MINISTRY OF EDUCATION BRIEFING NOTE

DATE: September 10, 2017

CLIFF: 195761

PREPARED FOR: Honourable Rob Fleming, Minister - **FOR INFORMATION**

SUBJECT: Sexual Orientation and Gender Identity (SOGI) Strategy – *The ARC*

Foundation Final Education Report – 2016/17

BACKGROUND:

• The ARC Foundation of Vancouver is a private foundation that supports projects focused on improving the lives of individuals who are marginalized in society based on sexual orientation, gender identity, ethnicity or financial status. In September 2016, the Ministry announced a partnership with the ARC Foundation to support schools and school districts in developing SOGI inclusive policies and procedures¹. The partnership was formalized through a Memorandum of Understanding (MOU).

- The MOU was renewed in May 2017 with a focus on the development and implementation of a provincial SOGI strategy. The MOU included a commitment to creating a provincial SOGI Education Lead position that would support the strategy, with \$100K in one-time funding from the Ministry to the ARC Foundation to support this one-year position starting in August 2017.
- The Ministry also provided \$50K in one-time funding to ARC to develop educational videos and eLearning modules for teachers, school/school district staff, parents and community partners.

DISCUSSION:

• The ARC Foundation's Final Education Report – 2016/17 (the Report) presents an overview of several initiatives undertaken during the 2016/17 school year involving collaboration between the Ministry, the ARC Foundation, and other K-12 education partners. These initiatives included hosting provincial SOGI education leadership and policy summits; creating a SOGIeducation.org website with tools and resources for educators, and best practice guidelines for schools; and developing a network of SOGI-inclusive school districts. A detailed overview of these initiatives is included in Appendix 1. Feedback from educators and administrators was also included in the Report to demonstrate the impact of SOGI activities in both the public and independent school systems (see Appendix 2).

Key findings in the Report include:

- Educators value opportunities to connect with their peers at school, district and provincial levels to share information, ask for advice and discuss current issues and trends.
- Downloadable and customizable resources have successfully reduced the time required for multiple districts to create individual resources from scratch.

¹ In September 2016, the Minister of Education also directed all Boards of Education and Independent School Authorities to update their codes of conduct and anti-bullying policies to specifically reference sexual orientation and gender identity/expression.

- The top barrier to implementing SOGI-inclusive initiatives is time. SOGI school district
 and school leads value the ARC Foundation's coordination of meetings and regular
 communication that reduces their administrative time and creates capacity for strategic
 conversations.
- The SOGIeducation.org website continues to grow in awareness and popularity as a onestop-shop for SOGI inclusive education.
- The Report recommends that the Ministry of Education build on the successes of the 2016/17 school year and continue to work with the ARC Foundation on implementing the SOGI Strategic Plan in the 2017/18 school year.
- The Ministry's current MOU with the ARC Foundation ends on September 30, 2018.
- The Ministry's current budget for SOGI for 2017/18 is \$50,000. \$25,000 of that funding was allocated to support a provincial meeting of the 48 school districts who are participating in the SOGI Educator Network the meeting was held in Richmond on October 4, 2017.

CONCLUSION

The Ministry's ongoing SOGI policy work and partnership with the ARC Foundation aligns with Government's focus on mental health and addictions, especially given the overrepresentation of LGBTQ students with mental health concerns. The SOGI policy work also aligns with the Ministry's ERASE strategy - to ensure schools are welcoming, inclusive and free of bullying and violence.

Appendix 1 – SOGI Activities and Initiatives in 2016/17 Appendix 2 – Impact of SOGI Initiatives

MINISTRY OF EDUCATION BRIEFING NOTE

Appendix 1 – SOGI Activities and Initiatives in 2016/17

Ministry of Education SOGI Policy Guide – outlines goals for SOGI inclusive education, and best practices for policies and procedures that promote inclusive learning environments.

SOGI Education Leadership Summit – hosted by the ARC Foundation in Oct 2016, this event provided SOGI competency training to over 140 educators from nine school districts.

SOGI Policy Summit – hosted by the Ministry in Oct 2016, this event provided guidance on SOGI-inclusive policy development to over 130 public and independent school leaders.

SOGI 1 2 3 – a collaborative campaign focused on SOGI-inclusive education and led by the ARC Foundation in partnership with the Ministry, BCTF, UBC Faculty of Education, Out in Schools, nine school districts, and other local LGBTQ community organizations.

SOGI Website (<u>SOGIeducation.org</u>) - hosted by ARC, this website provides a platform for educators to access and share SOGI-inclusive education resources that address policies and procedures, inclusive environments, and curriculum.

School Codes of Conduct and SOGI-related Policies and Practices – 59 of 60 Boards of Education and all Independent School Authorities have updated their codes of conduct and policies and practices to incorporate SOGI.

eLearning Videos and Modules – the Ministry provided a grant of \$50K s.13,s.17 s.13,s.17

eLearning videos and modules for teachers, school/school district staff, parents and community partners. These will be released by October 2017.

BC SOGI Educator Network – launched at the beginning of the 2016/17 school year by the ARC Foundation, the Network facilitates the implementation of SOGI initiatives, and the sharing of resources and information within and across school districts. A SOGI District Lead in each school district provides consistent support to district staff and SOGI School Leads. 9 school districts participated in the Network in 2016/17.

Educator Tools/Resources – the SOGI Educator Toolkit provides customizable educator resources for immediate classroom implementation. Additional tools and resources are in development for the 2017/18 school year.

Educator Learning & Development Strategy – professional development activities focused on equipping educators with information and resources regarding SOGI language and terminology, integrating SOGI into curriculum, coaching and supporting staff, and supporting students and families.

Teacher Education for All! – ARC Foundation provided \$125K to UBC for projects that encourage an inclusive culture, workplace and learning environment, and focus on intersectional approaches SOGI. A SOGI Resource Lead coordinates the project, and focuses on educator communication and content for educator professional development.

Appendix 2 – Impact of SOGI Initiatives

The following statements summarize educator and administrator feedback to ARC regarding the SOGI activities and initiatives that were undertaken in 2016/17:

- As schools have more support and resources to plan and deliver SOGI initiatives and activities, learning environments for sexual minority students are becoming safer and more inclusive.
- In schools where there are well-established SOGI-related policies and procedures, educators are working more effectively to create inclusive school environments and incorporate SOGI into the curriculum.
- Educators report that higher levels of district and school administrator leadership support the development of SOGI inclusive learning environments.
- The more funding a school commits toward implementation of SOGI initiatives, the more educators proactively create SOGI inclusive environments.
- As educators incorporate SOGI into the curriculum, they report greater acceptance and appreciation of sexual and gender minority students in their schools and classrooms.





ARC Foundation Final SOGI Education Report – 2016/17

Introduction

The 2016/17 school year has been one of considerable activity, progress and impact in SOGI-inclusive education. ARC Foundation and the Ministry of Education have worked well together to deliver key initiatives impacting educators and students across the province. With over 400 newly active SOGI School Leads and their District SOGI Leadership Teams, supporting some 170,000 students daily, who have expressed their needs, it is appropriate to reflect on successes and look ahead to planning for the continuation of this growth in 2017/18.

The SOGI 1 2 3 initiative is designed to address the gap between educators reporting high-level support of LGBTQ (SOGI)-inclusive education and lower level participation in LGBTQ-inclusive activities due to feeling that they do not have the appropriate skills or training. Educators need to be equipped with high-quality, consistent and sustainable tools as they support students on a day-to-day basis and have a direct and far-reaching impact on engagement of LGBTQ students.

ARC Foundation is leading the strategy and operations of SOGI 1 2 3, which includes measurement and evaluation. There are a number of processes and tools in place to measure impact of the various components of SOGI 1 2 3, including SOGIeducation.org, the BC SOGI Educator Network and the SOGI Education Leadership Summit. ARC Foundation is working with UBC's Faculty of Education on this evaluation process and a master's student is supporting with framing questions, data analysis and identifying statistical significance and correlations to support the overall narrative.

This final report presents an overview of impact, outcomes and learning from the following SOGI education initiatives in 2016/17 and recommendations for Ministry of Education leadership to consider for the 2017/18 school year.

- 1. SOGI 1 2 3 Provincial Leadership
- 2. SOGleducation.org
- 3. BC SOGI Educator Network
- 4. Professional Development
- 5. UBC Faculty of Education, Teacher Education for All!

Key Themes

The key themes that emerge throughout all initiatives include the following:

- Educators value opportunities to connect with their peers at school, district and provincial levels to share information, ask for advice and discuss current issues and trends
- Proven resources to download, customize and share have successfully reduced the time required for multiple districts to create (often the same) resources from scratch
- Time to implement SOGI-inclusive initiatives is the top barrier for SOGI School Leads and SOGI District Leads and they value the coordination of meetings and regular communication that reduces administrative time and creates capacity for strategic conversation
- SOGIeducation.org continued to grow in awareness and popularity as a one-stop-shop for SOGIinclusive education





1. SOGI 1 2 3 Provincial Leadership

In 2016/17, ARC Foundation secured formal partnership agreements with the BC Ministry of Education and BC Teachers' Federation.

Ministry of Education

The Memorandum of Understanding (MOU) with the Ministry of Education has been extended by 18 months to include collaboration on the new BC SOGI Education Lead position.

The BC SOGI Education Lead was hired in May 2017 following a panel interview with ARC Foundation, Ministry of Education and BC Teachers' Federation. The role is a financial collaboration between the Ministry of Education and ARC Foundation and will operate as a one-year secondment from August 1, 2017 to July 31, 2017. The position reports to the Executive Director of ARC Foundation and will focus on the implementation of provincial SOGI education activities, including the BC SOGI Educator Network.

We look forward to continuing to work with the Ministry of Education throughout 2017/18 to build on the successes accomplished over the past year.

Other BC Partners

We are in the process of finalizing the MOU with the BC Teachers' Federation for 2017/18. In addition, partnership conversations are being supported by draft MOUs with Out in Schools, the BC School Trustees Association, the BC School Superintendents Association, the BC Confederation of Parent Advisory Councils and the BC Principals and Vice-Principals Association.

ARC Foundation is going to convene a leadership group with representatives from the education and LGBTQ sectors, including Ministry of Education, to advise on SOGI 1 2 3 moving forward. We will also continue to work with national advisors to support the expansion of SOGI 1 2 3 into other provinces.

Alberta Expansion

ARC Foundation is partnering with SOGI-inclusive education focused leaders in Alberta to grow SOGI 1 2 3 from what is currently only a BC campaign to Alberta. This is an important first step towards a Western Canada collaboration that envisions national impact. We have secured initial funding from The Stollery Charitable Foundation as part of a matching funds strategy to support the first year of this initiative.

The expansion of SOGI 1 2 3 into Alberta is timely given the recent passage of Bill 10 and the corresponding Minister of Education's requirement that all school boards must now develop policies that specifically include LGBTQ students, staff, and families. Alberta Education has also recently announced a large-scale curriculum review, which the Minister of Education has stated will include specific outcomes related to sexual orientation and gender identity. A current draft for a new Alberta Teaching Quality Standard also includes specific sexual orientation and gender identity competencies for all graduating teachers.

ARC Foundation will be the project lead and will engage experienced local SOGI education champions, including Dr. Kristopher Wells, key K-12 education partners and 3-4 school districts.





2. SOGleducation.org

SOGIeducation.org was launched on October 21, 2016 as the primary platform for the SOGI 1 2 3 campaign. The purpose of the website is to share proven SOGI-inclusive tools and resources in the areas of policy and procedures, inclusive environments and curriculum resources. All materials available on the site are created by educators, for educators.

