schools conducts for the Ministry for school districts. The training sessions are for school district Safe School Coordinators from across B.C.

Safer School Together Contract

- Procured through an open competition RFP
- Contract Cost: \$2,860,000.00
- Contract Term: February 16, 2012 to February 16, 2017

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- Contract dollars spent to date: \$2,398,638.37

Contract Deliverables Include:

- Development of ERASE Levels 1-4 training materials
- Contribution to content development of ERASE website www.erasebullying.ca
- Delivery of face-to-face Level 1, 2, 3 and 4 training sessions in BC
- Support of School Districts with Subject Matter Expertise in responding to worrisome behaviors

The contract term has a renewal clause that we are engaging in.

Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
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Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Fentanyl & Overdose

s.13

BACKGROUND:

The Province has come under some criticism in the media for not funding school districts to purchase Naloxone kits for schools, with some saying that the province should put Naloxone kits in all B.C. middle and high schools in response to the fentanyl epidemic.

Provincial Health Officer Dr. Perry Kendall responded by explaining that there has never been an overdose reported on school grounds from somebody who was in that school during the school day. He has said that bringing in Naloxone should be a school-level decision. Naloxone kits cost approximately \$32-\$50 each, depending on where they are purchased from (Provincial Distribution Centre vs a local pharmacy).

In 2016, 12 young people aged 10-18 died in B.C. from drug overdoses, 1.2% of all recorded overdoses in the province. In 2017, 9 people aged 10-18 have died from drug overdoses – 1.4% of all overdose deaths this year.

MINISTRY OF EDUCATION ACTIONS TO DATE:

The Ministry of Education has taken a number of steps to support prevention and awareness efforts related to opioid overdoses. These actions include:

- Substance use education and awareness for all Safe School Coordinators (October 2016)
- Communication with Boards of Education and Independent School Authorities regarding Dr. Perry Kendall's recommendations around purchasing naloxone kits in schools with known high risk populations or drug use. (November 2016, and again in February 2017)
- E-distribution of teacher resources on substance use education (Dec/Jan 2016)
- Provincewide teleconference with superintendents to raise awareness of the issue and ensure they have received the resources developed to-date for educators and parents. (December 2016)
- Provincial meeting of safe school coordinators (Jan 5 & 6, 2017): Educational session on opioid overdose prevention and intervention.
- Boards of Education around the province have been partnering with local health authorities to host parent education sessions and distribute information flyers.
- From Jan. 5-6, 2017 the Ministry of Education held a Traumatic Event Systems training workshop with 85 members of the education sector including superintendents and safe school coordinators from most of the school districts. Provincial health officer Dr. Perry Kendall led a presentation to the group regarding the public health emergency declared under the Public Health Act related to opioid overdoses. Included in the presentation was a discussion on naloxone kits in schools as well as resources for schools and teachers.
- A naloxone risk assessment tool, Q&A and naloxone kit order form was distributed to superintendents and independent schools in July 2017

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Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Seclusion Rooms and Restraints in Schools

s.13

BACKGROUND:

Inclusion BC released a report in November 2013 titled *Stop Hurting Kids: Restraint and Seclusion in BC Schools*. The report outlined the results of a web-based survey of about 200 parents and guardians of children who had experienced physical restraint and/or seclusion.

Parents reported that children were restrained in closets, isolation rooms, stairwells, and classrooms. Some parents reported that "prone holds," "supine holds," and "wrestling holds with pressure" were used. The report recommends restraint and seclusion come to an end.

Ministry staff developed a set of guidelines in consultation with *Inclusion BC*, the *Family Support Institute*, the BC Council of Parent Advisory Committees, the BC School Trustees Association, the BC Association of School Psychologists and the BC Council of Administrators of Special Education. It will be up to school districts and independent school authorities to implement the guidelines.

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Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Sex Education in the New Curriculum

s.13

BACKGROUND:

B.C.'s sex education curriculum was previously updated in 2005 and then reviewed as part of the 2015 K-9 curriculum redesign.

In the 2015 redesigned curriculum, primary students begin to learn about basic human anatomy, personal safety and avoiding uncomfortable situations – in person and online. As students advance and develop, those conversations continue and become more sophisticated.

While the curriculum covers a wide range of sexual health topics, B.C.'s Physical and Health Education curriculum does not mandate teaching details about things like specific sexual activities. This allows teachers to make decisions about the developmental appropriateness of

certain topics to their students.

