

From: [Sampson, Laura EDUC:EX](#)
To: [Bertrand, Julie EDUC:EX](#)
Cc: [Charlton, Julie EDUC:EX \(Julie.Charlton@gov.bc.ca\)](#)
Subject: FW: Jan. 24 - BCTF - materials
Date: Monday, January 8, 2018 2:41:00 PM

FYI – MRF would now like the same materials as we are prepping for DM.

From: Hahn, Andra EDUC:EX
Sent: Monday, January 8, 2018 1:18 PM
To: Sampson, Laura EDUC:EX
Cc: Hahn, Andra EDUC:EX
Subject: Jan. 24 - BCTF - materials

Hi Laura

Going thru the Minister Meeting info from last Friday's meeting, I noticed that for this BCTF Jan. 24th meeting, that DM wants annotated agenda and bullets for each agenda item. I spoke with Will and he asked that we do the same for MRF. Ok?

Andra

The Office of the Hon. Rob Fleming
Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [Sampson, Laura EDUC:EX](#)
To: [Hahn, Andra EDUC:EX](#)
Subject: RE: Jan. 24 - BCTF - materials
Date: Monday, January 8, 2018 2:42:00 PM

No problem.

From: Hahn, Andra EDUC:EX
Sent: Monday, January 8, 2018 1:18 PM
To: Sampson, Laura EDUC:EX
Cc: Hahn, Andra EDUC:EX
Subject: Jan. 24 - BCTF - materials

Hi Laura

Going thru the Minister Meeting info from last Friday's meeting, I noticed that for this BCTF Jan. 24th meeting, that DM wants annotated agenda and bullets for each agenda item. I spoke with Will and he asked that we do the same for MRF. Ok?
Andra

The Office of the Hon. Rob Fleming
Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [Sampson, Laura EDUC:EX](#)
To: [Bertrand, Julie EDUC:EX](#)
Subject: FW: Jan. 24 Meeting with Minister Fleming and Deputy Minister
Date: Tuesday, January 9, 2018 10:17:00 AM
Attachments: [image001.png](#)

FYI

From: Hahn, Andra EDUC:EX
Sent: Tuesday, January 9, 2018 8:01 AM
To: 'Verna Warner'
Cc: Sampson, Laura EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks, Verna,
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Monday, January 8, 2018 5:05 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Happy New Year. I will get some agenda items to you within the next couple of days.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Monday, January 8, 2018 4:12 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna

I am wondering if you have an agenda for this meeting?

Thanks

Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]

Sent: Tuesday, December 19, 2017 12:22 PM

To: Hahn, Andra EDUC:EX

Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks Andra. I'll look forward to hearing from you.

Verna

Verna Warner

Executive Offices

British Columbia Teachers' Federation

100-550 West 6th Avenue

Vancouver, BC V5Z 4P2

Phone: 1-800-663-9163, 604-871-2151

Fax: 604-871-2290

Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]

Sent: Tuesday, December 19, 2017 12:01 PM

To: Verna Warner <vwarner@bctf.ca>

Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>

Subject: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

I have sent my Telepresence request in for 2-3pm on Jan. 24 @ ^{s.15}
however, the person that reserves the room is on holidays. Once the room is confirmed I will email you.

Attached are the instructions and tips for Telepresence for Glen, Teri, Moira and Clint. Please note, that Minister, Deputy and Will Maartman will be at ^{s.15} location.

Thanks

Andra

The Office of the Hon. Rob Fleming

Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [Hahn, Andra EDUC:EX](#)
To: [Maartman, William EDUC:EX](#)
Cc: [Sampson, Laura EDUC:EX](#); [Bertrand, Julie EDUC:EX](#); [Charlton, Julie EDUC:EX](#)
Subject: FW: Jan. 24 Meeting with Minister Fleming and Deputy Minister
Date: Wednesday, January 10, 2018 1:14:59 PM
Attachments: [image001.png](#)

Hi Will

Please 'reply all' with materials request.

thx

Andra

Feb. 24 @

Will Minister attend this event/meeting? (Y/N)	
If no, would you like the DM to attend on his behalf? (Y/N)	
If yes, other staff support in the meeting? (Y/N, name)	
Pre-brief? (Y/N)	
What kind of materials does Minister you need?	

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, January 9, 2018 6:16 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,

Here are the agenda items we'd like to discuss at the conference call meeting on January 24:

- Competency-based IEP work group
- Follow up on privacy/electronic reporting survey results
Follow up on conflict of interest policies correspondence
- Follow up on TRB correspondence
- Select Standing Committee on Finance recommendations
- Follow up on curriculum resource support correspondence
- Chilliwack
- Establishing regular face-to-face meetings

Can you let me know who will be on the call from your end please? Are you sending a conference call number? Glen, Teri, Clint, and Moira will all be in the same room with a speaker phone.

Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, January 9, 2018 8:01 AM
To: Verna Warner <vwarner@bctf.ca>
Cc: Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks, Verna,
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Monday, January 8, 2018 5:05 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Happy New Year. I will get some agenda items to you within the next couple of days.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Monday, January 8, 2018 4:12 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna
I am wondering if you have an agenda for this meeting?
Thanks
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, December 19, 2017 12:22 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks Andra. I'll look forward to hearing from you.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, December 19, 2017 12:01 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

I have sent my Telepresence request in for 2-3pm on Jan. 24 @ ^{s.15}
however, the person that reserves the room is on holidays. Once the room is confirmed I will email you.

Attached are the instructions and tips for Telepresence for Glen, Teri, Moira and Clint. Please note, that Minister, Deputy and Will Maartman will be at s.15 location.

Thanks
Andra

The Office of the Hon. Rob Fleming
Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [Hahn, Andra EDUC:EX](#)
To: [Sampson, Laura EDUC:EX](#)
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister
Date: Thursday, January 11, 2018 11:23:35 AM
Attachments: [image001.png](#)

Thank you,
andra

From: Sampson, Laura EDUC:EX
Sent: Thursday, January 11, 2018 11:20 AM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi – DM now has a meeting with Don wright at 3pm on the 24th, so he'll have to leave this meeting a few mins early.

From: Hahn, Andra EDUC:EX
Sent: Wednesday, January 10, 2018 1:35 PM
To: 'Verna Warner'
Cc: Sampson, Laura EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

Our conference line information is:
Participant Conference ID: **s.15,s.17**
Dial-in Phone Numbers:
s.15,s.17

Minister Fleming will be joined by

- Ministerial Assistant, Will Maartman,
- Sr Ministerial Assistant, Veronica Harrison,
- Deputy Minister, Scott MacDonald
- Assistant Deputy Minister, Jennifer McCrea
- Superintendent of Learning Transformation, Suzanne Hoffman.

Thanks
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, January 9, 2018 6:16 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Here are the agenda items we'd like to discuss at the conference call meeting on January 24:

- Competency-based IEP work group
- Follow up on privacy/electronic reporting survey results
Follow up on conflict of interest policies correspondence
- Follow up on TRB correspondence
- Select Standing Committee on Finance recommendations
- Follow up on curriculum resource support correspondence
- Chilliwack
- Establishing regular face-to-face meetings

Can you let me know who will be on the call from your end please? Are you sending a conference call number? Glen, Teri, Clint, and Moira will all be in the same room with a speaker phone.

Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, January 9, 2018 8:01 AM
To: Verna Warner <vwarner@bctf.ca>
Cc: Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks, Verna,
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Monday, January 8, 2018 5:05 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Happy New Year. I will get some agenda items to you within the next couple of days.

Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Monday, January 8, 2018 4:12 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna
I am wondering if you have an agenda for this meeting?
Thanks
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, December 19, 2017 12:22 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks Andra. I'll look forward to hearing from you.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, December 19, 2017 12:01 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

I have sent my Telepresence request in for 2-3pm on Jan. 24 @ s.15
however, the person that reserves the room is on holidays. Once the room is confirmed I will email
you.