SOGleducation.org metrics and trends for 2016/17 include the following:

- The total number of views to date is over 8,800
- The most popular pages are the home page, SOGI 3: Curriculum Resources and SOGI 1: Policies and Procedures
- The most popular curriculum entry points visited are 2/3 Gender Identity (273), K-12 Why "That's So Gay" is Not Okay (245) and K/1 Family Diversity (214)
- The audience size has continued to grow each month while the returning visitor numbers stay above 25%, meaning educators are using SOGleducation.org as an ongoing resource
- The number of online searches for SOGI 1 2 3 has continued to increase throughout the year, showing the growth of the SOGI 1 2 3 name and brand
- Elementary resources are the most popular on both SOGIeducation.org and TeachBC

Feedback from educators in the BC SOGI Educator Network show that 89% of SOGI District Leads and 63% of SOGI School Leads agree that SOGIeducation.org is a useful and informative resource.

The primary communications channel for promoting SOGIeducation.org has been word-of-mouth by leveraging the communications networks of our partners and audience groups. Specific tactics have included emails to BCTF Social Justice Leads, an advert in the BCTF Teacher Magazine, social media promotion through BCTF, a presentation to K-12 education partners, an article in the BCPVPA e-newsletter and inclusion in UBC Faculty of Education presentations.

3. BC SOGI Educator Network

The BC SOGI Educator Network was formally launched as a pilot project at the beginning of the 2016/2017 year by ARC Foundation and nine BC school districts: Vancouver, North Vancouver, West Vancouver, Burnaby, Langley, Delta, Sea to Sky, Nanaimo Ladysmith, and Kamloops/Thompson.

Over the past eight months, the BC SOGI Educator Network brings together BC educators interested in SOGI-inclusive education to meet, share resources and collectively overcome obstacles within and across districts. District Leads have access to an expansive collection of emerging SOGI tools to test and evolve with their schools. Key tools were curated and shared publicly and with all members through SOGIeducation.org as the SOGI Educator Toolkit.

Key metrics related to participation in the BC SOGI Educator Network in 2017/18 are below:

- Twelve SOGI District Leads from nine school districts participated
- 66% of school districts have a dedicated SOGI resource with FTE
- 33% of participating school districts introduced a SOGI District Lead role for the first time in 2016/17
- 66% of SOGI District Leads were new to the role this year
- One school district doubled their SOGI FTE from 2015/16 to 2016/17 and again for 2017/18
- 400+ SOGI School Leads recruited (some schools have more than one)
- 17,000 students in schools in participating districts now have a SOGI School Lead
- 100% of schools have either a SOGI School Lead or Administrator representative in place
- Seven Network team meetings and two team socials took place from September 2016 May 2017





The evaluation process for the BC SOGI Educator Network is both quantitative and qualitative and includes the following tactics:

- SOGI District Lead before/after surveys (October 2016 and May 2017)
- SOGI District Lead before/after interviews (October 2016 and May 2017)
- SOGI School Lead before/after surveys (January 2017 and May 2017)
- Mid-pilot meetings with SOGI District Leads and District Leadership (January 2017)
- Debrief with SOGI District Leads (May 2017)
- Inventory of shared resources (ongoing)

The results of the 'before' activities conducted in October 2016 were documented in the Pre-Pilot Evaluation Report and shared with the Ministry of Education in November 2016. The results of the SOGI School Lead 'before' survey was documented in the SOGI School Lead Survey Analysis and shared with the Ministry of Education in February 2017.

SOGI District Leads

The final SOGI District Lead Survey was sent to SOGI District Leads from the nine active school districts participating in the BC SOGI Educator Network in May 2017. When comparing the results from this survey to those from the beginning of the pilot in October 2016, the following trends can be seen:

- 100% of Leads estimate that educators in their district are confident engaging in SOGI-inclusive education/activities at least some of the time, compared to 0% in October 2016
- 86% of Leads estimate that at least 25% of schools in their district have created individual SOGI action plans, compared to 0% of schools in October 2016
- 89% of Leads agree that students have responded positively to SOGI school/classroom initiatives in their district, compared to 56% in October 2016
- 66% of Leads agree that they received support and guidance throughout the year from their district leadership to help them perform their duties as a SOGI District Lead, compared to 22% in October 2016
- 67% of Leads agree that they are satisfied with the SOGI professional development opportunities that have been offered to them in their role compared to 25% in October 2016

SOGI School Leads

The final SOGI School Lead Survey was distributed in May 2017 to SOGI School Leads in eight of the school districts participating in the BC SOGI Educator Network: Burnaby, Delta, Kamloops/Thompson, Langley, North Vancouver, Sea to Sky, Vancouver and West Vancouver. When comparing the results from this survey to those from the SOGI School Lead Survey conducted in January 2017, the following trends can be seen:

- 77% of Leads agreed that their school has the support and resources to plan and deliver SOGI initiatives and activities compared to 48% in January 2017
- 71% of Leads agree that they are satisfied with the SOGI School Lead training that have been offered
 to them this year compared to a 48% satisfaction with professional development in January 2017
- 42% of Leads agree that district SOGI policy/procedures are well known and implemented effectively in their school compared to 26% in January 2017
- **34**% of Leads agree that educators in their school incorporate SOGI into the curriculum compared to **19**% in January 2017
- 58% of Leads agree that SOGI resources are easily accessible in their school library compared to
 46% in January 2017





In addition, the following correlations were present in the May 2017 survey:

- 1. As School Leads had more support and resources to plan and deliver SOGI initiatives and activities, they also reported safer and more inclusive environments for sexual minority students
- 2. In schools with more well-known and implemented SOGI policy and procedures, educators are more likely to work to create inclusive school environments and to incorporate SOGI into the curriculum
- 3. School Leads related higher levels of administration and leadership support to increased levels of creating SOGI inclusive environments.
- 4. The more funding a school committed toward SOGI initiatives, educators were also more likely to proactively create SOGI-inclusive environments
- 5. As educators created more SOGI inclusive school environments, they also reported a more accepting attitude of all educators toward gender and sexual minority students
- 6. As educators incorporated SOGI into the curriculum, they report accepting and appreciating attitudes toward sexual and gender minority students in their schools

4. Professional Development

Professional development for educators on SOGI-inclusive education has continued to be a strong tactic and ongoing theme throughout 2017/18. Feedback from the BC SOGI Educator Network, in addition to national studies such as the Egale January 2016 report from the Canada-wide Every Teacher Project, continues to demonstrate that a top barrier preventing educators from engaging in SOGI-inclusive education is lack of appropriate professional development.

Educators report that they would like professional development on topics including SOGI language and terminology, how to integrate SOGI into the curriculum at all levels, how to coach and support other staff and how to best support students and families. More and more educators are also highlighting a need for more advanced professional development beyond basic terminology.

Professional development activities in 2016/17 took place at a provincial, district and school-based level.

Provincial: SOGI Policy Summit

ARC Foundation supported the Ministry of Education with the coordination of the SOGI Policy Summit on October 25, 2016 in Richmond. This event brought together Superintendents, district leadership and independent school representatives from across the province for a day of information and discussion focused on the Minister's policy directive.

ARC Foundation co-developed the agenda, contributed to the curation of content for the day and recommended individuals and school districts for the panel based on our knowledge and relationships through the BC SOGI Educator Network. SOGI 1 2 3 was formally launched to district leaders at the event through an ARC Foundation presentation.

The results from the evaluation survey show that 100% of participants agreed that the Summit provided useful and relevant information, while 86% felt confident and equipped with knowledge and tools to implement SOGI inclusive policy and procedures in their school/district following the event. In addition, informal feedback throughout the year highlighted the SOGI Policy Summit as integral in supporting districts to understand and implement the SOGI policy directive.





District-level: SOGI Education Leadership Summit

The SOGI Education Leadership Summit took place on October 21, 2016 in Burnaby. Over 130 participants attended from Network participant districts, including teachers, counsellors, librarians, administrators and district leads. An evaluation survey was distributed to Summit participants immediately after the Summit in October 2016 and again in May 2017 to measure long-term impact.

Overall, feedback on the Summit is very positive. When comparing the results from the May 2017 survey to the results collected in October 2016, the following trends can be seen:

- 94% of participants feel confident and ready to take action towards SOGI-inclusive education in their school/district compared to 87% in October 2016
- 100% agreed that looking back at the event, the Summit was useful and relevant to their role
- Participant knowledge and understanding of sexual orientation and gender identity decreased from an average of 8.5 out of 10 in October 2016 to 7.3 (SO) and 7.1 (GI) out of 10 in May 2017. This could be caused from learning that SOGI is a complex concept.

When reflecting back on the event, participants valued the experience of the presenters and facilitators, the take-away resources and the opportunity to network and collaborate with other educators from their own and other districts. Months later, many of the resources shared at the Summit have been implemented by participants in their schools and districts. They remember the first-hand accounts from students, teachers and parents and want to continue their learning.

School-based Professional Development

ARC Foundation has supported school-based professional development through two different tactics: toolkits and resources, and funding.

SOGI District Leads participating in the BC SOGI Educator Network received template resources throughout the year to support the delivery of professional development workshops and presentations. The template presentations included information about SOGI 1 2 3 and curriculum integration and were often delivered to districts as part of a train-the-trainer model. SOGI School Leads would attend a professional development session led by the SOGI District Lead, and then went on to deliver SOGI content within their own schools.

A key barrier identified by SOGI District Leads is lack of funding to provide coverage for lessons needed for SOGI School Leads to take release time to attend professional development sessions, including SOGI School Lead training s.13,s.17

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SOGI 1 2 3 Educator Learning & Development Strategy

The Educator Learning and Development Framework addresses the need to equip educators with the SOGI knowledge and tools they need to support all students on a day-to-day basis. Through a selection of formats that are targeted by stakeholder, educators can customize their professional development based on their own SOGI journey, their geographic location and the supports that they have in place within their districts. Products will be designed with an option for virtual or in-person delivery.

The Ministry of Education contributed \$50,000 funding towards the development of the learning and development strategy, which was matched by an individual donor. The strategy is being actioned in three phases:

1. Phase 1 –SOGI 1 2 3 Videos (In Process)

SOGI 1 2 3 videos will share information in three to five minute learning segments. This set of six videos will introduce BC educators to the key aspects of SOGI-inclusive education, and will be designed to meet the needs of those who have little to no experience with SOGI-inclusive education. The videos will conclude by directing viewers to the SOGIeducation.org web site where they can find additional information and resources. Project timelines are below:

- March-May 2017 script and video development
- June 2017 review and approval
- Sept 2017 dissemination

2. Phase 2 – SOGI e-Learning Videos (In Process)

The SOGI e-Learning videos will contain 8-10 minute learning segments and will be accompanied by additional learning resources such as a facilitator's guide with expected learning outcomes and discussion questions. These videos will focus on four SOGI education priority topics: Policies and Procedures, Inclusive Environments, Curriculum Resources and SOGI Leadership. The content is informed by the BC SOGI Education Network, K-12 education partners, UBC Faculty of Education, Qmunity, Transcare BC and Out in Schools. The e-Learning videos will help meet the learning needs of educators who are part of the BC SOGI Educator Network, while also appealing to a broader audience of school support staff, administrators and parents. Project timelines are below:

- April/May 2017

 informal consultations with K-12 partners/community groups
- May/July 2017 video design and production
- August 2017 review and approval
- September-November 2017– phased dissemination
- October 2017-January 2018 feedback and enhancements

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SOGI 1 2 3 partners

In addition to developing our own content and tools, ARC Foundation is working with partners to leverage and influence their professional development opportunities. For example, we are working with BCPVPA to deliver a webinar around SOGI education in early 2017/18 as part of their professional learning series and with UBC Faculty of Education on their two-day summer institute on SOGI education in July 2017.





5. UBC Faculty of Education, Teacher Education For All!

ARC Foundation partnered with the University of British Columbia in May 2016 to establish the ARC-UBC SOGI Education Fund from an ARC Foundation gift of \$125,000. The purpose of the fund is to support projects that build capacity for faculty, staff and students across the University of British Columbia and the primary initiative of the Fund in 2016/17 was the Teacher Education for All! project.

The Teacher Education for All! project was designed to build capacity for faculty, staff and students in the Teacher Education program at UBC to create and provide an inclusive culture, work place, and learning environment, with a particular focus on intersectional approaches to thinking about sexual and gender diversity.