By Grades 4, 5 or 6 it is expected that conversations occur regarding the use of technology, as well as topics like body image, social media, appropriate behaviour and safeguards.

It is important to note that the ERASE training proactively addresses current trends and issues pertaining to sexting and sextortion. The ERASE Student Advisory panel has developed Social Media Guidelines to provide direction for students, parents and educators on how to use social media ethically and responsibly.

The guidelines apply to all forms of social media, including regular internet browsing and the use of apps on a cellphone or other device. They also include the legal context for terms like cyberbullying, sexting and sextortion.

Program Area Contact:	Nancy Walt	(250) 217-4978
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Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Sexting and Social Media

s.13

BACKGROUND:

One third of internet users aged 10-17 have received unwanted sexual material, and about 1 in 10 have been subjected to an unwanted sexual solicitation.

Bullying and online exploitation are significantly under-reported due to self-blame and shame, threats by the perpetrator, and a belief that reporting will not 'do any good'.

Young victims face impacts that may last for years, including nightmares, sleep problems, and depression, anger and anxiety.

In January 2014, a 17-year-old Victoria girl was convicted of possessing and distributing child pornography and uttering threats relating to a sexting case.

On Oct. 11, 2012 15-year-old BC student Amanda Todd committed suicide following a video she posted on You Tube that detailed her struggles with bullying. Since then, Amanda's mom, Carol Todd has become an active voice in bullying prevention.

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Date: August 22, 2017

Date Updated: September 20, 2017

Minister Responsible: Rob Fleming

**Sexual Orientation and
Gender Identity (SOGI)**

s.13

BACKGROUND:

On September 8th, 2016, then Education Minister Mike Bernier announced that explicit references to sexual orientation and gender identity are being added to codes of conduct and

anti-bullying policies that school districts and independent schools are required to have in place

Sexual orientation and gender identity (SOGI) is a term used by the BC Human Rights Code to describe an area of prohibited discrimination. It is an inclusive term that encompasses all individuals regardless of where they identify on the sexual orientation or gender identity spectrums, including lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender.

Recent Media Coverage:

There has been media coverage recently of community groups and concerned parents on both sides of the issue:

<http://www.langleytimes.com/news/parents-rally-on-both-sides-of-new-sogi-curriculum/>

<http://www.aldergrovestar.com/letters/judgment-not-welcomed/>

<http://www.cultureguard.com/2017/09/05/angry-parents-react-against-sogi-cult-agenda-kari-simpson/>

<http://globalnews.ca/news/3747993/langley-parents-to-rally-in-support-of-lgbtq-support-program/>

The group Culture Guard/ Parents United Canada is holding meetings and posting and distributing anti-SOGI materials.

<http://www.cultureguard.com/>

Online Petition Opposing SOGI: <http://www.thepetitionsite.com/979/796/063/give-us-a-choice-end-the-coercing-of-students-in-langley/>

BC SOGI Educator Network: <https://www.sogieducation.org/network>

There are 2 ministerial orders that require sexual orientation and gender identity to be included in codes of conduct/anti-bullying policies. One applies to the public school system and the other applies to independent schools.

Public Schools

- Boards of education must establish student codes of conduct in accordance with provincial standards set by the Minister of Education.
- Among other things, the Order requires boards to establish one or more codes of conduct for the schools in their districts, and to ensure that schools implement the codes.
- One of the required elements is a reference to each of the prohibited grounds of discrimination set out in sections 7 and 8 of the *BC Human Rights Code*.
- In September 2016, the Order was amended to require that boards specifically reference sexual orientation and gender identity or expression in their student codes of conduct. The intent of this change was to bring boards' codes of conduct in line with 2016 amendments to the *Human Rights Code* that included gender identity and expression as prohibited grounds

of discrimination.

The Provincial Standards for Codes of Conduct Order is available at: http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m276_07.pdf

Independent Schools

- A different legislative framework applies to independent schools.
- The Inspector of Independent Schools has issued an order under the *Independent School Act* requiring every independent school to establish and implement a harassment and bullying prevention policy.
- The policy must include, among other elements, a reference to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

The Harassment and Bullying Prevention Order is available:
http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/k/i1_16.pdf.