Attached are the instructions and tips for Telepresence for Glen, Teri, Moira and Clint. Please note,
that Minister, Deputy and Will Maartman will be at s.15 location.

Thanks
Andra

The Office of the Hon. Rob Fleming
Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [Sampson, Laura EDUC:EX](#)
To: [Teng, Zita EDUC:EX](#)
Subject: FW: Jan. 24 Meeting with Minister Fleming and Deputy Minister
Date: Thursday, January 11, 2018 1:39:00 PM
Attachments: [image001.png](#)

Hi –

Can you advise (or I can ask Scott) on who should attend this meeting, ***and*** who should brief Minister?

We have Jennifer and Suzanne listed on the one note but since Suz is gone not sure if it should be Kim or Pat now.

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, January 9, 2018 6:16 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,

Here are the agenda items we'd like to discuss at the conference call meeting on January 24:

- Competency-based IEP work group
- Follow up on privacy/electronic reporting survey results
Follow up on conflict of interest policies correspondence
- Follow up on TRB correspondence
- Select Standing Committee on Finance recommendations
- Follow up on curriculum resource support correspondence
- Chilliwack
- Establishing regular face-to-face meetings

Can you let me know who will be on the call from your end please? Are you sending a conference call number? Glen, Teri, Clint, and Moira will all be in the same room with a speaker phone.

Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290

From: Verna Warner
To: [Hahn, Andra EDUC:EX](#)
Cc: [Sampson, Laura EDUC:EX](#)
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister
Date: Thursday, January 11, 2018 6:10:48 PM
Attachments: [image001.png](#)

Thanks very much Andra.

Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



OPEN

From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Wednesday, January 10, 2018 1:35 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

Our conference line information is:
Participant Conference ID: **s.15,s.17**
Dial-in Phone Numbers:
s.15,s.17

Minister Fleming will be joined by

- Ministerial Assistant, Will Maartman,
- Sr Ministerial Assistant, Veronica Harrison,
- Deputy Minister, Scott MacDonald
- Assistant Deputy Minister, Jennifer McCrea
- Superintendent of Learning Transformation, Suzanne Hoffman.

Thanks
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, January 9, 2018 6:16 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,

Here are the agenda items we'd like to discuss at the conference call meeting on January 24:

- Competency-based IEP work group
- Follow up on privacy/electronic reporting survey results
Follow up on conflict of interest policies correspondence
- Follow up on TRB correspondence
- Select Standing Committee on Finance recommendations
- Follow up on curriculum resource support correspondence
- Chilliwack
- Establishing regular face-to-face meetings

Can you let me know who will be on the call from your end please? Are you sending a conference call number? Glen, Teri, Clint, and Moira will all be in the same room with a speaker phone.

Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



STELL

From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, January 9, 2018 8:01 AM
To: Verna Warner <vwarner@bctf.ca>
Cc: Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks, Verna,

Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Monday, January 8, 2018 5:05 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Happy New Year. I will get some agenda items to you within the next couple of days.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



OPEN

From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Monday, January 8, 2018 4:12 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna
I am wondering if you have an agenda for this meeting?
Thanks
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, December 19, 2017 12:22 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks Andra. I'll look forward to hearing from you.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, December 19, 2017 12:01 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

I have sent my Telepresence request in for 2-3pm on Jan. 24 @ s.15
however, the person that reserves the room is on holidays. Once the room is confirmed I will email
you.

Attached are the instructions and tips for Telepresence for Glen, Teri, Moira and Clint. Please note,
that Minister, Deputy and Will Maartman will be at s.15,s.17 location.

Thanks
Andra

The Office of the Hon. Rob Fleming
Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, January 9, 2018 8:01 AM
To: Verna Warner <vwarner@bctf.ca>
Cc: Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks, Verna,
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Monday, January 8, 2018 5:05 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Happy New Year. I will get some agenda items to you within the next couple of days.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Monday, January 8, 2018 4:12 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna

I am wondering if you have an agenda for this meeting?

Thanks

Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]

Sent: Tuesday, December 19, 2017 12:22 PM

To: Hahn, Andra EDUC:EX

Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks Andra. I'll look forward to hearing from you.

Verna

Verna Warner

Executive Offices

British Columbia Teachers' Federation

100-550 West 6th Avenue

Vancouver, BC V5Z 4P2

Phone: 1-800-663-9163, 604-871-2151

Fax: 604-871-2290

Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]

Sent: Tuesday, December 19, 2017 12:01 PM

To: Verna Warner <vwarner@bctf.ca>

Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>

Subject: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

I have sent my Telepresence request in for 2-3pm on Jan. 24 @ ^{s.15}

however, the person that reserves the room is on holidays. Once the room is confirmed I will email you.

Attached are the instructions and tips for Telepresence for Glen, Teri, Moira and Clint. Please note, that Minister, Deputy and Will Maartman will be at ^{s.15} location.

Thanks

Andra

The Office of the Hon. Rob Fleming

Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [Sampson, Laura EDUC:EX](#)
To: [Moir, Lindsay EDUC:EX](#)
Cc: [Phillips, Devon EDUC:EX](#); [Bertrand, Julie EDUC:EX](#); [Charlton, Julie EDUC:EX \(Julie.Charlton@gov.bc.ca\)](#)
Subject: FW: Jan. 24 Meeting with Minister Fleming and Deputy Minister
Date: Friday, January 19, 2018 9:53:00 AM
Attachments: [image001.png](#)

Hi Lindsay,

There is conference call with Minister and the BCTF on Jan 24th at 2pm ^{s.15}. Initially thought that Kim would attend this but now that the DM has reviewed the agenda, he would like Sally to be there instead (and at the p/b on Jan 22). I know that Sally ^{s.22} so I will check if DM is alright with Eleanor attending instead. (Devon - I will remove Kim from the invite).

As you know there are bullets in the works as materials for this meeting, (199798). Sally's bullets have yet to be incorporated into the e-app doc and now the DM would like Sally to prepare an update on the work that Eleanor is doing with MyEd BC to update the IEP module the use of BC teachers. Please include this in the bullets as well (not sure if it fits best in the IEP section that Learning started, or Sally's section).

Can you also please send us a copy of the privacy/electronic reporting survey results as these will be part of the package of materials.

Thanks,
Laura

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, January 9, 2018 6:16 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,

Here are the agenda items we'd like to discuss at the conference call meeting on January 24:

- Competency-based IEP work group
- Follow up on privacy/electronic reporting survey results
- Follow up on conflict of interest policies correspondence
- Follow up on TRB correspondence
- Select Standing Committee on Finance recommendations
- Follow up on curriculum resource support correspondence
- Chilliwack
- Establishing regular face-to-face meetings

Can you let me know who will be on the call from your end please? Are you sending a conference call number? Glen, Teri, Clint, and Moira will all be in the same room with a speaker phone.

Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, January 9, 2018 8:01 AM
To: Verna Warner <vwarner@bctf.ca>
Cc: Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks, Verna,
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Monday, January 8, 2018 5:05 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Happy New Year. I will get some agenda items to you within the next couple of days.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Monday, January 8, 2018 4:12 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna
I am wondering if you have an agenda for this meeting?
Thanks
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, December 19, 2017 12:22 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks Andra. I'll look forward to hearing from you.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, December 19, 2017 12:01 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

I have sent my Telepresence request in for 2-3pm on Jan. 24 @ s.15
however, the person that reserves the room is on holidays. Once the room is confirmed I will email you.

Attached are the instructions and tips for Telepresence for Glen, Teri, Moira and Clint. Please note, that Minister, Deputy and Will Maartman will be at s.15 . location.