A key component of the funding for the project was the creation of the new role of SOGI Resource Development Lead. This position coordinated aspects of the Teacher Education for All! program and also included one day per week (0.2 FTE) focused on resource development and the BC SOGI Educator Network. The position played a valuable end-user advisory role on the planning and implementation of the Network, with a specific focus on educator communications and content for educator professional development.

Accompanying Documents

The following documents contain further evaluation detail, including survey results, on the key findings highlighted in this report. They can be found in the shared MOE SOGI Policy folder on Box.com.

- SOGISchoolLeadSurveySummary_Full_May2017.pdf
- PostPilot DistrictLead SurveySummary.pdf
- SurveyMonkeyResponses_SOGISummit_Oct2016.pdf
- PrePilotEvaluation SurveySummary.pdf
- SOGILeadSurveySummary_Full_Jan2017.pdf
- PrePilotEvaluation_Report_Nov16.pdf

DATE: November 15, 2017

CLIFF: 195761

PREPARED FOR: Honourable Rob Fleming, Minister - **FOR INFORMATION**

SUBJECT: Sexual Orientation and Gender Identity

PURPOSE: Meeting with Robert Quartermain, Brad Beattie and Matt Carruthers

from ARC Foundation, on November 21, 2017, to discuss the Ministry's commitment to Supporting Students of all Sexual

Orientation and Gender Identity (SOGI)

BACKGROUND:

The ARC Foundation of Vancouver is a private foundation that supports projects focused on improving the lives of individuals who are marginalized in society based on sexual orientation, gender identity, ethnicity or financial status. In September 2016, the Ministry announced a partnership with the ARC Foundation - formalized through a Memorandum of Understanding (MOU) to support schools and school districts in developing SOGI inclusive policies and procedures¹. At this time, all independent schools and 59 school districts have established SOGI inclusive codes of conduct/anti-bullying policies.

The MOU was renewed in May 2017 that included \$100k in one-time funding (fiscal 2016/17) from the Ministry to the Arc Foundation to support the following actions:

- Provide provincial leadership to support SOGI inclusive education
- Build school cultures where all students and staff feel safe, connected and welcomed
- Support educators with K-12 tools and resources
- Establish a provincial SOGI Education Lead position to support the work

A key accomplishment of the Ministry's collaboration with ARC and other partners, including BC Teacher's Federation and UBC Faculty of Education, is the <u>SOGI123</u> website. This website provides accessible, ready-to-use resources for educators to support all students, regardless of their sexual orientation or gender identity. The Ministry provided an additional \$50K in one-time funding to ARC in 2016/17 to develop educational videos and eLearning modules for teachers, school/school district staff, parents and community partners that are available on the site.

The Ministry has also worked with the ARC Foundation to provide 3 Provincial SOGI Summits including a SOGI Policy Summit and 2 District Lead Summits – the most recent one held in Richmond on October 4, 2017, with attendance from 48 school districts participating in the BC SOGI Educator Network. All summits have provided education leaders with tools, resources

¹ In September 2016, the Minister of Education also directed all Boards of Education and Independent School Authorities to update their codes of conduct and anti-bullying policies to specifically reference sexual orientation and gender identity/expression. .

and supports for SOGI inclusive environments.

Another highlight is the BC SOGI Educator Network. This network has expanded from 9 school districts in 2016/17 to 49 school districts in 2017/18, far surpassing the target of 20 school districts for this fiscal year.

To demonstrate a commitment and support for this work, the Ministry of Education and several provincial K-12 education partners released a joint statement in support of inclusive learning environments on October 25, 2017.

DISCUSSION:

The Ministry's current MOU with the ARC Foundation ends on September 30, 2018. It is anticipated that ARC representatives will want to discuss the future state of this work and how the Ministry can continue to partner with the ARC Foundation to support SOGI inclusive environments. The Ministry is currently exploring the provision of an additional \$100k in funding to ARC for 2017/18.

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ARC Foundation meeting attendee information:

- Robert Quartermain Trustee
- Brad Beattie Executive Director
- Matt Carruthers Provincial SOGI Education Lead

CONCLUSION:

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Appendix 1 – SOGI Activities and Initiatives in 2016/17

Program ADM/Branch: Jennifer McCrea/Learning Division

Program Contact (for content): Scott Beddall, Director – Safety and Wellness

Drafter: Scott Beddall **Date:** November 15, 2017

Appendix 1 – SOGI Activities and Initiatives in 2016/17

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SOGI Website (<u>SOGIeducation.org</u>) - hosted by ARC, this website provides a platform for educators to access and share SOGI-inclusive education resources that address policies and procedures, inclusive environments, and curriculum.

School Codes of Conduct and SOGI-related Policies and Practices – 59 of 60 Boards of Education² and all Independent School Authorities have updated their codes of conduct and policies and practices to incorporate SOGI.

eLearning Videos and Modules – the Ministry provided a grant of \$50K s.13,s.17 s.0 deve

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BC SOGI Educator Network – launched at the beginning of the 2016/17 school year by the ARC Foundation, the Network facilitates the implementation of SOGI initiatives, and the sharing of resources and information within and across school districts. A SOGI District Lead in each school district provides consistent support to district staff and SOGI School Leads.

Educator Tools/Resources – the SOGI Educator Toolkit provides customizable educator resources for immediate classroom implementation.

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² Nisga'a is in the process of updating their district Codes of Conduct

Educator Learning & Development Strategy – professional development activities focused on equipping educators with information and resources regarding SOGI language and terminology, integrating SOGI into curriculum, coaching and supporting staff, and supporting students and families.

Teacher Education for All! – ARC Foundation provided \$125K to UBC for projects that encourage an inclusive culture, workplace and learning environment, and focus on intersectional approaches SOGI. A SOGI Resource Lead coordinates the project, and focuses on educator communication and content for educator professional development.

DATE: November 28, 2017

CLIFF: 197872

PREPARED FOR: Robert Fleming, Minister of Education - **FOR INFORMATION**

SUBJECT: Meeting with ASTTBC – November 30, 2017

PURPOSE: Background information on meeting agenda points

BACKGROUND:

Applied Science Technologists and Technicians of BC (ASTTBC) has over 10,000 active members.

- ASTTBC members work in applied science technology fields such as architecture, bio-medical engineering, building, civil, electrical, electronics, environmental, fire protection, house inspection, information, mechanical, onsite wastewater and other related disciplines tied to the built and natural environment.
- ASTTBC represents members in private enterprise consulting engineering and technology companies, in all levels of government, and in private consultancies.
- Meeting Attendees:
 John Leech, CEO

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 ASTTBC

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- Sarah Campden, VP Civil technologist Civil Engineer, Herold Engineering Ltd. (note: High School graduate of Belmont Secondary)
- MJ Whitemarsh Island Health, ITA Board of Directors, BCIT, BC Homebuilders
- Elaine Allan, Executive Director, Skills Canada

DISCUSSION:

ASTTBC has provided an agenda of items they wish to discuss. Of the details provided 3 of 5 directly relate to Education. Topics include: K-12 education, women in technology, First Nations and Technology, Work BC, and Professional Technologists.

The Ministry has a number of initiatives and resources in place that may be interest to ASTTBC including areas such as the new curriculum:

- Grade 6-9 Applied Design, Skills, and Technologies (ADST) Computational Thinking (Coding) embedded in curriculum.
- Grade 10-12 ADST Information & Communications Technology (ICT) numerous elective courses; Coding for Manufacturing, Robotics, Mechatronics; Mathematics – Computer Science 11, 12.
- Workforce Training Certificates 12 recognizes ICT certificates that are industry recognized for credit in the BC School System (CISCO, FIT, Microsoft, etc).
- Career Zones: Mining, Energy and Information & Communication Technology (ICT)
 outlines a variety of career paths to Careers, linked to current (2016) labour market data.

 Ministry of Education supported Junior Achievement TechWorks in 2016 and the BC Tech Summit Youth Days.

Women in Technology

- The Canada-BC Job grant (CJG) will continue to help tech-sector employers to train new and existing staff in companies of all sizes, and across all industries that use tech to improve competitiveness. Two hundred and fifty grants were approved in 2016/17, with 134 employers for 1,350 participant's to-date. Recognizing that women are under-represented in the technology industry, s.16,s.17
 s.16,s.17
- In June of 2016, the Government supported coding within the education system with \$6 million:
 - \$2 million for teacher training, specifically for the coding curriculum.
 - \$2 million to help school districts purchase equipment and resources to support coding instruction, and;
 - \$2 million to help teachers bring the new curriculum to life in their classrooms.
- Individual school districts further support students through Science, Technology, Engineering and Mathematics (STEM) programs.

First Nations and Technology

- A skilled Aboriginal workforce is part of fulfilling B.C.'s talent potential. Bridging to Technology is a comprehensive skills-development program by the First Nations Technology Council.
- In April 2017 the Province invested \$2.2 million to support greater Indigenous participation in the provinces vibrant and growing technology sector.
- Bridging to Technology includes the Professional Development training stream for people who are already employed to empower, enhance and upskill their existing skills sets.
- It also consists of the *Bridging to Technology* Certificate Program, which is a 14-week training program delivered in partnership with and credentialed by the Nicola Valley Institute of Technology. The program introduces participants to a range of technologies used in the knowledge economy, with a specific focus on current opportunities in B.C.
- Following completion of training, students have the opportunity to complete a six- to eight-week work experience placement with an industry partner relevant to the region.

s.13

WorkBC

- While WorkBC is not part of the Ministry of Education—the Ministry works closely with their Find your Fit initiative.
- The Find Your Fit tour is a fun, interactive event that helps students discover B.C. careers. They can explore careers—from a nurse to a technologist to a welder—getting hands-on experience at up to 16 different stations.
- During the 2017/18 school year, it is estimated the Find Your Fit will visit over 75 schools/communities and have close to 33,000 interactions.

Professional Technologist

- ASTTBC is seeking a legislative amendment.
- The *Engineers and Geoscientists Act* is the responsibility of the Ministry of Advanced Education, Skills and Training.

CONCLUSION:

The Ministry of Education is supporting technology education and careers at a variety of levels, within the K-12 system, as well as supporting initiatives that increase career awareness in underrepresented groups within the sector. The Ministry looks forward to continued discussions with ASTTBC.

Program ADM/Branch: Jennifer McCrea, Learning Division **Program Contact (for content):** Mario Miniaci, Director

Date: November 28, 2017

DATE: November 23, 2017

CLIFF: 196380

PREPARED FOR: Honourable Rob Fleming, Minister - **FOR INFORMATION**

SUBJECT: Sexual Health Education

PURPOSE: Meetings regarding sexual health education with Jody Jollimore,

> Director of the Community-Based Research Centre for Gay Men's Health, on December 6, 2017; and Sarah Chown, Executive Director, and Ghada Dbouba, Peer Education Coordinator of YouthCO, on

December 11, 2017

BACKGROUND:

YouthCO is a youth-led organization that provides workshops and support for students with respect to HIV, and other sexually transmitted infections (STIs), with a focus on harm reduction and reducing stigma. The Community-Based Research Centre (CBRC) for Gay Men's Health is a non-profit charitable organization dedicated to using research to develop knowledge about gay men's health and to develop interventions that address health and social issues.

In 2014, BC's Provincial Health Officer's released a HIV: Stigma and Society report which included the following recommendation:

"The Ministries of Health and Education, regional health authorities, provincial education partners, and other key stakeholders should collaborate on the development of a comprehensive sexual and reproductive health education strategy for BC. This strategy should incorporate a comprehensive school health lens, be inclusive of all gender and sexual identities, and integrate health promotion messages that challenge stigma and foster protective factors, including the development of decision-making skills related to sexual and risk-taking behaviour."

In November 2016, Child Health BC and BC's Provincial Health Officer released Is "Good", Good Enough?, a joint report on the health and well-being of children and youth using a range of indicators. The report highlighted significant geographical differences in many of the indicators, including chlamydia and teenage birth rates, and recommended that ministries and other stakeholders commit to addressing these disparities.