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Minister Responsible: Rob Fleming

Wi-Fi in Schools

s.13

BACKGROUND:

Public Health Findings and Recommendations:

Public health agencies and regulatory bodies in Canada and around the world have studied Wi-Fi RF emissions, established RF exposure limits, set safety standards for Wi-Fi products and their use has been deemed acceptable in public settings.

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Minister Responsible: Rob Fleming

Water Quality and Lead

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BACKGROUND:

An information request was sent to the Vancouver Sun that contained water test results for lead levels from school districts from around the province. The results were from the first round of testing submitted by BC's school districts into the Ministry in March 2017. The FOI was followed up by a Vancouver Sun media request about the results. The reporter claimed that the results show that 27 % of the nearly 15,000 tests (fountains and sinks — some sources appear to have been tested more than once) had levels above the recommended Canadian guideline

The Provincial Health Officer wrote to the Deputy Minister of Education on Feb. 23 2016 asking the Ministry to ensure it reminded districts of their responsibility to test water quality in schools because of our "inconsistency in application of testing and mitigation measures in some areas." That letter also noted that we have no evidence of children being adversely affected in BC.

The Education Deputy Minister wrote to superintendents on Feb. 24 to remind them of the need to test water quality and that they should work with local health authorities on plans to evaluate water quality especially in schools built before 1989.

There are 1,578 public schools in B.C.
Of these, 1,452 were built pre-1989.

On September 26, 2016, the Ministry of Education issued a new policy on testing school drinking water for lead content. The policy requires all school districts to assess the risk of a school having elevated lead content and where appropriate test their facilities' drinking water to ensure water quality meets the established guidelines under provincial and federal legislation.

Under this policy, districts are also required to report annual water testing results to the Ministry. If school districts find elevated lead levels in water they must take reasonable steps to resolve the issue, either by implementing daily flushing, installing a filter, replacing the pipes or deactivating and signing the water source. The policy also requires school districts to communicate their findings and responses to parents, teachers, students and the Ministry.

In support of school districts' mitigation strategies, the Ministry provides approximately \$110M annual funding through the Annual Facility Grant (AFG) for minor projects that will extend the life of the school or address any health, safety, or emergent issues that may arise. School districts may utilize funds in their AFG to cover costs associated with the testing and remediation of issues, such as lead content in drinking water of school facilities.

Since 2016, the Ministry has invested approximately \$6.4M in supporting 136 schools across the province to address lead in water issues through the AFG and SEP programs, and will continue to prioritize funding to address these issues. The Ministry will also continue to work with school districts to remind them annually of the need to revisit and update their Water Management Plans and to track and report results.

When elevated lead levels show up it is almost always when water remains in pipes overnight – and running water in the morning often takes care of the problem.

Program Area Contact:	Ryan Spillett	(250) 882-3699
File Created:		
File Updated:	Sept 15, 2017	
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Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Wildfire effect on B.C. Schools

s.13

BACKGROUND:

Hundreds of students have been affected by the recent B.C. wildfires. Some students may still be displaced from their homes in evacuation centers come this September, we won't know the exact numbers until school starts and we see the enrolment numbers.

The Ministry of Education does not have any specific policies or regulations regarding evacuations. However, an emergency management planning guide was developed to support school districts in creating school district level plans.

All school districts affected by the wildfires are in contact with their respective emergency operations centres (EOC) and the Provincial Regional Emergency Operations Centre (PREOC).. Many schools have been used as emergency reception centres and provided housing for RCMP, military and fire services.

At the beginning of August, The Ministry of Education arranged for our Safe Schools consultant, Sherri Mohoruk, to directly contact every superintendent of every school district that had at least one "wildfire of note" (ie. wildfires that are particularly visible or pose a threat to public safety). These districts (8 in total) included the following:

- SD6 (Rocky Mountain)
- SD8 (Kootenay Lake)
- SD27 (Cariboo-Chilcotin)
- SD28 (Quesnel)
- SD49 (Central Coast)
- SD74 (Gold Trail)
- SD78 (Fraser-Cascade)

In each call, the consultant obtained information on current activities and impacts in the school district related to wildfires, and offered ministry support. Of the 8 SDs contacted, only SD27 and SD74 requested assistance – SD27 re information on ministry protocols re evacuation as well as traumatic event supports for students and staff, and SD74 re information to help inform delaying the start of school if needed.