Thanks
Andra

The Office of the Hon. Rob Fleming
Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [Hahn, Andra EDUC:EX](#)
To: [Sampson, Laura EDUC:EX](#)
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister
Date: Friday, January 19, 2018 3:16:49 PM
Attachments: [image001.png](#)

Thanks,
Andra

From: Sampson, Laura EDUC:EX
Sent: Friday, January 19, 2018 12:45 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Update on attendees: NO Jennifer, NO Kim, but we will have Sally Barton attend. Same for the pre-brief on the 22nd.

From: Hahn, Andra EDUC:EX
Sent: Tuesday, January 9, 2018 8:01 AM
To: 'Verna Warner'
Cc: Sampson, Laura EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks, Verna,
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Monday, January 8, 2018 5:05 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Happy New Year. I will get some agenda items to you within the next couple of days.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Monday, January 8, 2018 4:12 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna
I am wondering if you have an agenda for this meeting?
Thanks
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, December 19, 2017 12:22 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks Andra. I'll look forward to hearing from you.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, December 19, 2017 12:01 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

I have sent my Telepresence request in for 2-3pm on Jan. 24 @ s.15
however, the person that reserves the room is on holidays. Once the room is confirmed I will email you.

Attached are the instructions and tips for Telepresence for Glen, Teri, Moira and Clint. Please note, that Minister, Deputy and Will Maartman will be at s.15 . location.

Thanks

Andra

The Office of the Hon. Rob Fleming
Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [Sampson, Laura EDUC:EX](#)
To: [Sures, Lauren EDUC:EX](#)
Cc: [Bertrand, Julie EDUC:EX](#)
Subject: FW: Jan. 24 Meeting with Minister Fleming and Deputy Minister
Date: Friday, January 19, 2018 9:56:00 AM
Attachments: [image001.png](#)

Hi Lauren,

After reviewing the agenda for the BCTF meeting on Jan 24th, DM doesn't think Jennifer needs to attend. He is comfortable covering all of the Learning related topics on his own.

For the pre-brief w/ MRF on Monday, Jennifer is welcome to attend but doesn't have to if she doesn't feel the need to. Can you please have her review the agenda below and confirm if she still wants to attend the pre-brief?

Thank you,
Laura

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, January 9, 2018 6:16 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,

Here are the agenda items we'd like to discuss at the conference call meeting on January 24:

- Competency-based IEP work group
- Follow up on privacy/electronic reporting survey results
- Follow up on conflict of interest policies correspondence
- Follow up on TRB correspondence
- Select Standing Committee on Finance recommendations
- Follow up on curriculum resource support correspondence
- Chilliwack
- Establishing regular face-to-face meetings

Can you let me know who will be on the call from your end please? Are you sending a conference call number? Glen, Teri, Clint, and Moira will all be in the same room with a speaker phone.

Verna

Verna Warner
Executive Offices

British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, January 9, 2018 8:01 AM
To: Verna Warner <vwarner@bctf.ca>
Cc: Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks, Verna,
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Monday, January 8, 2018 5:05 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Andra,
Happy New Year. I will get some agenda items to you within the next couple of days.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Monday, January 8, 2018 4:12 PM

To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna
I am wondering if you have an agenda for this meeting?
Thanks
Andra

From: Verna Warner [<mailto:vwarner@bctf.ca>]
Sent: Tuesday, December 19, 2017 12:22 PM
To: Hahn, Andra EDUC:EX
Subject: RE: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Thanks Andra. I'll look forward to hearing from you.
Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Hahn, Andra EDUC:EX [<mailto:Andra.Hahn@gov.bc.ca>]
Sent: Tuesday, December 19, 2017 12:01 PM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: Jan. 24 Meeting with Minister Fleming and Deputy Minister

Hi Verna,

I have sent my Telepresence request in for 2-3pm on Jan. 24 @ ^{s.15}
however, the person that reserves the room is on holidays. Once the room is confirmed I will email you.

Attached are the instructions and tips for Telepresence for Glen, Teri, Moira and Clint. Please note, that Minister, Deputy and Will Maartman will be at ^{s.15} location.

Thanks
Andra

The Office of the Hon. Rob Fleming
Minister of Education
Room 124 – Parliament Buildings
Main line: 250-387-8838

From: [MacDonald, Scott D EDUC:EX](#)
To: [Bertrand, Julie EDUC:EX](#); [Charlton, Julie EDUC:EX](#); [Sampson, Laura EDUC:EX](#); [Teng, Zita EDUC:EX](#)
Subject: BCTF Agenda
Date: Tuesday, January 23, 2018 5:43:20 PM

Based on our briefing yesterday with MRF please format and forward this agenda to the BCTF in advance of our meeting tomorrow.

Scott

Agenda

Wednesday, January 24, 2018

2:00 to 3:00 PM

Conference Call

BCTF Discussion Items

- Competency-Based IEP Working Group (MyEd BC)
- Privacy/Electronic Reporting Survey Results
- Select Standing Committee on Finance Recommendation
- Chilliwack

Ministry Discussion Items

- Foundation Skills Assessment
- Recruitment and Retention
- Premier's Awards
- French Teachers

Follow-up on Correspondence:

- Conflict of Interest Policies
- TRB
- Curriculum Resource Support

Next Steps

- Regular Meeting Schedule

From: [Hahn, Andra EDUC:EX](#)
To: [Sampson, Laura EDUC:EX](#)
Subject: RE: Agenda for Today's Conference Call
Date: Wednesday, January 24, 2018 10:44:46 AM

Thx
a

From: Sampson, Laura EDUC:EX
Sent: Wednesday, January 24, 2018 10:43 AM
To: Verna Warner
Cc: Hahn, Andra EDUC:EX
Subject: Agenda for Today's Conference Call

Good Morning Verna,

Please see the attached agenda for today's call at 2pm.

Thank you,

Laura Sampson | Senior Executive Assistant
Deputy Minister's Office | Ministry of Education
Ph: 250-387-2026 E: laura.sampson@gov.bc.ca

From: [Sampson, Laura EDUC:EX](#)
To: ["Verna Warner"](#)
Cc: [Hahn, Andra EDUC:EX](#)
Subject: RE: Agenda for Today's Conference Call
Date: Wednesday, January 24, 2018 10:53:00 AM
Attachments: [BCTF Agenda -January 24.pdf](#)
[image001.png](#)

I appreciate you letting me know Verna. I have updated the document accordingly.

From: Verna Warner [mailto:vwarner@bctf.ca]
Sent: Wednesday, January 24, 2018 10:48 AM
To: Sampson, Laura EDUC:EX
Cc: Hahn, Andra EDUC:EX
Subject: RE: Agenda for Today's Conference Call

Thanks very much Laura. I should let you know for future that Moira's last name is spelled with a small k: Mackenzie.

Verna

Verna Warner
Executive Offices
British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
Phone: 1-800-663-9163, 604-871-2151
Fax: 604-871-2290
Email: vwarner@bctf.ca



From: Sampson, Laura EDUC:EX [mailto:Laura.Sampson@gov.bc.ca]
Sent: Wednesday, January 24, 2018 10:43 AM
To: Verna Warner <vwarner@bctf.ca>
Cc: Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>
Subject: Agenda for Today's Conference Call

Good Morning Verna,

Please see the attached agenda for today's call at 2pm.