DISCUSSION:

Rates for Sexually Transmitted Infections (STIs) among BC youth have increased significantly, in some cases over 200%, over the past 10 years (2006-2016). While BC has one of the lowest teenage birth rates in Canada (8 births per 1000 population), 86% of

1

¹ BC Centre for Disease Control, June 2017

pregnancies among BC youth are unintended.² Youth in certain areas of the Province, such as the North, experience over three times the rates of STIs and eight times the rate of teenage births compared to youth in other areas of the Province.

- BC's Physical and Health Education curriculum addresses sexual and reproductive health in
 grades four to nine, including topics such as puberty, sexual identity, STIs, healthy sexual
 decision making, and potentially abusive/exploitive situations. In 2016, the Ministries of
 Education and Health worked with YouthCO to develop instructional samples to support
 teachers in delivering the sexual health education components of the new curriculum.
- A Rapid Equity Focused Health Impact Assessment project led by the Ministry of Health revealed large gaps in the consistency, quality and reach of sexual health education in schools within and among BC regions. Feedback from K-12 education partners and several school districts align with these findings. Key issues identified include:
 - o Many teachers lack the confidence and competence to deliver sexual health education;
 - Many schools are unable to access sexual health education supports due to a lack of available partners (e.g. public health nurses³, non-profit agencies) and/or prohibitive service fees:
 - Concerns regarding negative public attention from parent advocate groups that attempt to claim links between comprehensive sexual health education and sexual promiscuity/ deviance, as experienced in other jurisdictions such as Ontario.
- These issues can contribute to educational approaches that are not evidence-based or inclusive of all genders and orientations.
- A 2017 STI evidence review conducted by Ministry of Health identified a number of high
 quality interventions that supported the prevention of STIs among youth, such as peer mentor
 networks, risk education/skill building in group formats, and school-based STI/health
 services.
- The BC Teachers' Federation, YouthCO, and CBRC have been collaboratively advocating to the Ministry to provide sexual health education resources and professional development opportunities, to ensure that students receive inclusive, accurate and current information. In March 2017, these three organizations, and other stakeholders, formed a provincial Safer Schools Working Group with the goal of acting on the Provincial Health Officer's recommendation for a comprehensive sexual and reproductive health education strategy. The working group has received \$45,000 in funding from the Provincial Health Services Authority to undertake a youth-led review of sexual health education in BC schools, and launch a social marketing campaign framing sexual health education as a human right. Ministries of Education and Health staff have attended working group meetings to date.

-

² Canadian Sexual Health Survey. Sexual Health Indicators in British Columbia (2015).

³ Due to funding and capacity limitations, most regional health authorities have removed school-based sexual health education from the role of public health nurses

 Regional health authorities have been collaborating with some school districts regarding sexual health education, and have inquired about Ministry interest in developing a provincial strategy. Representatives from the Ministries of Education and Health, and the health authorities, will be meeting on December 7, 2017 to discuss potential opportunities for collaboration.

CONCLUSION:

 The Ministries of Education and Health are actively working with partners to support inclusive and evidence-based sexual health education in BC schools, and explore opportunities to build on provincial work regarding Sexual Orientation and Gender Identity (Appendix One).

Appendix One: Provincial Accomplishments Regarding Sexual Orientation and Gender Identity

Program ADM/Branch: Jennifer McCrea/Learning Division

Program Contact (for content): Scott Beddall, Director – Safety and Wellness

Drafter: Scott Beddall **Date:** November 19, 2017

Appendix One: Provincial Accomplishments Regarding Sexual Orientation and Gender Identity

- All Boards of Education and Independent School Authorities are required to specifically reference sexual orientation and gender identity (SOGI)/expression in their codes of conduct and anti-bullying policies
- Formal partnership between the Ministry and ARC Foundation to support school districts and independent schools in their ongoing work to make schools SOGI inclusive, including recruitment of a Provincial SOGI Education Lead position
- Hosted SOGI policy summit and two education leadership summits (October 2016 and October 2017)
- Developed best practice guidelines for schools
- Launched a province-wide SOGI 123 campaign, including tools and resources for educators
- Developed SOGI instructional samples to support educators in delivering the new curriculum
- Supported the development of a network of SOGI school districts (currently 49 participating school districts)
- Created educational videos and eLearning modules for teachers, school/school district staff, parents and community partners, available at www.sogieducation.org.

DATE: November 29, 2017

CLIFF: 197898

PREPARED FOR: Honourable Rob Fleming, Minister - **FOR INFORMATION**

SUBJECT: Request for Information on SOGI

PURPOSE: Meeting with Official Opposition Critics on November 30, 2017

to discuss Sexual Orientation and Gender Identity Issues

BACKGROUND:

Sexual Orientation and Gender Identity (SOGI) 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 cisgender¹. 19% of BC high school students identify as gay, lesbian, bisexual or not exclusively heterosexual; 1% of B.C. high school students identify as transgender and 5% of Aboriginal students identify as Two-Spirit.²

In July 2016, the BC Human Rights Code was amended to prohibit discrimination based on gender identity or expression.

In September 2016, the Minister of Education announced Boards of Education and Independent School Authorities were required to update their anti-bullying policies to specifically reference sexual orientation and gender identity/expression. At that time, the Ministry also announced a partnership with the ARC Foundation³ to support schools and school districts in developing SOGI inclusive policies and procedures. The partnership was formalized through a Memorandum of Understanding (MOU).

In May 2017, the MOU between the Ministry and the ARC Foundation was renewed to support the following actions:

- Provide provincial leadership to support SOGI inclusive education
- Build school cultures where all students and staff feel safe, connected and welcomed
- Support educators with K-12 tools and resources
- Establish a Provincial SOGI Education Lead position to support the work

DISCUSSION:

SOGI and Curriculum

• The content in the new provincial curriculum (including the subject areas of Physical and Health Education, Social Studies and English Language Arts) includes a focus on

¹ Identifying with the same gender that one was assigned at birth.

² McCreary Centre Society, 2013

³ ARC Foundation of Vancouver is a private foundation that supports projects focused on improving the lives of individuals who are marginalized in society based on sexual orientation, gender identity, ethnicity or financial status.

- healthy relationships, valuing diversity and respecting differences, and the topics of human rights and responses to discrimination from Grade 4 onwards.
- There is no dedicated "SOGI curriculum", however teachers can address SOGI, and the BC Human Rights Code, throughout the various subject areas.
- Sexual and reproductive health is specifically covered within the Physical and Health Education curriculum and, as with the previous provincial curriculum, the Alternative Delivery policy enables students and their parents/guardians (in consultation with their school) to choose means other than regular classroom instruction (e.g. instruction at home) to address the learning outcomes for these topic areas.
- The provincial curriculum does not promote any one set of beliefs around sexual
 orientation and gender identity, but is designed to build understanding of our diverse
 society and learning to treat others with dignity and respect regardless of our
 differences.

SOGI Policy Directive

At this time, all independent schools and 59 school districts have established SOGI inclusive codes of conduct/anti-bullying policies. The remaining school district, Nisga'a (SD#91), has developed draft codes of conduct and a SOGI policy which are being reviewed by the Provincial SOGI Education Lead and ministry staff.

Partnership with ARC Foundation

- A key accomplishment of the Ministry's collaboration with ARC and other
 partners, including BC Teacher's Federation and UBC Faculty of Education, is the
 SOGI 1 2 3 website. The website provides accessible, ready-to-use resources for
 educators for their professional development and to support classroom instruction.
- The Ministry has also worked with the ARC Foundation to provide 3 Provincial SOGI Summits including a SOGI Policy Summit and 2 District Lead Summits – the most recent one held in Richmond on October 4, 2017, with attendance from 48 school districts participating in the BC SOGI Educator Network. All summits have provided education leaders with tools, resources and supports for SOGI inclusive environments.
- Another highlight is the BC SOGI Educator Network, which uses a "train the trainer" approach involving designated district-level and school-level SOGI leads in each school district. This network has expanded from 9 school districts in 2016/17 to 49 school districts in 2017/18.
- The Ministry's current MOU with the ARC Foundation ends on September 30, 2018.

Provincial Funding for SOGI

• In 2016/17, the Ministry provided ARC Foundation with one-time funding of \$100k to support the recruitment of a Provincial SOGI Education Lead, and \$50k to create professional development resources for teachers.

K-12 Education Partners

 On October 25, 2017, the Ministry of Education and several provincial K-12 education partners released a joint statement in support of inclusive learning environments.

Program ADM/Branch: Jennifer McCrea/Student Wellness and Safety

Program Contact (for content): Scott Beddall

Drafter: Scott Beddall **Date:** November 29, 2017

DATE: November 27, 2017

CLIFF: 197774

PREPARED FOR: Honourable Rob Fleming, Minister - **FOR INFORMATION**

SUBJECT: Coalition of Childcare Advocates of BC (CCABC)

PURPOSE: Meeting with CCABC December 12, 2017, 9:30 am regarding

plans for early care and learning and transition to Ministry of

Education

BACKGROUND:

 The Coalition of Child Care Advocates of BC is a registered society formed originally as the BC Daycare Action Coalition in 1982. Sharon Gregson and Lynell Anderson are attending as Coalition representatives.

- Sharon Gregson is a long-term advocate for child care and has been the spokesperson for the \$10 a Day Child Care plan since 2011. Sharon is currently the Director of the Early Years at Collingwood Neighbourhood House. From 2005-2011, she was a trustee with the Vancouver Board of Education.
- Lynell Anderson is a Certified General Accountant and a Senior Researcher within the Human Early Learning Partnership (HELP) at UBC. Lynell brings almost 30 years of financial consulting, volunteer, and research experience to HELP. Lynell is a leading authority on family policy across the country, especially with respect to the finances of child care services.
- CCABC in partnership with the Early Childhood Educators of BC (ECEBC) created the \$10 a Day Plan: Community Plan for a Public System of Integrated Early Care and Learning (The Plan).
- The Plan advocates for a shift in the child care system from a market-based model
 with limited oversight, to a more integrated system with funding tied to accountability
 measures; a new Early Care and Learning Act; enhanced training and compensation
 for Early Childhood Educators; and governance and oversight by the Ministry of
 Education/Boards of Education.
- According to CCABC:
 - 48 Municipal/Regional Governments have endorsed the \$10 a Day Plan.
 - 31 Boards of Education have endorsed the Plan, and
 - A number of trade unions, organizations and foundations provided financial and in-kind support for the Plan including BC Federation of Labour, BCGEU, BC Teachers Federation, CUPE BC, and others.

DISCUSSION:

- A quality early care and learning system is critically important to the Province.
- The Ministry of Education is committed to working with the Ministry of Children and Family Development, the Ministry of Health, local governments, and our

partners to establish a multi-pronged plan for the early care and learning system, and to deliver new child-care spaces.

- The Child Care Working Group (CCWG) began meeting in August 2017. It includes:
 - o Minister of State for Child Care, Honourable Katrina Chen
 - o Minister of Children and Family Development, Honourable Katrine Conroy
 - Minister of Education, Honourable Rob Fleming
 - Minister of Social Development and Poverty Reduction, Honourable Shane Simpson; and
 - o Members of the Legislative Assembly: Janet Routledge and Rachna Singh
- The work of the CCWG involves establishing a universal child care plan that
 provides affordable, accessible and high-quality early care and learning, starting
 with infant/toddler programs; investing in the ECE workforce, and accelerating the
 creation of new child care spaces across BC.
- Government held a forum on November 15 and 16 (Towards Universal Early Care and Learning in BC) to receive input into the planning for a universal system.
 - Members of CCABC and ECEBC attended, and Sharon Gregson participated in the Day 1 Panel.
- Government is working on a 10-year vision for early care and learning in BC that addresses issues of affordability, accessibility and quality, as well as specific planning to support Indigenous communities.
 - As part of the 10-year plan, the Ministry of Education is considering a variety of program-delivery, capital space and planning possibilities, as well as looking at a variety of policy and legislative options to support aspects of the plan.
 - A key consideration currently is for the Ministry to update the BC Early Learning Framework and expand its use, to set a quality foundation across all early care and learning programs.
- A central recommendation of the \$10 a Day plan is that responsibility for child care
 to transition into the Ministry of Education, and for governance to fall to Boards of
 Education. Options are still being developed to determine the best service delivery
 model for BC.
- The *School Act* authorizes school districts to make space available for child care programs, and many are leasing space to operators for a variety of ECL services.
- In addition, new school builds and major renovations allow up to 15% of space to be utilized for community purposes, which may include childcare.