The Ministry of Education worked with the Provincial Emergency Coordination Centre to ensure that SD27 was

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connected to their regional emergency operations centres (who are responsible for regional evacuation protocols) and offered traumatic event consulting support via the ministry's contract with Safer Schools Together. The ministry provided SD74 with information on applicable legislation related to school closures and also offered any additional support required.

Breakdown of School Closures:

As of Aug. 24 - SD 74 (Gold Trail) - Clinton remains under evacuation alert and they will not open the school under those circumstances. There are 85 students K-12 who attend the school in Clinton.

As of Aug. 24 - SD 27 (Williams Lake) SD site and it looks pretty good there – Only 118 students that are going to be delayed (All schools in the West: Anahim – 46 students, Alexis Creek – 38 students, Dog Creek – 17 students, Tatla – 17 students)

As of Aug. 25 – SD 28 (Quesnel) – Safe Schools consultant, Sherri Mohoruk received a message from the superintendent (Sue-Ellen Miller) confirming that one school (Nazko Elementary) continues to be in an evacuation zone. The district will relocate the school's two classrooms to the nearest elementary school Bouchie Lake Elementary. The district will put out a NR on Tuesday Aug 29 and meet with the Nazko parents. The district will also have a plan to reach out to all students who may have been impacted by the fire.

Safe Schools Consultant, Sherri Mohoruk, is writing an article on traumatic event support related to the wildfire situation (e.g. students and staff losing their homes), that will be sent out in the monthly Safe School Update to superintendents and safe school coordinators.

If schools are closed under section 73(1), the lost instructional time does NOT have to be made up (see section 17 of the School Regulation). Section 73(1(b) of the School Act allows a board of education to temporarily close a school building if the health or safety of students is endangered (you may recall that this provision was invoked here in Victoria this past winter during the snow storms).

We've heard that Prince George, Williams Lake and Kamloops are concerned about their ability to complete AFG and SEP projects as they have been heavily focused on renovations and portable installations as per the recent MOA. Some districts are concerned about the strain on custodial services and wear and tear of facilities.

Program Area Contact:	Jennifer McCrea Scott Beddall Eleanor Liddy	250 896-3735 250 514-4961 250 508-1119
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Teacher Regulation Branch

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BACKGROUND:

In Oct. 2011, the Province introduced The Teachers Act that dissolved the BC College of Teachers and brought in a new system to certify, regulate and discipline teachers through shared responsibility between government and the education sector. The Teacher Regulation Branch was established in January 2012 to provide administrative support to the new regulatory system.

The Commissioner for Teacher Regulation can't talk about the specifics of an individual case, nor can the Commissioner explain delays related to cases initiated during the BC College of Teachers days. The Commissioner is committed to ensuring that concerns about the competence and conduct of teachers

are addressed independently, fairly, transparently, expeditiously and in the public interest.

The TRB also supports the work of the Director of Certification, the BC Teacher's Council, the Disciplinary and Professional Conduct Board and the Independent School Teaching Certificate Standards Committee.

Program Area Contact:	Ramona Soares	(604) 775-4043
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Rural Education and Funding

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CommunityLink

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BACKGROUND:

CommunityLINK (Learning Includes Nutrition and Knowledge) was formed in 2002/2003 when a number of individual school-based programs and grants were brought together under one envelope.

The concept and funding allocation process was developed by MCFD with an advisory committee of stakeholders. Separate school-based funding initiatives (community school; school meal and inner city programs; child and youth workers; healthy schools etc.) were combined into a single initiative to focus on increasing the educational performance of vulnerable students.

Between 2007/2008 – 2010/2011 funding increased to reflect the additional costs resulting from labour settlements. These costs were identified using information supplied by districts.

In 2008/2009, the Ministry provided a \$4-million boost to CommunityLINK funding in recognition of areas with significant enrolment growth.

In 2012/2013 – The Ministry of Education added the Vulnerable Student Supplement (\$11.2 million) to address growth in vulnerable student populations.

In 2015/2016 and 2016/2017, the Ministry of Education increased funding slightly for districts to reflect the additional costs resulting from recent labour settlements.

Funding is distributed directly to school districts, who determine the most effective use.

Districts are required to report annually to the Ministry of Education on CommunityLINK programs and results.

Estimates based on district reports suggest that approximately 60,000 vulnerable students are served by CommunityLINK funded programs.