Thank you,

Laura Sampson | Senior Executive Assistant

Deputy Minister's Office | Ministry of Education
Ph: 250-387-2026 E: laura.sampson@gov.bc.ca

AGENDA

Ministry of Education BCTF

Date / Time: January 24, 2:00pm – 3:00pm

Dial-in Info: s.15,s.17

- Participant ID: s.15,s.17

Attendees:

Rob Fleming	Glen Hansman
Scott MacDonald	Teri Mooring
Keith Godin	Clint Johnston
Sally Barton	Maira Mackenzie

BCTF Discussion Items

Item #	Topic
1	Competency- Based IEP Working Group (MyEd BC)
2	Privacy/ Electronic Reporting Survey Results
3	Select Standing Committee on finance Recommendation
4	Chilliwack

Ministry Discussion Items

Item #	Topic
5	Foundation Skills Assessment
6	Recruitment and Retention
7	Premier's Awards
8	French Teachers

Follow-up on Correspondence

Item #	Topic
9	Conflict of Interest Policies
10	TRB
11	Curriculum Resource Support

Next Steps

Item #	Topic
12	Regular Meeting Schedule



Minister Meeting with the BCTF

Date: Wednesday, January 24, 2017

Time: 2:00pm – 3:00pm

Topic	Tab #
Competency-Based IEP Work Group – includes MyEd BC update on IEP module	1
BCTF Incoming	
Follow-up on Privacy/ Electronic Reporting Survey Results	2
Digital Reporting Tools Survey	
BN on Information Security Privacy	
Follow-up on Conflict of Interest Policies Correspondence	3
Incoming and Outgoing	
Follow-up on TRB Correspondence	4
Incoming	
BC College of Teachers Report	
Select Standing Committee on Finance Recommendations	5
Incoming and Outgoing	
BCTF Report to the SSC on Finance and Government Services	
Follow-up on Curriculum Resource Support Correspondence	6
BN on Non-Instructional Time	
Chilliwack	7
Regular Meeting Schedule	

**MINISTRY OF EDUCATION
INFORMATION BULLETS**

DATE: January 12, 2018
CLIFF #: 199798

PREPARED FOR: Minister Rob Fleming

SUBJECT: Competency Based IEP Work Group

BULLETS:

- An Individual Education Plan (IEP) is a document plan developed for a student with diverse learning needs.
- On August 24, 2017 BCTF Ministry received a letter from BCTF expressing concern about a Competency Based IEP Committee. The Federation described the committee as a provincial project with attached Ministry funding and expressed concerns that the BCTF had not been approached to appoint members. In addition, the Federation expressed concerns with some of the content of the template, asked that the Ministry halt the committee's work, and stated that the Federation would not endorse the IEP because they were not involved in the development process.
- Student Information Services prepared a response from DM Scott MacDonald, indicating that the Competency Based IEP Committee is a school district led by Surrey School District. Ministry is providing some financial support for the project as the Ministry does for other innovative initiatives. Ministry staff from Inclusive Education has participated on the committee since its inception and have contributed to the direction of the IEP.
- In 2015, the Ministry established a Student Services Committee to work on improving the original IEP template within MyEducation BC. The four teachers who participated on this committee were appointed by the BCTF. The work of this committee has been completed.
- Separate from this work, Surrey began work on a Competency Based IEP. The Competency Based IEP places emphasis on the Core Competencies, and Curricular Competencies. The Student Progress Report Order (Ministerial Order 191/94 (M191/94) indicates that the Core Competencies are to be student self-assessments). The Competency Based IEP is in alignment with this Ministerial Order.

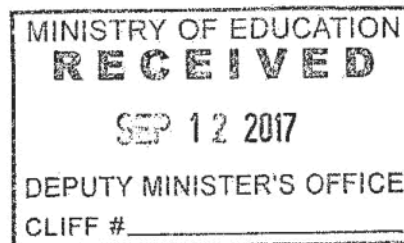


British Columbia Teachers' Federation A Union of Professionals
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
604-871-2283 1-800-663-9163

Executive Offices fax: 604-871-2290

August 24, 2017

Scott MacDonald
Deputy Minister of Education
PO Box 9179
Stn Prov Govt
Victoria, BC V8W 9H8



Dear Deputy Minister:

On behalf of the 41,000 members of the BC Teachers' Federation, I am writing to express our concern regarding an Individual Education Template (IEP) project committee that has been meeting for quite some time without the Federation's knowledge or input.

It is our understanding that this group of educators began working on a competency-based IEP project at a grassroots level. However, once this work became a provincial project with attached Ministry funding, the BCTF should have been approached regarding the agreed-to protocol of the BCTF-appointed members involved in Ministry committees.

Despite years of the BCTF requesting information from the Ministry on upcoming changes to special education and being reassured that there was nothing in development, we found out last June that this IEP project was close to engaging with Fujitsu in the next steps of template development and data fields. All of this was going forward without input from Federation-appointed representatives.

We have serious reservations and concerns regarding some of the content of the IEP template that we were informed of at a June 9, 2017, meeting. Therefore, we strongly urge the Ministry to halt this committee's work on the IEP development and engage with the BCTF regarding following established protocols. We are not able to endorse a template that was developed without any participation from BCTF-appointed members.

The committee is currently calling for two additional separate working groups for this project:

1. a group of eight to ten experts for the development of training documents, a MyEducation BC support page, exemplars, and implementation planning recommendations
2. two to three additional individuals who would work with Fujitsu to define the requirements for the final product.

Proceeding with this, two committees would further compound the already-existing problem.

As with the curriculum development, we are eager to engage in the collaborative development of a sustainable and evidence-based model of inclusive education documentation. We look forward to working together to ensure that the IEP template model created is done in collaboration with transparency of process.

Sincerely,

Glen Hansman
President

GHT:h/fcu

**MINISTRY OF EDUCATION
INFORMATION BULLETS**

DATE: January 12, 2018
CLIFF #: 199798

PREPARED FOR: Minister Rob Fleming

SUBJECT: Follow up on privacy/electronic reporting survey results

BULLETS:

- During February – April 2017 the BCTF conducted a survey of its members regarding the use of digital tools for reporting to parents. The survey response rate was 5% (1644/33,000).
- In September 2017 the BCTF released a report which outlined the results of the survey. There were few findings related to privacy, and there were no recommendations contained within the report. Consequently the Ministry has not provided an official response to date.
- Key Report Findings and Information:
 - Responses were received from each district and evenly split amongst primary, intermediate and secondary teachers.
 - The most widely used digital tools used by teachers for reporting were email, MyEducation BC, and FreshGrade. A number of teachers also reported using Word and providing a hard copy to parents.
 - Teachers were asked to rank the tools they used in a number of categories, including improvement of workload for reporting, improvement of communication with parents, usefulness in implementing the new curriculum. Tools with the most favourable ranking were email and FreshGrade; the tool with the least favourable ranking was MyEducation BC.
 - Over 80% of respondents were provided with a district device to complete this work, but many preferred to use their personal device due to portability and speed.
 - Less than 15% of respondents felt they had received adequate training in privacy and security when using digital tools.
 - Close to half (47%) of respondents did express that they had concerns related to parents having access to their child's information via a parent portal. The nature of the concerns was not provided.

- The last part of the survey asked for opinions on the retention period for student data. About 50% felt information in formal reports should be kept for at least 5 years while IEP and a student portfolio should be retained for less than 5 years.
- Ministry Response:
 - The survey was conducted prior to the introduction of the standards based gradebook and report in MyEducation BC. This tool is completely aligned to the new curriculum.
 - Adoption of all available functionality within MyEducation BC (such as the family portal and the IEP), is not consistent across all school districts (as each district has full autonomy over their adoption of this system and its respective components). Consequently, not all respondents would be familiar with the full benefits available through MyEducation BC.
 - The Ministry is actively working with its suppliers to explore options for integrating with other software packages, such as FreshGrade and Scholantis, to provide school districts the ideal balance of autonomy, flexibility and integration relating to the tools they elect to use whilst maintain a service that complies with all security and privacy requirements.
 - Regarding privacy and security, the Ministry undertakes a number of initiatives to provide assistance and guidance to Districts in the areas of information security and privacy protection. (Please see the supporting Briefing Note: Privacy and Security – Support for School Districts).
 - Currently, legislation stipulates that districts are required to hold a students' permanent record card for 50 years after the student has left the district. The ministry is currently planning to undertake a review of the permanent student record retention period and associated requirements.

Digital Reporting Tools A survey of BCTF members

Results of Digital Reporting Survey

Digital tools have been adopted in many districts for use in student assessments and for reporting to parents. A survey was conducted from February to April of 2017 to understand the uses of these tools and issues that should be pursued to support teacher needs. An email link was sent to a database of about 33,000 BCTF members.