CONCLUSION:

- No final decisions have been made about the Province's plans for universal early care and learning.
- Ministries will continue to work together to identify key strategies to move forward.

Program ADM/Branch: Jennifer McCrea

Program Contact (for content): Tim Winkelmans

Drafter: Joanne Murrell **Date:** November 27, 2017

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DATE: November 24, 2017

CLIFF: 197214

PREPARED FOR: Rob Fleming, Minister of Education - **FOR INFORMATION**

SUBJECT: Tour and meeting with Library Board Chair and staff from North

Vancouver District Public Library.

PURPOSE: North Vancouver District Public Library Board invited Minister

Fleming for a tour and meeting with board members on December 18,

2017.

ATTENDEES:

Mike Little, North Vancouver District Public Library Board Chair

- Jim Hanson, North Vancouver District Council Representative to Library Board
- Jacqueline van Dyk, Director of Library Services
- Meghan Crowe, Library Communications and Events Coordinator.

BACKGROUND:

- North Vancouver District Public Library (NVDPL) serves the District Municipality of North Vancouver and works closely with other public libraries on the north shore and in the lower Mainland through Public Library InterLINK Federation.
- There are 43,825 active library cardholders, representing 49.3% of the library's total served population (compared to provincial average of 43%).
- NVDPL adopted a new strategic plan in September 2016 for the period 2017-2019. The goals for this plan include:
 - Collaborate with our Community
 - o Transform our digital environment
 - o Expand community learning
- NVDPL focus is on the development and delivery of programs that support their strategic goals. Examples include:
 - The "Kindergarten Campaign" Children's librarians visit classes. Classes then visit
 to the library and students receive their new library cards, a book bag and a booklist
 of suggestions for 100 titles suitable to read in Kindergarten.
 - Working with School District 44 to make sure every student hears about and is encouraged to join the Summer Reading Club.
 - Providing study/work space and access to computers and technology for students, independent learners, entrepreneurs, and small business owners.
 - o Fostering community connections with a wide variety of programs such as a Refugee Resettlement program, Meet Your Mayor, Job Search Skills & Networking Club.
- NVPLD registered 4,170 kids in the 2016 provincial Summer Reading Club program (SRC).

- Library Director Jaqueline Van Dyk was the former Director of Libraries Branch within the Ministry of Education.
- The Province contributes \$14M to public libraries: \$12M directly to libraries and \$2M in shared services such as Summer Reading Club, Interlibrary Loan, BC OneCard. These funds result in a broader range of available content, savings and systems efficiencies. NVDPL directly benefits from these investments and provincial programs.

Local and Provincial funding for NVDPL

	Funding Year (Calendar)				
Funding Source	2013	2014	2015	2016	2017
District of North Vancouver	\$5,906,470	\$5,476,225	\$5,742,324	\$5,713,134	n/a ¹
Ministry of Education	\$217,719	\$215,382	\$214,947	\$214,343	\$ 213,506
Total Public Funding	\$6,124,189	\$5,691,607	\$5,957,271	\$5,927,477	\$ 213,506

Note. Local government funding reported mid-2018.

DISCUSSION:

This meeting is expected to be an informal discussion and tour to highlight the strategic direction of the library and its particular focus on community engagement and learning.

NVDPL has indicated that they will share their thoughts on ways that public libraries could work more closely with the Province to support and promote learning opportunities for local residents and students. They also wish to discuss how the transforming digital environment presents further opportunities for schools and libraries to work together to support student learning and implementation of the updated curriculum. Examples of these opportunities may include:

- Libraries as key public access points to emerging technology—a starting point for learners of all ages to develop new skills;
- Hosting community sessions for the Province's recent *How We Vote* initiative; and
- Working closely with the school district to support students, parents and teachers' access to learning and information resources focused on technology/digital skills and new information.

NVDPL attendees are also likely to stress the importance of provincial funding and continued investment in province-wide services where all sizes of libraries and residents can benefit. Provincial public library funding remains stable and committed within the Ministry budget and this has been communicated to stakeholders. Furthermore, the Ministry continues to review funding in alignment with its strategic plan: *Inspiring Libraries Connecting Communities*.

Attachment(s): Appendix 1: Library Facts and Figures

Appendix 2: North Vancouver Strategic Plan and Annual Report

Appendix 3: Libraries Branch/Ministry Strategic Plan, *Inspiring Libraries*

Program ADM/Branch: A/ADM Paul Squires / IIPRD

Program Contact (for content): Mari Martin, Director, Libraries Branch

Drafter: Denise McGeachy, Library Consultant

Date: November 23, 2017

APPENDIX 1: North Vancouver District Public Library: Facts and Figures

General

- There are 43,825 active library cardholders, representing 49.3% of the library's total served population. The provincial average is 43%.
- There were over 878,726 in-person visits to the library in 2016, while the library website got 699,571 visits.

Circulation

• North Vancouver District Public Library circulated almost 1.5 million items in 2016.

Programming

• In 2016, the library held 1,093 programs with 37,259 participants among the various programs.

OneCard

• The library registered 253,798 OneCard transactions in 2016, amounting to approximately 18.2% of their total physical items circulated in 2016.

Interlibrary Loan

• The library borrowed 2,741 items through the various provincial interlibrary loan systems 2016.

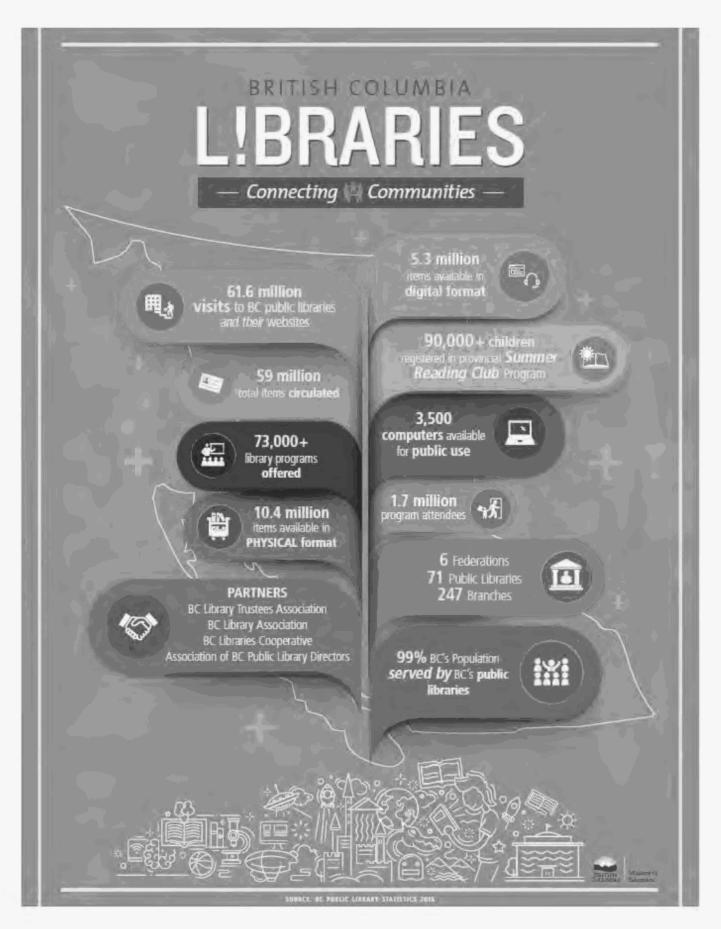
Funding

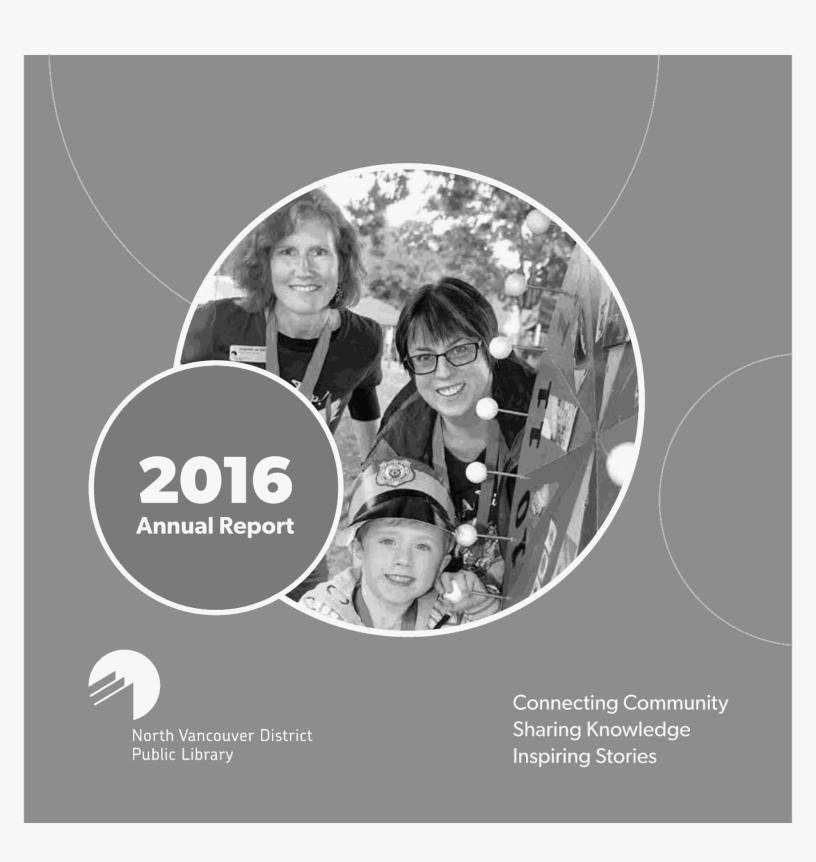
• Local governments are the primary funders of the library with \$5,713,134 given to the North Vancouver District Public Library in 2016. This represents 96.4% of the total funding received between local and provincial governments.

Provincial Programs

• The province contributes \$2M to the shared delivery of province-wide library programs and services such as Summer Reading Club, Interlibrary Loan, BC OneCard, resulting in a broader range of available content, savings and systems efficiencies.

Source: BC Public Libraries Statistics (2002-2016)





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LIBRARIES BRANCH

Inspiring Libraries, COINECTING Communities

A vision for public library service in British Columbia.

















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Message from the Minister

Through public libraries, our government invests in the intellectual, cultural and economic future of our province. Libraries inspire people and communities to take advantage of the province's social and economic opportunities, ensuring British Columbia is a vibrant place to live and work today and for generations to come. Over the past decade, the Province has supported public libraries as they transform their technology and online resources to improve access to information across British Columbia.

Libraries impact us in more ways than just lending books — libraries bridge the physical and digital worlds, connecting people with each other and with knowledge and information.

As a part of a thriving community, libraries are trusted public places where anyone can go to develop literacy, work and life skills, share a love for life-long learning and find connections in their community. Libraries play a key role in welcoming newcomers and job seekers in British Columbia.

Government recognizes that in our rapidly changing world, British Columbians need different skills, tools, information, programs and services to succeed. That's why the Province is committed to supporting the transformation of public libraries. I am pleased to share our renewed vision and strategic plan developed in consultation with our partners in the library community. With this plan public libraries will provide British Columbians with access to the information and tools they need to learn, work, create and thrive in today's changing world.

Finally, I would like to express my deep appreciation to library boards, staff, volunteers, local governments and partners for their hard work bringing quality library services to communities across the province, and for working with us on the development of this shared vision for libraries. Through strong partnerships and commitment to our strategies, we will deliver on our vision, and all British Columbians will benefit from access to information that inspires them.