Boards of education spend their Community LINK allocation approximately as follows:

- **60%** supports **social-emotional learning** and keeping kids connected to their school community. (e.g. youth workers, counseling, after school sports and arts programs, community school coordinators, mentorship programs, and access to cost-shared mental health clinicians);
- **25%** goes to **nutrition programs** and approximately 50 school districts use CommunityLINK to support school meal programs: (e.g. breakfast, lunch, and snacks);
- **15%** goes to **academic support** (e.g. literacy and numeracy programs).

Program Area Contact:	Nancy Needham Darlene Therrien	250 896-3709 250 387-8037
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Special Needs Children being sent home

Issue: Some special needs students are being sent home during the first weeks of school and/or attend for only a portion of the day (as little as one hour in some cases).

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Ministry of Education

Date: September 13, 2017

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Minister Responsible: Rob Fleming

Special Needs - BtS Issues

s.13

BACKGROUND:

A blog post by Tracy Humphreys with "BC Parents of Special Needs Children" expresses some frustration at what she sees as a lack of supports for special needs children during the first week of the 2017/18 school year: <https://equitableaccesstoeducation.wordpress.com/2017/09/08/the-state-of-things/>

The post has generated some media coverage.

In the article, Ms. Humphreys says:

- Parents are being asked to keep their children home in large numbers while classes are organized
- Parents have been told their child may only attend a portion of the day – as little as one hour – sometimes temporarily but in some cases for the entire year
- Parents have discovered their children are not on track to graduate with a Dogwood as their program has shifted without consultation or explanation
- Parents are being told their children will be excluded from field trips, band, sports and other activities
- IEP's have not been passed on to new teachers
- Assessments are on hold
- Parents are being called to pick up their children during the school day because of a lack of supports

IEP's typically include transition plans for students as they move between grades, however, changing circumstances for the student or the school may require the transition plan be revisited and/or revised at the beginning of a school year.

Funding to schools in BC for students with special needs will be approximately \$1 billion in the 2017/18 school year.

GCPE Contact:		
Program Area Contact:		
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Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Special Needs Funding and Supports

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BACKGROUND:

As of September 2016, there were 59,254 students designated and reported as having special needs attending the public school system and 7,411 students designated and reported with special needs attending independent schools in British Columbia.

Students with special needs in the public school system are eligible for the full per pupil operating grant, in addition to supplementary special needs funding based on their special needs designation.

These funds are not targeted to specific students. They are provided to boards of education to support the needs of students within their district. Decisions regarding the planning and delivery of supports and services for all students including those with ADHD and Autism Spectrum Disorder are made by local boards of education and school district administrators.

School districts and independent school authorities provide supports and services to students based on available resources and professional expertise in the district.

The Ministry of Education provides funding to boards of education and independent school authorities to support the needs of all students in two ways:

1. 2017/18 Core Allocation Funding (\$7,301), provided for all students, includes funding to support the percentage of the general student population who are identified as having learning disabilities, mild intellectual disabilities, requiring moderate behaviour supports, and students who are gifted.
2. 2017/18 Supplementary funding is provided to boards of education and independent authorities for addressing the special educational needs of students with unique needs that meet the ministry's Level 1, 2 or 3 funding criteria.
 - Level 1 (\$38,140/Student) includes Physically Dependent, or Deafblind students.
 - Level 2 (\$19,070/Student) includes students with a diagnosis of Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder.

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- Level 3 (\$9,610/Student) includes students requiring Intensive Behaviour Interventions or students with Serious Mental Illness.

In 2004 the ministry adopted the definition of ASD as defined in the Standards and Guidelines for the Assessment and Diagnosis of Young Children with Autism Spectrum Disorder in British Columbia, produced by the Ministry of Health. ASD includes all of the following DSM-IV and ICD-10 categories:

- Autistic Disorder
- PDD-NOS/Atypical Autism
- Asperger Disorder/Syndrome
- Rett Syndrome
- Childhood Disintegrative Disorder"

Program Area Contact:	Kim Horne/Jonathan Foweraker/Jenn McCrea	
File Created:	Aug 22, 2017	
File Updated:		
File Location:		

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

My Education BC

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BACKGROUND:

MyED BC is a 12-year service contract worth \$95 million over the life of the agreement.

There were some performance issues with speeds and training when MyED BC launched in September 2015. By Christmas 2015 most of the bugs had been fixed. The service has been operating well since 2015, and many districts are using the family portal for parent communications and report card distribution.

Fifty-six of the 60 School Districts in BC are on the MyEd BC Service.