Respondent Demographics

- 1664 respondents; 77% self-identified as female, 21% self-identified as male, and < 1% identified as trans or gender non-conforming
- Respondents were largely (83%) classroom teachers and specialist teachers (13%) with only 4% of respondents identifying as TTOCs.
- There was broad and relatively equal participation among primary, intermediate, and secondary school teachers (minimum 28% in each category).
- A large majority of respondents had been teaching for 6 or more years (90%). One in five respondents had been teaching for more than 26 years.
- Representation from each of the 60 districts.

Digital Reporting Tools that Teachers Use

- Over half (52%) of teachers use email as a reporting tool—this was the most popular tool among respondents. Email would likely be used for informal reports as supplements to formal reports.
- The second most cited tool was MyEducation BC (44%), followed by Word Template/Hard Copy (31%) and FreshGrade (26%)

Digital Reporting Tool Performance/Evaluation by Teachers:

Participants were asked to evaluate the specific tools they use on the basis of flexibility, improvements to assessment, to workload around reporting, to communication with parents, to communication with students, and usefulness for implementing the new curriculum.

The rankings of these tools (see page 8 of this report for percentages) are based on participants' assessment of the specific tools they use (e.g., only FreshGrade users evaluate FreshGrade; only MyEducation BC users evaluate MyEducation BC).

Flexibility

- The tool with the **highest** rating on flexibility: FreshGrade
- The tool with the **lowest** rating on flexibility: MyEducation BC

Improves Assessment

- The tool with the **highest** rating on improving assessment: FreshGrade
- The tool with the **lowest** rating on improving assessment: MyEducation BC

Improves my workload around reporting:

- The tool with the **highest** rating on improving workload on reporting: Google Apps
- The tool with the **lowest** rating on improving workload on reporting: MyEducation BC

Facilitates and/or improves communication with parents/guardians:

- The tool with the **highest** rating on improving communication with parents: Email
- The tool with the **lowest** rating on improving communication with parents: MyEducation BC

Facilitates and/or improves communication with students:

- The tool with the **highest** rating on improving communication with students: Google Apps
- The tool with the **lowest** rating on improving communication with parents: MyEducation BC

Is appropriate and useful for implementing the new curriculum

- The tool with the **highest** rating on "appropriate and useful for implementing the new curriculum": FreshGrade, followed closely by Google Apps
- The tool with the **lowest** rating on "appropriate and useful for implementing the new curriculum": MyEducation BC (no other tool came close)

Choice of Digital Reporting Tool

- Over 60% of respondents reported that the decision to use the tools they are currently using was a **district-level decision**
- Followed by 24% of respondents who reported that the decision to use the tools they are currently using was a **school-level decision** or **Principal/VP-level decision (16%)**
- However, just over half (51%) of respondents indicated that the decision was also a personal decision to use the tool they are using.

Provision of Technology

- A very large majority (83%) of respondents indicated that their District provided them with a district-owned device.
- Over 2/3 of respondents (68%) indicated that they were **not** encouraged to bring their own devices.
- A common response was that they had not been asked to use their own device or bandwidth, “but it is implied, because how else would you accomplish tasks.” Many tasks cannot be completed at school: “MyEdBC is time consuming and so inevitably needs to be done at home on your computer.” Using different computers at school and home creates extra work, so some bring their own device to school: “my own device is quicker and more portable.”
- Many FreshGrade users commented that they used their smartphones for taking photos or recording videos of the students at work. They said this is the only practical alternative except for very few places where iPads have been supplied for the teacher or students.
- Several districts encourage teachers to use photos and videos for eportfolios, but without appropriate devices supplied. One district sent a memo to teachers encouraging them to use their personal data plan if the wifi was not adequate in their school.
- While many felt they had no alternative to using their own devices, a few reported the opposite—they were directed not to use their own equipment. This may have been because of concerns about privacy and security. Only a few respondents indicated that reporting should “be kept on a properly encrypted district device.”

In-service training

- Only 51% of respondents indicated that they had in-service training provided by the employer to learn to use the digital reporting tools. The training that did take place usually had some common characteristics: a) after school, lunch break or staff meeting; b) carried out by someone with limited training on the program themselves, then providing limited training to school staffs; c) most commonly either the teacher spending time on their own or depending on colleagues who had figured it out by themselves and were willing to help colleagues.
- Only 28% of respondents had training on privacy issues/concerns related to the digital reporting system. Of those, only just over 50% indicated that the training was good to excellent. Training on privacy is a very low priority in the education system, with only about 15% of teachers having had what they considered good training on their obligations to protect the privacy of students (and teachers). That indicates 85% have no training or inadequate training.
- The lack of training does not reflect a lack of concern on the part of teachers. One of the impediments to many teachers feeling comfortable with using digital reporting tools is concern about privacy and security. Better acceptance of these tools would likely be facilitated if they have training—and confidence—that privacy is properly protected.

What was reported to parents?

- The most common reporting measure provided to parents was proficiency scales (42%) followed by a letter grade (41%), and rubrics/other assessments (31%), and “other” (30%), with the least reported measuring being percentages (27%). These vary by grade level.

Parent Access to Digital Reports through a Portal

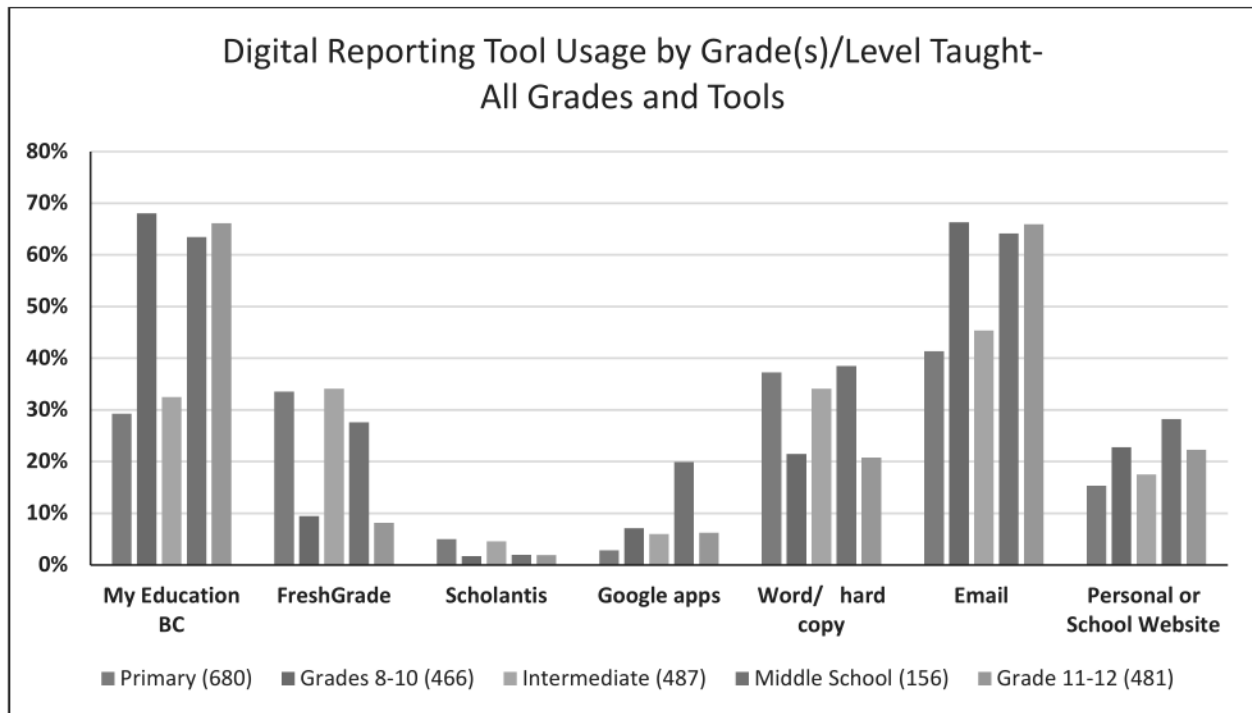
- A slim majority (51%) **do not** have access to digital reports through a parent portal.
- Just under half (47%) of respondents indicated “yes” they do have concerns or issues related to parents having direct online access.