Sincerely,

Mike Bernier - MINISTER OF EDUCATION

Executive summary

Libraries bridge the physical and digital worlds, connecting people not only with a world of information but with each other. They support and contribute to life-long learning by providing safe, open spaces for people of all ages and backgrounds. British Columbia's public libraries strive to meet the needs of people at all stages of their life. Libraries are valued because they provide equitable access to information and services in many forms. By sharing innovative technologies and services, libraries are expanding services beyond their physical walls. Libraries continue to embrace new ways to support arts and culture, leisure, learning and skills development.

Today's library is dynamic, multipurpose and flexible, supporting a broad range of community needs.

Since 2004, the vision for public library services throughout British Columbia has been guided by the Provincially developed plan, Libraries Without Walls: the World Within Your Reach. For the past 12 years, it set the Provincial strategy for libraries and provided a solid framework for realizing its goals. The plan helped libraries of all sizes navigate significant changes. Nationally, British Columbia ranks in the top third of provinces on its number of active users, number of items borrowed, and size of library collections. British Columbia's libraries continues to see growth in these areas and in overall use. The Ministry of Education recognizes the importance of supporting the improvement, extension and promotion of quality public library services across communities. That is why the Ministry of Education worked with key partners and stakeholders to develop this renewed vision and strategic plan.

This plan supports government's vision that our public libraries provide British Columbians with access to the information and tools they need to learn, work, create and thrive in today's changing world.



The Province is focusing on the future by creating a strong and diverse economy and supporting thriving communities. *Inspiring Libraries, Connecting Communities*, details a renewed vision for public libraries, one that recognizes and supports their changing role and important contribution to the social, cultural, and economic health and well-being of communities. This plan also acknowledges the continuing importance of providing equal access to information through our libraries.

Our world is changing. To meet evolving user expectations and community needs, libraries are making adjustments to their programs, services, collections, policies, and systems. Trends in community demographics, global economic markets, and technological changes are driving the ways that libraries deliver services, develop staff, communicate and make decisions. Given the impact of these significant trends and drivers, it is critically important that all stakeholders work strategically with a clear vision in mind. This plan provides that vision.

To develop this plan, the Ministry of Education Libraries Branch engaged in a consultation process that included workshops, interviews, and various feedback cycles [Appendix A]. The ministry established a steering committee of library stakeholders to support the consultation and engagement process. This committee provided ongoing and regular feedback on the overall approach and direction of the consultative process. The steering committee included members of BC Library Trustees Association, BC Library Association, Association of BC Public Library Directors and BC Libraries Cooperative. Contributions from the library community and stakeholders formed the foundation of this vision and plan.

CONSULTATIVE PROCESS INCLUDED THE SUPPORT AND ENGAGEMENT OF VARIOUS PARTNERS:

Association of BC
Public Library
Directors
BC Library
Trustees
Association

BC Libraries
Cooperative
BC Library
Association

Regionally
Representative
Steering
Committee

This plan also affirms government's strategic commitment to work with the library community to improve access and support the changing role of today's libraries. It represents a commitment to working together on shared goals and ensures progress on the vision for the cultural, social and economic benefit of British Columbians. By working together at all levels we will be able to provide British Columbians with the tools and opportunities they need to succeed today and in the future. By expanding new opportunities everyone can benefit from publicly held and supported digital resources.

The strategies outlined below collectively support the vision for public library services in British Columbia:

- **Fostering Connected Communities:**Advancing access to information and resources
- **Building Capacity:** *Enabling inspiration and innovation*
- Working Together:

 Creating lasting and sustainable partnerships
- Sustaining our Success:

 Enhancing governance and demonstrating impact

The Ministry of Education, through the Libraries Branch continues to fulfill its mandate under the *Library Act*, including managing Provincial public library grants and associated accountabilities, administering the *Act*, and promoting the improvement and extension of public library services throughout the province.

It is through a thoughtful, cooperative approach to moving forward that we will all be successful in ensuring that our public libraries provide British Columbians with access to the information and tools they need to learn, work, create and thrive in today's changing world.

In today's changing world, public libraries are engaging more closely with their communities in order to understand their evolving needs.

The strategic direction outlined in this document focuses on enabling libraries to deliver the connected and innovative services, programs, and information resources that British Columbians need now and will need in the future. The vision also recognizes the important role libraries play in enabling equitable access to information. People will have access to the information they need regardless of who they are or because of any physical or geographical barriers.

Moving forward, the ministry will work with library partners and stakeholders in the development of a plan to implement this strategy and is committed to reporting annually on its progress.





Value of public libraries

Public libraries support people at every stage of life. They foster life-long learning, help develop skills and promote social inclusion. Libraries are a key contributor to the social, cultural, and economic health and well-being of communities, helping to ensure that the province remains a vibrant place to live and work. Libraries remain unique among public services because of their commitment to free access, community focus, high-level of use and individuals can participate voluntarily in the services they provide.









British Columbia's public libraries:

- Foster life-long learning and play a vital role in helping people
 of all ages access the information and tools that they need to live,
 learn, and work
- · Help people improve diverse literacy skills
- Play a key role in supporting learning through varied collections, services, programs and online resources
- Connect people with government and local information
- Help people develop the skills required to find and evaluate information in order to adapt and succeed in a knowledge-based economy
- Support economic prosperity by providing access to essential decision-making information for organizations and businesses
- Help ensure that arts and culture continue to flourish and thrive by providing access to sources of inspiration





A VISION FOR PUBLIC LIBRARIES

This plan supports government's vision – that our public libraries provide British Columbians with access to the information and tools they need to learn, work, create and thrive in today's changing world.

Strategic context

The Province is focusing on the future by creating a strong diverse economy and supporting thriving communities. The vision for public libraries is consistent with many ongoing and broad government strategies including: Canada Starts Here: the BC Jobs Plan, #BCTech Strategy, BC's Education Plan: Focus on Learning, Accessibility 2024 and building new relationships with First Nations.

By enabling equitable access to information and knowledge for British Columbians, this plan serves as a foundation for:



A strong diverse economy, where libraries enable small business, job seekers and learners to succeed by fostering creativity, innovation and content development. This is accomplished by offering access to the spaces, tools and information people need to be competitive in the knowledge and creative-based sectors. Libraries help residents and newcomers access the resources they need to develop ongoing skills training, allowing them to contribute to a highly skilled workforce and build their strong local and regional economies.



Access to programs and services that support diverse social and information needs. Libraries are the centres of their community: places where families come together to discover, develop literacy skills (including digital), life skills and share a love for lifelong learning and reading, while bridging generations and inspiring future generations.

Public libraries continue to identify and implement opportunities to strengthen partnerships with First Nations to enhance community and broaden cultural awareness, in order to ensure everyone shares in British Columbia's economic growth and development.

How will we get there

STRATEGIES FOR ACHIEVING OUR VISION



The strategies outlined in this document have been developed with the intent of supporting a vision where public libraries provide British Columbians with access to the information and tools they need to learn, work, create and thrive in today's changing world.

This strategic direction helps us work toward a future where:

- Libraries are at the heart of our diverse and unique communities, providing trusted access to physical and digital resources in ways that are responsive to individual and community needs.
- People in communities recognize the value that libraries provide as dynamic, flexible gathering places that enable life-long learning, recreation, literacy, innovation and knowledge creation.





- Libraries come together to share best practice, collaborate, cooperate on service delivery and explore opportunities to collaborate with other organizations that share a common purpose.
- Libraries are learning organizations that embrace innovation, incubation and respond effectively to the evolving needs of their community.



Fostering connected communities:

Advancing access to information and resources

Libraries bridge the physical and digital worlds, connecting people with each other, and with the knowledge, ideas and resources they need to be successful. Reliable and affordable internet connectivity plays a vital role in helping people stay connected and participate in an increasingly digital world.



This strategy focuses on enhancing equitable public access to all types of information and tools.

THE ACTIONS we will take to deliver

- Exploring opportunities to provide open and wider access to a core suite of digital resources and provincial digital library initiatives.
- Supporting enhanced resource sharing and improved system efficiencies between libraries to expand access to different types of resources users need.
- Exploring opportunities to bring affordable high-speed broadband to every public library.
- Supporting libraries in identifying under-served communities and develop strategies to address service gaps.



Building capacity:

Enabling inspiration and innovation

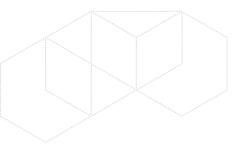
These actions will support libraries as they focus on helping their communities by inspiring creativity, innovation and knowledge creation. It will also help libraries service their communities better through professional development and information sharing.



This strategy focuses on fostering excellence and best practice: building capacity across all libraries to be inspirational, be leaders in practice and be responsive to their communities needs.

THE ACTIONS we will take to deliver

- Supporting libraries as learning organizations which encourage innovation and develop leading practices.
- Facilitating strategic opportunities for professional development, collaboration and knowledge exchange, so library trustees, staff and volunteers can learn from each other's successes, build best practice and respond to the evolving needs of users.
- Supporting libraries in improving the digital literacy skills of users and staff so that they can participate in an increasingly digital world.



Working together:

Creating lasting and sustainable partnerships

The development and maintenance of strong relationships is fundamental to moving our strategies forward. The ministry is committed to continue our leadership role in this area by focusing on relationships with our partners, stakeholders, libraries and boards.



This strategy calls for the nurturing of these partnerships, harnessing libraries' ability to innovate and deliver services collaboratively.

THE ACTIONS we will take to deliver

- Creating opportunities for libraries to work together with the provincial government to identify and achieve mutually beneficial outcomes, through the understanding that libraries provide British Columbians with diverse information, programs and services in their communities.
- Establishing a formal framework to engage in regular and ongoing dialogue with library partners.
- Exploring further opportunities across the wider library sector and with other jurisdictions to share best practices and realize cost-savings and other efficiencies.



Sustaining our success:

Enhancing governance and demonstrating impact

Traditionally, libraries have been strong in measuring transactions, such as circulation. However, it is no longer enough to provide only this type of data. Effective impact measurement tools and outcomes enable informed decisions and alignment of services with the needs of the community. These practices allow library boards and staff to focus on communicating the impact, role and relevance of today's libraries. Effective governance is achieved through planning, policy development and information sharing.



This strategy focuses on enhancing governance and supporting the library community. Through this we will better communicate our success and demonstrate the value that libraries provide.

THE ACTIONS we will take to deliver

- Supporting the creation of a common measurement framework that may identify new data sources, and the means and mechanisms to regularly collect and analyze related data.
- Working with partners to enhance the capacity both of libraries and Boards, to further support evidence based and data informed decision-making and ongoing accountability.
- Continuing to encourage the use of strategic planning and reporting, including the use of community needs assessments.
- Reporting annually on the progress of this plan.

Where have we been

A brief history of public libraries

The establishment of library services not only preceded British Columbia's entry into Canada, but it also preceded the union of the colonies of Vancouver Island and British Columbia. As the province grew and communities were established, so too were libraries. New Westminster holds the distinction of forming the first municipal library in the colony of British Columbia in 1858. Small libraries, or public reading rooms, soon followed in 1859 in Victoria and Fort Hope.

In 1911, the BC Library Association was formed, and in 1919, the first legislation to regulate public libraries was enacted. The *Public Libraries Act* (1919) created the Public Library Commission, which was the first authority over library development in the province. The Commission worked to encourage the formation of public library associations, which provided for the development of public libraries in many small, rural communities, the promotion and extension of library services throughout the province and the establishment and improvement of school libraries. This was often accomplished through libraries and partners working together to share expertise and resources.

Throughout its history the Province, through the Libraries Branch has focused on 2 key areas

- 1. Promoting library services
- 2. Ensuring equity through public libraries

This was accomplished through communities, libraries and partners working together to share expertise and resources.