The BCTF has long complained about data collection by the ministry and has made a point of highlighting any and all issues surrounding MyED BC. Some school districts have written the ministry asking for compensation for lost time and those letters have been made public.

Program Area Contact:	Eleanor Liddy	(250) 508-1119
File Created:	Aug 22, 2017	
File Updated:		
File Location:	n:\education lan\operations\issues notes\student data\in_my education bc.docx	

ADVICE TO MINISTER

CONFIDENTIAL
ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated:

Minister Responsible: Rob Fleming

**Missing Hard Drive &
Information and Privacy
Commission report**

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BACKGROUND:**TIMELINE:**

On Sept. 1, 2015, the Ministry of Education reported to the Office of the Chief Information Officer (OCIO) that it was unable to locate an unencrypted external hard drive. The drive was confirmed to contain the personal information of approximately 3.4 million people. The OCIO's investigation into the breach was led by their Privacy Investigations Unit, now part of the Ministry of Finance's Privacy, Compliance and Training Branch (the Branch).

On Sept. 18, 2015, the Office of the Information and Privacy Commissioner (Privacy Commissioner) was notified and opened its own investigation.

On Sept. 22, 2015, the Ministry of Technology, Innovation and Citizens' Services and OCIO held a press conference to notify the public of the breach after extensive search efforts by the Ministry of Education failed to locate the drive. The announcement also served as 'indirect notification' to those individuals who may have been affected.

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At the **Sept. 2015** press conference, Minister Virk announced a review would be conducted of all ministries' personal information management practices. Deloitte was retained to conduct the first review of Education, as well as an independent review of the OCIO/Branch's investigation and to support the Branch in building a compliance review program.

On Jan. 22, 2016, approximately 26,000 letters were issued by the Ministry of Education to affected individuals.

On Jan 28, 2016, the Information and Privacy Commissioners' released her investigation report on the missing hard drive that said there were clear and appropriate policies in place that would have prevented the breach if employees had followed them.

On December 2nd 2016, the second round of notifications went out to approximately 2700 students.

Hard drive content:

On Sept. 22, government announced that it had misplaced a hard drive containing information on about 3.4 million B.C. and Yukon students.

The records on the hard drive are tied to individuals between 1986 and 2009 and include names, postal codes, grades and personal education numbers. There are also a smaller number of records that include more sensitive personal information, such as:

- 1,052 personal education numbers, birth years, and grad dates for cancer survivors from a study on their education outcomes.
- 825 survey results from 2003 of teachers aged 53 or older on their retirement plans.
- 9,273 personal education numbers connected to children in the care before 2006-07, including information such as health and behavior issues and supervision status.

People receiving the letters fall into one of seven categories:

- Students with special needs.
- Exiting students.
- Student loan financials.
- Cancer survivors (involved in a research study, 2008).
- Teachers (who completed a retirement survey, 2003).
- Individuals involved with the Ministry of Children and Family Development (MCFD)
- Individuals flagged as attending school at a youth custody facility

Program Area Contact:	Darlene Therrien	(250) 387 8037
File Created:	Aug 22, 2017	
File Updated:		
File Location:	n:\education lan\operations\issues notes\student data\in_missing hard drive - oipc report.docx	

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CONFIDENTIAL ISSUES NOTE

Ministry: Advanced Education, Skills and Training

Date: Oct. 2, 2017

Minister Responsible: Hon. Melanie Mark

CMEC: U.S. Secretary of Education

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BACKGROUND REGARDING THE ISSUE:

On Thursday, Oct. 5, 1pm PT, there is a teleconference between the Council of Ministers of Education, Canada (CMEC) and the U.S. Secretary of Education Betsy DeVos.

The call was organized by the CMEC Secretariat after being contacted by the Office of the Secretary of the U.S. Department of Education expressing interest in speaking with Canada's ministers of education. Secretary DeVos will be participating in the call from Toronto, as she will be visiting Ontario and with Mitzie Hunter, Minister of Education, Ontario.

Agenda topics will cover education priorities, school choice, and the affordability of higher education. Specifically, participants will share their insights on parental choice in schooling for their children; students' choices in vocational/career technical education and academic programs; and the affordability of higher education. They will also share current education priorities and goals.

As a follow-up to this teleconference, Secretary DeVos would like to continue the dialogue with provinces and territories. Secretary DeVos will provide further details on a proposed consultation, and CMEC ministers will have the opportunity to discuss and contemplate further engagement, including potential objectives and outcomes.