Data Retention

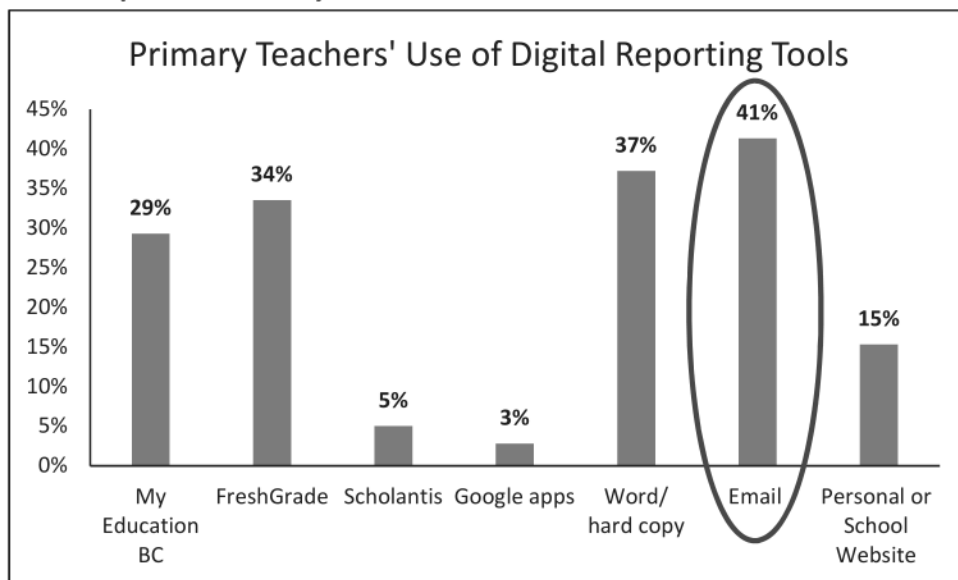
- **Formal Report:** Just under half (49%) of respondents felt that this data should be stored for a **minimum of 5 years**.
- **All data in student’s e-portfolio:** Over half of respondents felt that this data should be stored for **less than five years**.
- **IEP:** Over half (56%) of respondents felt that IEP data should be stored for less than **5 years**.

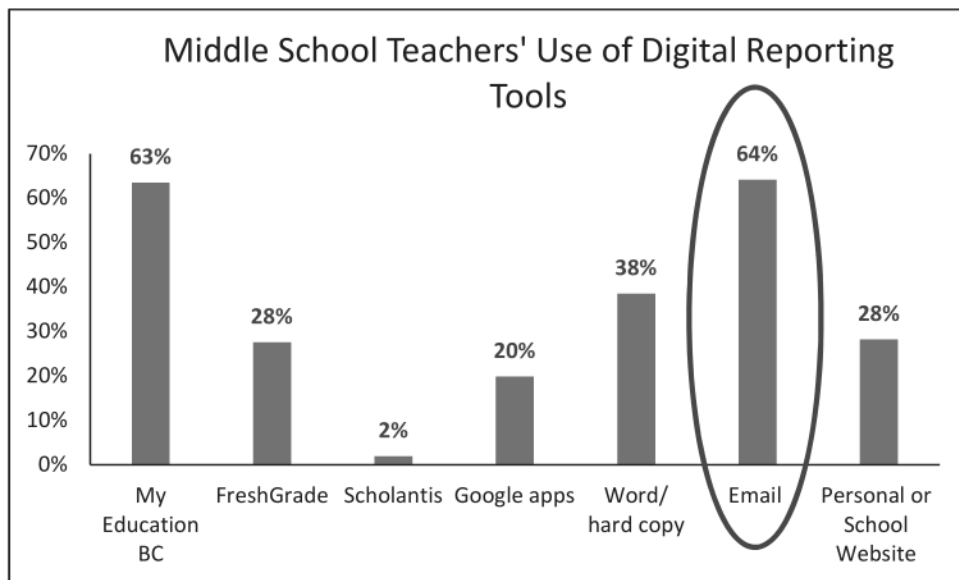
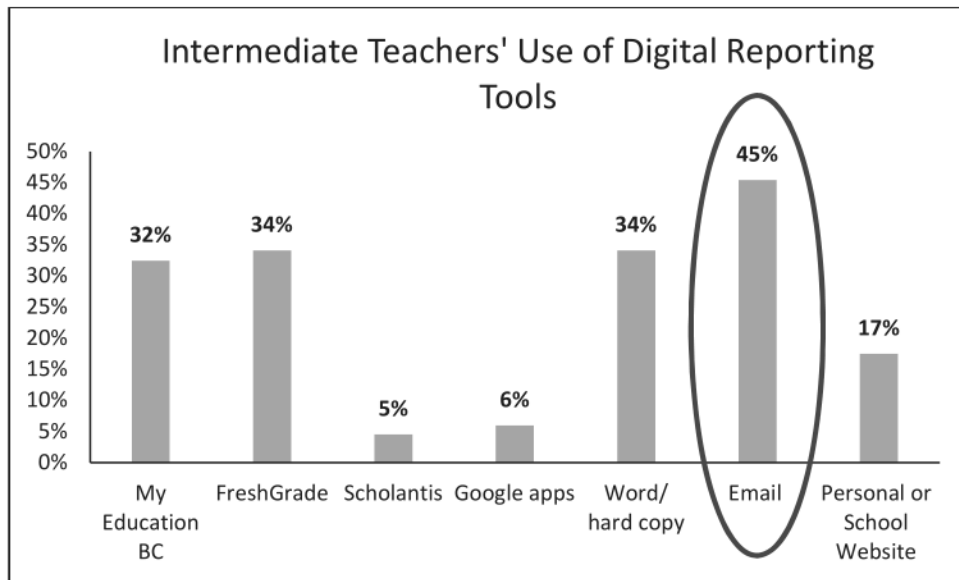
Summary Results by Grade