In the early days, the branch pursued its goals by focusing on direct service delivery and professional consultancy through field offices and supporting and building library services across the province. The mandate under the current *Library Act* is the ongoing improvement and extension of library services. As library services evolved from small community service points to larger and more connected systems, the role of the branch changed from one of direct service delivery to collaborative strategic initiatives and professional consultancy.



Libraries Without Walls (2004)

In 2004, British Columbia launched *Libraries Without Walls: a World Within Your Reach*, a vision for British Columbia Libraries. A first of its kind in Canada, *Libraries Without Walls* addressed the public's expectations around access to emerging technologies and sources of online information through libraries.

The strategies and goals in *Libraries Without Walls* formed a practical, integrated vision that supported libraries in their efforts to take advantage of the opportunities of the information age.

As a key result of this strategic focus, British Columbians now have access to a broad range of quality information available online and through their local libraries. With a strategic focus on collaboration and partnerships to improve cost effective

service delivery, access was increased to new online information sources such as eBooks and research databases, that otherwise would have been out of reach for many communities and individuals.

As a strategic plan, *Libraries Without Walls*, was highly successful in supporting libraries through significant technological changes and enabled them to provide national leadership in the delivery of innovative services and programs.

Overall, our success over the past decade has resulted in a number of accomplishments some of which include:



- The BC OneCard program which allows library card holders to borrow and return materials from other participating public libraries
- Sharing access to e-resources and research databases, generating costs savings and ensuring equitable access across the province
- Establishment of BC Libraries Cooperative, to support the library community in the development of shared services and capitalizing on collaborative opportunities
- Commitment to and development of standards based shared library technologies that improve services to citizens, equity of access and consistency in service delivery across the province

- Establishment of 5 new library federations to support regional sharing and collaboration
- Coordinated licensing for online resources, resulting in significant cost savings and efficiencies
- Leveraging the power of shared purchasing, resulting in lower prices from purchasing in bulk
- Development of an open source library catalogue shared by 58 libraries in British Columbia, 143 across Canada
- New partnerships with BC Library Association and BC Library Trustees Association in the delivery of professional development

Serving our communities

BRITISH COLUMBIA'S LIBRARIES

Our public libraries today

British Columbia's public libraries are trusted institutions at the heart of our communities, providing free access to a world of information and knowledge through a broad range of programs and services. Libraries contribute to life-long learning, culture, and recreation by providing safe, open spaces for people of all ages and backgrounds. Libraries are hubs for community engagement, learning, inclusion and sharing.



Our 71 public libraries, with 247 service locations serve 98% of our population.





VISIT

There were just over **60 million** physical and digital visits to libraries





RORROWING

A yearly average of

12 items per person

are borrowed



PROGRAMS

In 2015 **66,000 programs** were offered



GOING TO THE LIBRARY

On average a British Columbian visits the library in person **6 times a year**



PHYSICAL AND VIRTUAL

Total library visits have doubled since 2004



WIRELESS

In 2015, wireless usage up 42% from 2014



Page 93 of 110

Framework for public libraries



In British Columbia, the *Library Act* outlines how public libraries are locally supported, established and governed, and provides the general rules and principles for services. Public libraries share a common mandate under the *Library Act* for borrowing to be free of charge to residents of a library service area. There are four types of public libraries: municipal, regional library districts, public library associations, and integrated public library systems. Libraries are led by locally established autonomous boards as legislated by the *Act*. The *Act* also provides a model of collaboration among library jurisdictions through library federations.

The **Libraries Branch** at the Ministry of Education fosters and enables efficient, effective, and connected library programs and services for British Columbians. The goal of the Libraries Branch is to strengthen the library network by providing support for shared services, innovation, collaboration and partnerships leading to programs and services supported by public libraries.



The Libraries Branch achieves this by:

- Administering the legislative and governance framework for public libraries
- Providing funding, leadership and advice to libraries, the library network and province-wide library programs and initiatives
- Building collaborative relationships between libraries and provincial and federal governments

Working together

The British Columbia library community has a history of successful partnerships that support the delivery of services to their communities. Over the past decade, a cooperative network of partnerships and services was developed. While libraries and federations are locally established independent bodies led by Boards of Trustees, they remain highly interconnected and interdependent. Libraries benefit from shared services, including BC OneCard, Inter-Library Loan, Evergreen/Sitka Integrated Library System, LibPress, database licensing, procurement, BC Summer Reading Club and professional development.





As trusted, skilled, community-focused individuals, library trustees, staff and volunteers are leaders in ensuring quality services across the province.



Working together with local government, public libraries are supported by services and programs provided by the Province, library federations and BC Libraries Cooperative. They are further supported by valuable membership associations such as BC Library Association, BC Library Trustees Association and Association of BC Public Library Directors. Together, along with partners, we will help ensure library services are innovative, equitable, responsive and progressive.

At the heart of all British Columbia's public libraries are the trustees, staff and volunteers. Trustees provide the strategic direction and play an important role in ensuring that libraries meet their financial, legal and community obligations. As trusted, skilled, community-focused individuals, library trustees, staff and volunteers are leaders in ensuring quality services in communities across the province.

Achieving our vision =



Inspiring creativity and creation –

VANCOUVER PUBLIC LIBRARY'S INSPIRATION LAB



SUBMITTED IN CONSULTATION WITH VANCOUVER PUBLIC LIBRARY.

Vancouver Public Library's (VPL) Inspiration Lab is the city's newest creative destination — a place that nurtures talent and creativity. Libraries have always been about creating, exploring and bringing ideas to life, and the concept for the Lab came from library users themselves; they wanted to learn how to use technology for digital creation, including self- publishing, photo editing, audio recording and music.

VPL's Inspiration Lab opened in spring 2015. It is a hands-on digital media hub: 7,500 square feet of custom-built space with sound studios, video production and editing, analog-to-digital conversion and self-publishing software, all on high-performance computers. All of it is free to use – for the first time giving Vancouverites access to creative technology, a place to use it, and training from VPL staff and library partners from the city's technology and creative communities.

VPL's Inspiration Lab is home to podcasters, award-winning independent filmmakers, family historians and community music groups — just some of the many users who have flocked to the space to capture and share their stories. Among them are current and former youth in care who are using the space to create podcasts, talking about their experiences and issues. For example, a long-time street musician used the space to record his first CD and a grandmother who worked in the Lab to create a video of stories, music and images from her youth for her grandchildren. Vancouver has embraced the Inspiration Lab; in its first eight months the Lab had more than 4,400 studio bookings with more than 7,300 users. There were more than 300 workshops, classes, and training sessions drawing more than 1,850 attendees.

Find out more about the VPL Inspiration Lab at: vpl.ca/InspirationLab

What's driving change

TRENDS INFLUENCING PUBLIC LIBRARIES

Embracing new roles for libraries

There are a number of global drivers of change for libraries, including changes to community demographics, technology and information services innovations, learning and economies. Around the world, government jurisdictions and public libraries are embracing these changes and developing new plans, programs and services to remain responsive and relevant in their communities.

British Columbia libraries are already embracing change as evidenced by the innovative programs and services being delivered around the province. From Farm to Table presentations to Truth and Reconciliation forums, libraries are responding to the interests and needs of their community by providing unique, focused learning and engagement opportunities. At the same time, libraries continue to look for ways to deliver new content and information across a number of formats and platforms, from traditional paper and audio books, to online research databases.





Public libraries impact British Columbians by:

- Providing open access and use to resources and tools that help people create content and learn by doing
- Creating flexible, multipurpose spaces to gather study, learn and share
- Offering forums to engage with other members of the community on topics of local and global interest
- Providing access to knowledgeable staff who can support using new skills and emerging technologies
- Connecting services which link libraries together as ways to expand services and improve access

- Cultivating the skills to find and evaluate information to adapt and succeed in British Columbia's resourcebased, knowledge-based and creative economies
- Bolstering economic prosperity by providing access to essential decision-making information and tools
- Supporting learning with access to varied collections, services, programs and online resources
- Enabling the multicultural and artistic diversity of British Columbian culture to flourish and thrive

Changing communities

Demographic trends and shifts in British Columbia's communities have an impact on libraries, creating increased demand for new and existing programs and services. Greater cultural diversity has also changed the provincial landscape, highlighting the growing need for libraries to provide collections and services for newcomers and refugees, as well as programs that are culturally inclusive and enhance cultural awareness.

Our aging population and longer lifespans means that a growing segment of the population will seek services that support informal learning and leisure activities. This also means there is opportunity to increase a library's focus on health and wellness and shifting services to address the different needs of changing populations.



What does this mean for libraries?

British Columbia's public libraries' role as a centre for inclusion, engagement and transformation is integral to supporting shifts in community and population demographics. Acting as one of the community hubs, libraries will need to continue to diversify their services and support for individuals in making community connections, learning new skills and accessing the cultural and social information and resources they need to succeed.

At the same time, libraries will be expected to continue to provide access to materials in physical and digital formats to ensure that everyone has access to materials in the form that best suits their needs and preferences.

Changing economic markets

Globalization has had a profound impact on British Columbia's economy. The extraordinary growth of the creative digital and knowledge sectors in British Columbia has created new and ever-changing opportunities, allowing people to acquire new competencies and skills. Changes in the traditional employment sectors and the resulting economic diversity, has forced communities, particularly in rural areas, to explore new opportunities. Successfully adapting to these changes allows our work force to develop the talent and skills to enable them to be successful on a local and global scale.



What does this mean for libraries?

Libraries can contribute to the overall success of their communities by supporting the development of new skills and by providing access to new digital content and emerging technologies. Equally important is the role libraries play as incubators and spaces for content and knowledge creation. Providing equitable access to tools and digital resources is a critical role for libraries. By working together, libraries can find ways to develop new resources and tools and to find sustainable solutions to costs associated with delivering these new services.

Technological evolution

New technology is changing how services are offered and accessed in every sector. This is no different in libraries as is evident in the increasing use of digital services by the public. Today's technology has influenced everything in libraries — from how the modern library is designed, to staff training requirements. There is now a proliferation of information resources available from many different sources. There are many opportunities to leverage open data, information and resources, as well as increase engagement through social media platforms.



What does this mean for libraries?

Given the impact of technological change and information, it is critically important for both libraries and communities to have access to strong and affordable internet broadband in order to support innovation, emerging technologies and digital literacy skills.

It is also important for libraries to leverage opportunities to partner and collaborate to ensure efficient use of community resources. Through both formal and informal partnerships and enhanced governance, libraries have opportunities to share best practices, share costs for licensing, coordinate training requirements, build on current technology and explore areas where innovations can be integrated, making operations and services more efficient and effective.

Learning transformation

Learning continues to transform and evolve at a rapid pace. This is largely due to the impact of technology, wider access to information and the implementation of new skills and competencies. Historically, libraries have connected people with the outside world by providing access to resources for learning. Now, libraries play a significant role in connecting people with ideas and information, to create knowledge within their communities. Learners of all ages have always needed, and will continue to need, tools to support skill development to reach their highest potential.



What does this mean for libraries?

In order to take advantage of these opportunities, libraries will need to explore broader forms of literacy development. Beyond reading and writing, libraries support and enable digital, social and cultural literacy. Libraries have always been centres to support literacy and life-long learning. With increased access to information, libraries are poised to evolve in ways that are responsive to significant changes to the way people learn, build knowledge and access information. Libraries should continue to look for opportunities to further integrate, collaborate, and raise the profile of literacy and the learning services they provide, thereby reaching a broader range of users and newcomers.

Achieving our vision =

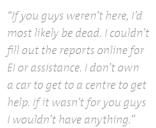


Workers in transition-

LIBRARIES RESPONDING IN TIME OF ECONOMIC CHANGE

"It used to be you could just hand a buddy your phone number or a resume and have work the next day. Now you have to go online and apply. I don't know how to do that I don't even own a computer."

~ Tumbler Ridge Library User



~ Tumbler Ridge (50+) Library User

SUBMITTED IN CONSULTATION WITH TUMBLER RIDGE PUBLIC LIBRARY.