The following ministers have confirmed their attendance:

- Melanie Mark, AEST Minister and Chair of CMEC.
- Bronwyn Eyre, Minister of Education, Saskatchewan.

- Ian Wishart, Minister of Education and Training, Manitoba.
- Brian Kenny, Minister of Education and Early Childhood Development, New Brunswick.
- Dale Kirby Minister of Education and Early Childhood Development, Newfoundland and Labrador.
- Mitzie Hunter, Minister of Education, Ontario (who will welcome Secretary DeVos in person in Toronto).

Communications Contact: Rodney Porter
 Program Area Contact: Laurie Brucker / Kelly McConnan
 File Created:

Program Area	ADM / Deputy Minister	Communications Director
	Tony Loughran / Shannon Baskerville	

COMMENTS BY U.S. SECRETARY OF EDUCATION BETSY DeVOS

ON EAST HARTFORD HIGH SCHOOL (CONNECTICUT), re: former student who barely passed while being bullied:

"This constant fear made him hate school. He described the school as nothing more than adult daycare, a dangerous daycare."

ON GUNS ON CAMPUS AND POTENTIAL GRIZZLIES:

- "Locales and states" should decide whether guns are allowed on campuses and speculated a school in Wyoming may need a firearm "to protect from potential grizzlies."

ON SEGREGATION/SCHOOL CHOICE:

- Re: historically black colleges and universities (HBCU's) colleges founded because of segregation: "HBCU'S are real pioneers when it comes to school choice. They are living proof that when more options are provided to students, they are afforded greater access and greater quality."

ON SCHOOL CHOICE/FLAT EARTHERS

- She called for moving education "out of the Stone Age" and referred to her opponents as "flat Earthers."
- "They will be hurting the children and families who can least afford it. If politicians in a state block education choice, it means those politicians do not support equal opportunity for all kids."

ON LGBTQ RIGHTS:

- When asked if her department would intervene in cases where federally funded private schools try to ban LGBTQ students:
"The bottom line is we believe that parents are the best equipped to make choices for their children's schooling and education decisions. States and local communities are best equipped to make these decisions and framework."

ON EDUCATION REFORM:

- The New York Times reported that she had told a meeting of Christian philanthropists in 2001 that education reform was a way to "advance God's kingdom"

FROM DEVOS CONFIRMATION HEARING IN JANUARY 2017 (SOURCE: WASHINGTON POST)

- DeVos seemed to have no understanding of the Individuals with Disabilities Education Act, known as IDEA, which requires public schools to provide free and appropriate education to all students with disabilities.
- DeVos refused to agree with Sen. Tim Kaine that all schools that receive public federal funds — traditional public, public charter or private schools that receive voucher money — should be held to the same standards of accountability.
- DeVos appeared to have no idea what Senator Al Franken was talking about when he referred to the accountability debate about whether to use test scores to measure student proficiency or student growth. Franken noted that the subject had been debated in the education community for years, and said, when she didn't weigh in and just looked at him without much of an expression on her face, "It surprises me that you don't know this issue."

ON FUNDING FOR PUBLIC SCHOOLS

- "Can you commit to us tonight that you will not work to privatize public schools or cut a single penny from public education?" asked Sen. Patty Murray, Democrat from Washington.
- "I look forward, if confirmed, to working with you to talk about how we address the needs of all parents and all students," DeVos said. "We acknowledge today that not all schools are working for the students that are assigned to them. I'm hopeful that we can work together to find common ground and ways that we can solve those issues and empower parents to make choices on behalf of their children that are right for them."

ON SEXUAL ASSAULT ON CAMPUS

- Sen. Bob Casey asked DeVos about sexual assault in schools. She agreed with Casey that the issue is a problem but would not commit to upholding to the guidance issued by the Department of Education in 2011 on how sexual violence should be addressed on campuses, saying it would be "premature" to make that commitment.
- DeVos did assert during the hearing that assault "is never OK," and that she would characterize Trump's comments about grabbing women by the genitals as sexual assault.

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ISSUES NOTE**

Ministry of Education

Date: October 3, 2017

Date Updated:

Minister Responsible: Rob Fleming

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Ministry of Education

Date: Aug 22, 2017

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Minister Responsible: Rob Fleming

Student Achievement

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