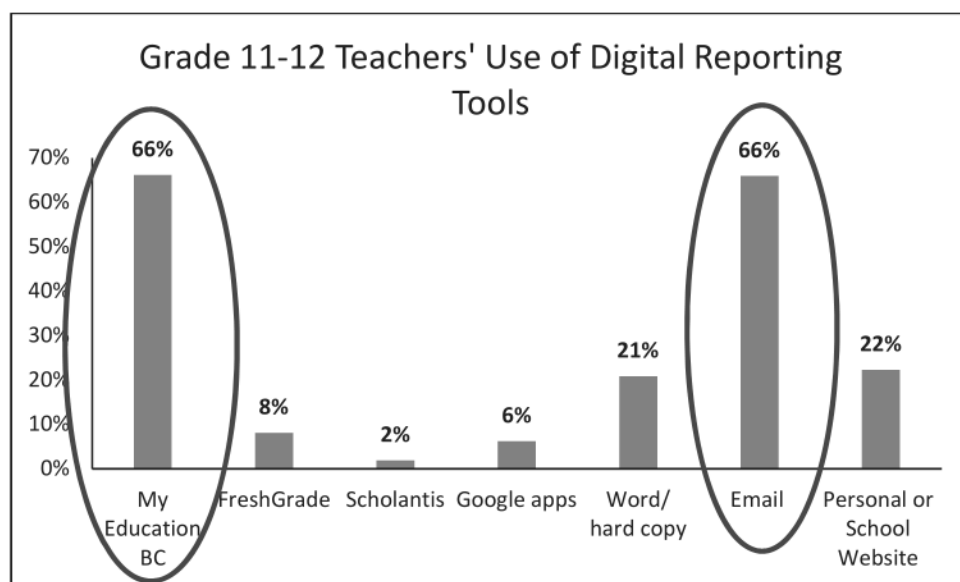
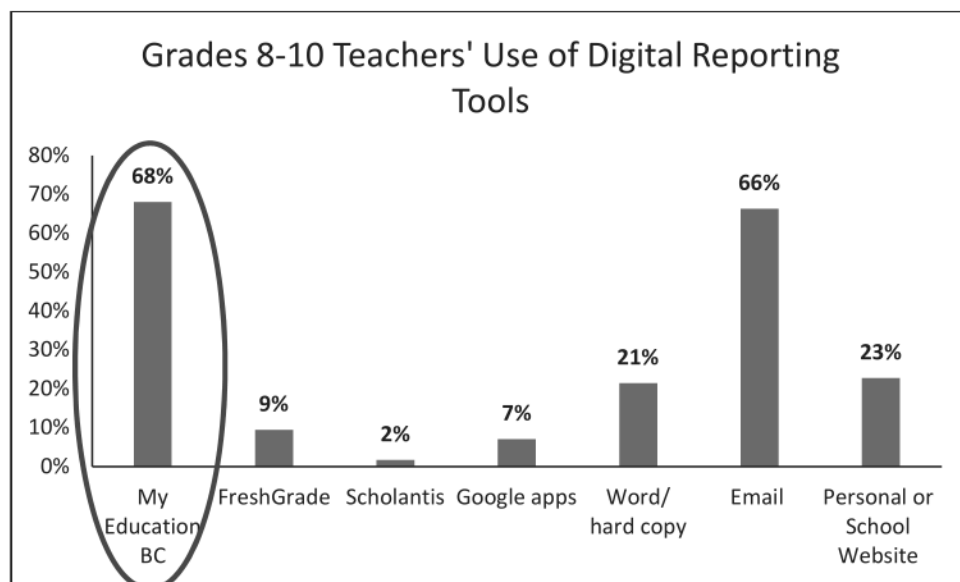
- MyEducationBC and Email are the top 2 most frequently used digital reporting tools.
- MyEducationBC is used most frequently by Grades 8-10 teachers and Grades 11-12 teachers (68% and 66% respectively report that they use MyEducationBC).
- MyEducationBC usage is reported least frequently by Primary and Intermediate Teachers (29% and 32%, respectively).
- Two-thirds of middle and secondary school teachers use email as a digital reporting tool, while less than half (41% and 45% respectively) of primary and intermediate school teachers use email.
- FreshGrade usage is moderate and at quite similar levels across Primary, Middle School, and Intermediate Levels at 34%, 28%, and 34%. Only Secondary School Teachers report quite low (8-9%) usage of FreshGrade.
- Scholantis is infrequently used across all grade levels as are Google Apps, although 20% of Middle School Teachers report using Google Apps.
- Again, Primary, Intermediate, and Middle School Teachers report moderate usage of Word/Hard Copy at 37%, 34% and 38%. Only approx. 1/5th (21%) of secondary school teachers use Word/Hard Copy reporting tools.
- Personal or school websites are infrequently used as digital reporting tools- the most frequent reporting of this tool was by middle school teachers (28%).



Most Reported Tools by Grade:







Percent of teachers who agree (report “somewhat/to a great extent”) or disagree (report “very little/not at all”) that the digital tools surveyed offers improvements in the following five areas:

Digital Tools	Offers a flexible tool for reporting		Improves assessment in classroom(s)		Improves my workload around reporting		Facilitates and/or improves communication with parents/guardians		Facilitates and/or improves communication with students		Is appropriate and useful for implementing the new curriculum	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
MyEducation BC	30%	57%	8%	79%	23%	64%	22%	64%	11%	78%	11%	63%
FreshGrade	86%	7%	71%	16%	42%	43%	82%	12%	66%	19%	76%	10%
Scholantis	78%	12%	51%	30%	21%	64%	50%	39%	54%	37%	61%	18%
Google Apps	67%	17%	68%	12%	59%	19%	71%	12%	82%	8%	75%	11%
Word Template/ Hard Copy	73%	17%	47%	30%	43%	41%	64%	35%	47%	35%	51%	23%
Email	72%	17%	31%	51%	36%	50%	91%	5%	48%	41%	34%	36%
Personal or School Website	51%	34%	42%	50%	37%	50%	79%	12%	70%	18%	54%	25%

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: January 22, 2018
CLIFF: 200244

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

SUBJECT: Information Security and Privacy – Support for School Districts

PURPOSE: To inform the Minister about School District accountability for security and privacy, and the efforts of the Ministry in supporting the Districts

BACKGROUND:

School Districts have under their custody and control a store of student and teacher information collected under appropriate authorities and governed by the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

FIPPA recognizes each School District as a “local public body” with individual obligations and accountabilities under the Act. These include having the right security and privacy protections in place to safeguard personal information.

DISCUSSION:

In B.C., the Office of the Government Chief Information Officer (OCIO) is mandated with governance authority for policy and standards setting, oversight, and approvals for the Province’s information and communications technology.

Under *FIPPA*, School Districts are individually accountable for ensuring information security controls are in place and that personal information in their custody or under their control have the right protections.

The Ministry continues to provide assistance and guidance to Districts in the areas of information security and privacy protection.

In conjunction with the OCIO, the Ministry has been promoting responsible stewardship of IT assets and data, and offering guidance and assistance to School Districts towards adoption of risk-based security and privacy protection strategies. In addition, the OCIO has established a master contract for training in COBIT5, which is an industry-standard IT control framework recognized by the Office of the Auditor General; School Districts may leverage the contract for training their staff.

The Ministry has also been assisting School Districts by:

- Continuing to work with the BC Association of School Business Officials (BCASBO) and the OCIO towards development of templates and support material for information security and privacy covering, among other things, Privacy Impact Assessments and

Incident Management Response. Plans are also being developed to help School Districts assess and improve their security practices, with a view to establishing a security posture that is defensible if and when attacked or compromised.

- Continuing to provide direction and funding to the Education Resource Acquisition Consortium (ERAC), with a targeted focus on assisting School Districts with Privacy Impact Assessments on their IT initiatives and programs.
- Seeking clarity from the OCIO and the Office of the Information and Privacy Commissioner (OIPC) on appropriate use of cloud-based technologies. The Ministry has facilitated working groups as well as dialogue between the Districts, ERAC, OCIO and OIPC, to bring about better understanding and adoption of good security and privacy practices.
- Exploring common service options with the School Districts, including risk management, security and privacy. Discussions are being initiated with BCASBO representatives in conjunction with the Service Delivery Initiative.
- Continually improving the security and privacy of digital services offered to the Districts, schools, students and parents. For example, the Student Transcripts Service launched in October 2017 incorporates tight security and privacy protections, giving students direct control over where their personal transcript information is securely sent. We are also increasing adoption of provincial identity services to improve the security and privacy of Ministry information systems used by our clients.

CONCLUSION:

While accountability for security and privacy protection remains with each School District, the Ministry has supported and will continue to assist School Districts in fulfilling their obligations to secure and protect personal information.