Tumbler Ridge has the distinction of being one of the most comprehensively pre-designed resource towns in British Columbia's history. Built in the 1980s to support the development of local coal mines, its existence is directly connected to the success of the mining industry and subject to the fluctuations of the industry. In 2011, the international price for coal dropped, which triggered the first of four mine shutdowns. By 2014, two more mines closed and by 2015, the last of the mines went into 'care and maintenance' mode, mainly staffed by temporary workers. Initially mine workers were able to find work in the nearby oil and gas industry in the Peace Region and Northern Alberta, but as that industry also suffered its own dramatic downturn in 2015, hundreds of mine workers were left looking for new employment.

Many of those unemployed mine workers found their way to the Tumbler Ridge Public Library for help. While helping users work on their resumes, the library staff noticed that some of the workers were struggling with low literacy and computer skills, especially the ones who had been in the mining industry since their late teens. In the absence of a Service Canada or WorkBC centre, library staff established a temporary volunteer Resume Writing Service. As the unemployment rate rose, they decided to offer the service on a permanent basis, along with other employment and social assistance support services.

The library actively collaborates with the Tumbler Ridge Chamber of Commerce by participating in local job fairs, including BC Hydro's job fairs for Site C. It was at one of these job fairs where the work of the library became known to Service Canada. After that discovery, Service Canada partnered with the library to provide in-depth training to library staff on Service Canada's offerings, which enriched the information staff were able to pass along to their clients.

The library received an Industry Canada grant, which permitted it to hire an intern who provides computer and technology support to clients. The Technical Assistance Program, is held twice weekly. Clients can drop-in or schedule time for one-on-one assistance with any kind of device or computer. The service has been indispensable to many of the unemployed workers. By developing their literacy and computer skills, workers were able to search for new jobs, complete employment insurance forms online and apply to jobs with confidence.

To this day, Tumbler Ridge Public Library is supporting community members by giving them the tools they need to be successful, and providing a safe space through career transitions.

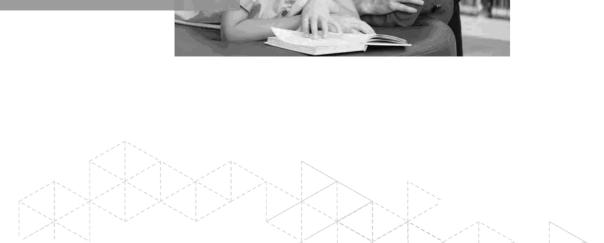
Charting our progress

The ministry is committed to monitoring this plan on an on-going basis and tracking our progress through reporting annually.

It will be through *our shared commitment* to this plan and vision that we will find the most success and ensure we deliver transformations within the public library system.

Library boards, local representatives, partners, staff and volunteers all play key roles in supporting the strategies outlined in this document and will continue to provide us with valuable leadership and insight on how best to deliver on these strategies. Moving forward, the Ministry of Education will be working with partners to establish an implementation plan to ensure that our next steps and future actions are clear and attainable.

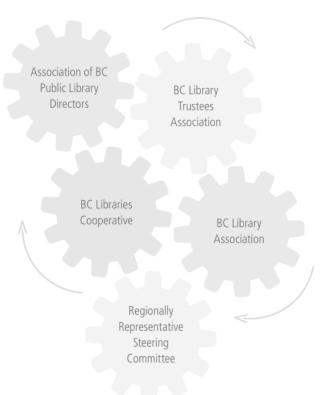
It is through this thoughtful and cooperative approach to moving forward that we will all be successful in ensuring that our public libraries continue to provide British Columbians with access to the information and tools they need to learn, work create and thrive in today's world



Appendix A

STAKEHOLDER CONSULTATION

Recognizing that input and feedback from stakeholders is critical in developing strategies that are responsive and supportive of progress for public library services, this plan was developed based on consultation and engagement. The information and feedback received through this process formed the foundation to the development of this renewed vision and strategic plan.



As key partners and stakeholders in the delivery of library services across the province, the ministry worked closely with representatives from BC Library Association, Association of BC Public Library Directors, BC Library Trustees Association, and BC Libraries Cooperative.

A steering committee was made up of representatives from these partner groups. Additionally, library directors and trustees from different regions were also committee members. The steering committee provided invaluable advice and leadership during consultations, and positively influenced the approach, project plan and overall direction.

The steering committee met weekly throughout the development of *Inspiring Libraries*, *Connecting Communities* to provide input into the consultation process and findings, and to provide feedback on the strategic elements of this plan.

Wider consultation and engagement took place through workshops, one-on-one interviews, and online feedback processes. The Ministry of Education also reviewed the opportunities and challenges that global demographic, social, economic and technological changes have had on public libraries and the communities they serve. Through this process, the Ministry of Education leveraged the insights and expertise of participants to gain a better understanding of where libraries are seeing continued success, where they are experiencing challenges, and what opportunities exist that can be leveraged to enable them to work together and better serve their communities. Additionally, the Ministry of Education conducted a cross-jurisdictional review to gain further insights into strategic directions both nationally and internationally.





Stakeholder Consultation

Purpose of the consultation – to identify:



CURRENT OPERATING ENVIRONMENT

Opportunities and challenges



→ STRATEGIC LEVEL

Opportunities where the Province can align its overall goals



PUBLIC LIBRARY SECTOR

Shared goals, areas of commonality, previous plan goals and success



--> VALIDATE CONSULTATION

Review information gained and implement within the plan and strategies



CONSULTATION

with Library Partner and Stakeholders



30 interviews

of select stakeholders ensuring wide participation across the province and crosssector partners

70 representatives at visioning workshop (directors, trustees, staff, board chairs from partner organizations)

Online survey, sent to 200+ library directors and trustees (95 responses received)

Library Trustees through Board Chairs and BC Library Trustees Association



BC Teacher Librarians Association, Council of BC Post-Secondary Library Directors, BC Electronic Library Network Library Directors (CEOs), from 71 public library systems representing rural and urban communities

Executive directors and chairs/presidents of library partner organizations

Local government connections made through elected local government officials on Library Boards

Feedback on strategies involved 10 days with over 220+ comments

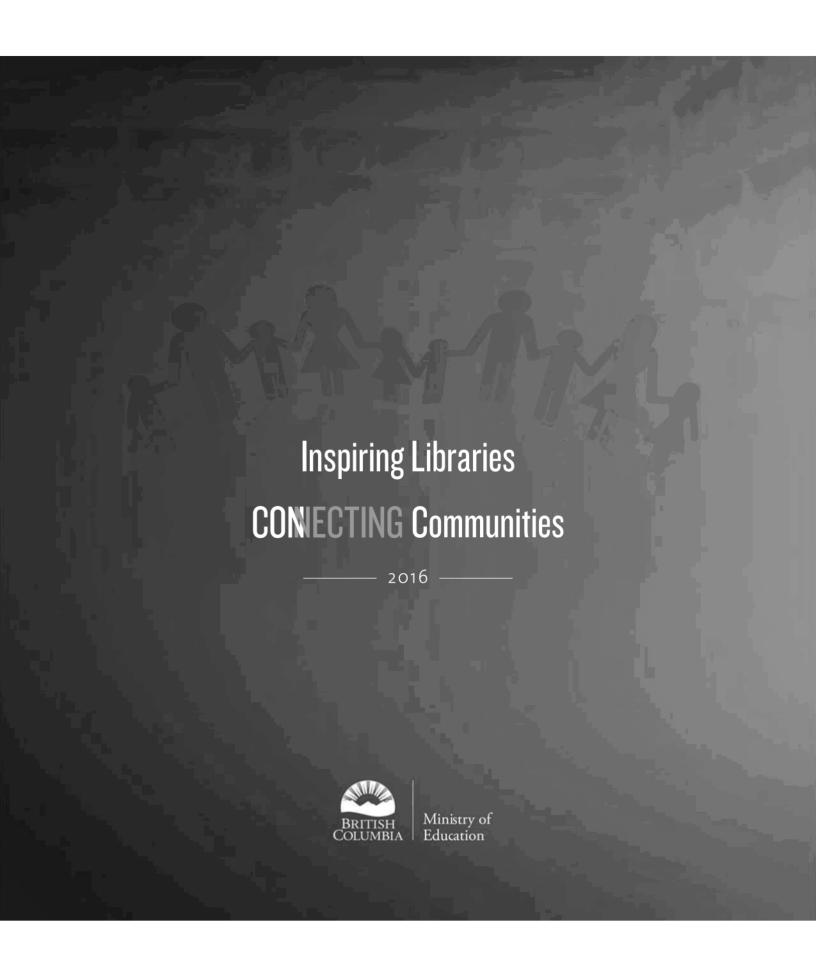
Consultation \rightarrow Plan \rightarrow Implementation



- EARLY 2017 Implementation project planning begins
- 2017 Ministry of Education begins to report out on progress







MINISTRY OF EDUCATION INFORMATION BRIEFING NOTE

DATE: November 3, 2017

CLIFF: 197097

PREPARED FOR: Honourable Rob Fleming, Minister - **FOR INFORMATION**

SUBJECT: Minister meeting with Mayor Simpson of Quesnel, November 9, 2017

PURPOSE: Providing information for Minister Fleming for the purposes of

November 9, 2017 meeting with Mayor Simpson of Quesnel, to discuss Facility index for their local junior school, Quesnel Junior Secondary and status of school replacement project/capital investment in School

District #28

BACKGROUND:

- The School District No. 28 (Quesnel) (the District) plans to close Quesnel Junior Secondary School (QJS), an older and under-utilized junior secondary school located in the downtown area, due to its building condition and structural issues.
- The school is located on a Crown Land Grant site in the centre of the City of Quesnel and is therefore unable to be sold by the Board if they chose to dispose of the property.
- In the fall of 2016, the District commissioned a report by Access Engineering Ltd. to review the BC Building Code compliance of the facility and evaluate the structural, mechanical and electrical integrity of the school.
- This report identified that all of the building systems require replacement or repair. The estimated (hard) cost of the work required is \$7.3 million. This report has since been updated and the scope has expanded; costs are now estimated at approximately \$33.2M.
- In March of 2017, the District commissioned a report from Simon & Co. Structural Engineers which has identified that there are multiple, long term structural deficiencies including structural fatigue that require immediate attention.
- The District has expressed concern over the findings of the report and their inability to keep the snow load requirements over the gymnasium of maximum of 10cm (4 inches) of accumulation over the winter.
- The remainder of the school was not constructed to support loading requirements, and must be actively monitored for any indications of structural fatigue or failure.
- QJS accommodates grades 8 & 9 students with a capacity of 875 students.
- Enrolment for the 2016/17 school year was 419 students; indicating 47% utilization.
- Projections from the 2017/18 capital plan submission show future annual enrolment levels of around 457 students through to 2025.
- The school was built in September 1950, has a floor area of 10,602m² and has a Facility Condition Index (FCI) of 0.75 indicating the need for significant capital investment to address identified building condition issues.

DISCUSSION:

- The greatest issue of concern is the structural integrity of the school and the safety of students and staff.
- The District does not have sufficient funds to undertake the work and has sought funding from the Ministry.
- Ministry staff have been working closely with District staff since January of 2017 to
 identify possible options to address the issue including renovations to the closed Maple
 Drive Middle School, in the short term, and an addition at the Correlieu Secondary
 School (CSS), in the longer term.
- It is estimated that \$1.7 million is required to complete renovations and repairs to Maple Drive Middle School that would enable the District to undertake the necessary improvement to allow for this closed school to accommodate students from Quesnel Junior Secondary in the short term.
- This plan would allow for students to be moved within two months following approval and allow for sufficient time to develop a suitable long term plan.
- The District is prepared to commence the work at Maple Drive as soon as capital funding is available.

CONCLUSION:

- The Ministry is taking this matter very seriously and is working with the District to address the issue.
- Safety of students and staff is the Ministry's top priority.

Program ADM/Branch: Reg Bawa RMEFO **Program Contact (for content):** Joel Palmer

Drafter: Rachelle Ray **Date:** November 2, 2017

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