Program ADM/Branch: Sally Barton, Services and Technology
Program Contact (for content): H.B. Teo, Chief Technology Officer
Drafter: H.B. Teo
Date: January 20, 2018

**MINISTRY OF EDUCATION
INFORMATION BULLETS**

DATE: January 12, 2018
CLIFF #: 199798

PREPARED FOR: Minister Rob Fleming

SUBJECT: Follow-up on correspondence re conflict of interest policies:

BULLETS:

- Hansman wrote Aug.17, 2017 to Minister recommending legislation re conflict of interest for senior district staff
- Legislation would require annual public disclosure of all affiliations, income, gifts, etc.
- BCTF previously wrote to Minister on the same issue in 2014, and 2016
- Minister's response sent Oct. 24, 2017
- Minister noted:
 - he shares concern re importance of avoiding inappropriate influence over decisions that affect educational programs, but
 - he respects the role of boards of education to instill standards of professionalism and monitor and respond to actual or potential conflicts of interest.
- Minister also made reference to:
 - Examples of board of education staff conflict of interest policies (Vancouver and Surrey)
 - Eg., Vancouver conflict of interest policy defines conflicts of interests, explains why they must be avoided and requires staff members to discuss with their supervisor/department head any matter where there is a conflict of interest or uncertainty about possible conflict of interest.
 - BCSSA Code of Ethics/Practice for Superintendents, Assistant Superintendents and Directors of Instruction or Equivalent, which among other things notes that its members:
 - Are employed in positions of trust, therefore, integrity is the key guiding principle in all aspects of decision-making and actions with students, colleagues, other education partners, the ministry and the public
 - Must ensure impartiality and objectivity with freedom from conflicts between their private interests and professional responsibilities
 - BCASBO's 2017/2018 Leadership Program which includes components on:

s.13

- Ethics framework
- Accountability and Transparency



October 24, 2017

Ref: 195531

Glen Hansman, President
British Columbia Teachers' Federation
Email: glen@bctf.ca

Dear Mr. Hansman:

Thank you for your email of August 17, 2017, raising your ongoing concern that legislation or regulations are needed to address potential conflicts of interest that could be faced by school district staff in senior administrative positions.

I share your concern about the importance of avoiding inappropriate influence over decisions that affect educational programs, but I also respect that boards of education have the discretion to make policies to address potential staff conflicts of interest. Both as employers and as representatives of the public interest, boards of education also have a responsibility to ensure that senior staff make decisions ethically, and this includes avoiding conflicts of interest.

In fact, staff conflict of interest policies have been established in some school districts. For example, the Vancouver School District has a Staff Conflict of Interest Policy, which can be viewed at: <https://dsweb.bcsta.org/docushare/dsweb/Get/Document-54629/GBCA%20-%20STAFF%20CONFLICT%20OF%20INTEREST.pdf> . The staff conflict of interest policy and regulation applicable in the Surrey School District are available at: <https://dsweb.bcsta.org/docushare/dsweb/Get/Document-53955/7213%20Policy.pdf> and <https://dsweb.bcsta.org/docushare/dsweb/Get/Document-54070/7213.1%20Regulation.pdf>.

As employers, and given their access to information about the numerous decisions made at the district level, boards of education are best-positioned to instill standards of professionalism and monitor and respond to actual (or potential) staff conflicts of interest.

Senior school administrators are expected to act with the highest standards of professional integrity and in a manner that inspires public confidence. The two main provincial associations for senior school administrators do their part to uphold these standards by offering guidance to their members as leaders in public education, including by highlighting the need to avoid conflicts of interest. For example, the British Columbia School Superintendents Association (BCSSA) has identified for its members the obligation to avoid conflicts of interest. The BCSSA's Code of Ethics/Practice is available at: <https://bcssa.org/wp-content/uploads/2014/10/Dimensions-Of-Practice-2017.pdf>.


.../2

In addition, the British Columbia Association of School Business Officials (BCASBO) is using its Leadership Program to highlight the importance of ethical decision-making, accountability and transparency, among other topics. Details about BCASBO's 2017/2018 Leadership Program can be found at: <http://bcasbo.ca/bcasbo-201718-leadership-program/>.

If you are aware of specific incidents involving conflicts of interest, I would ask that you report them to the appropriate board of education. I hope this information addresses your concern about guarding against the potential for conflicts of interest faced by district staff in senior administrative positions.

Again, thank you for writing.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rob Fleming".

Rob Fleming
Minister

pc: Honourable David Eby, Minister of Attorney General
D. Scott MacDonald, Deputy Minister, Ministry of Education



BCTF

British Columbia Teachers' Federation A Union of Professionals
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
604-871-2283 1-800-663-9163 

Executive Offices fax: 604-871-2290

By email: educ.minister@gov.bc.ca

August 17, 2017

Honourable Rob Fleming
Minister of Education
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Fleming:

On behalf of the members of the BCTF, I write to follow-up on concerns raised with previous Ministers of Education regarding an ongoing concern of possible conflict of interest. Since 2013, the BCTF has been calling for the need for legislation or regulations applying to those in senior school district administration positions. For your reference, please see a related Vancouver Sun article attached. I have also attached previous correspondence on this topic.

After several discussions with Ministry of Education officials during the spring and fall of 2013 on this topic, we wrote to Minister Fassbender on February 20, 2014 raising the concern about affiliations between school district officials and outside interests. In this letter, the BCTF formally recommended that legislation be tabled that would require superintendents, secretary-treasurers, and deputy/assistant superintendents to publicly disclose on an annual basis:

1. Affiliations with other education-related organizations.
2. Affiliations with any corporations or businesses that do business with or intend to do business with a BC school district.
3. Any and all income, honorariums, and payment for service.
4. Any in-kind services or gifts from other organizations or corporations.
5. Participation in or attendance at activities organized by corporations.

The same concerns were raised with Minister Bernier on July 7, 2016. In both instances, the BCTF received replies stating that the Ministry of Education had no plans for legislative amendments in this regard, and that concerns in this regard should be brought to the attention of the BC School Trustees Association. As you are aware, the BCTF did not find this response to be satisfactory. There is a proliferation of businesses wishing to further profit from public schools globally. It is in their interest to attempt to influence content, pedagogy, and delivery of educational services, and therefore, protections must be in place. Given this proliferation, and the magnitude of the curriculum changes and other education policy changes currently under way in BC, transparency in our province is very important.

Honourable Rob Fleming
August 17, 2017

The BCTF firmly believes that it is incumbent on government to ensure that there is no real, potential, or perceived conflict of interest at play in decision-making at the senior level in school districts—and we encourage the new government to consider moving ahead with the legislative changes we have been recommending.

We look forward to discussing this recommendation further with you.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Hansman", with a stylized flourish at the end.

Glen Hansman
President

pc: Scott MacDonald, Deputy Minister of Education
Honourable David Eby, Attorney General

GH:vw:tfeu

Attachments



British Columbia Teachers' Federation

100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 • 604-871-2283, 1-800-663-9163 • www.bctf.ca

A Union of Professionals

Executive Office fax: 604-871-2290

0125-05
XC 3210-02

February 20, 2014

Honourable Peter Fassbender
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister *Peter* Fassbender:

On behalf of the 41,000 members of the BCTF, I write regarding a concern of possible conflict of interest that can arise for district administrators. The following motion was passed at a general meeting, reflecting the concerns about groups who may be pursuing their interests through influencing district administrators:

That the Federation call upon the provincial government to enact legislation that would establish conflict of interest regulations for school districts and which would require school secretary treasurers, superintendents and deputy superintendents, on an annual basis in a public report made to school boards, to make the following disclosures on:

1. affiliations with other education-related organizations
2. affiliations with any corporations or business that do business with or intend to do business with a BC school district
3. any and all income, honorariums, or payment for service
4. any in-kind services or gifts from other organizations or corporations
5. participation in or attendance at activities organized by corporations.

We would expect that, as Minister, you would have the same concerns and would want to ensure that these conflict of interest considerations are in place. We look forward to discussing this request further with you, and would request your action on the issue as soon as possible.

Yours truly,

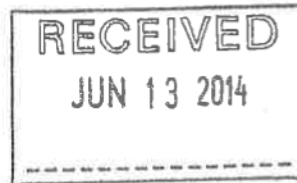
Jim Iker
President



BCTF RECORDS COPY

0125-05
XC 3210-02

Ref: 172548



June 9, 2014

Jim Iker, President
BC Teachers' Federation
100 - 550 West 6th Ave
Vancouver BC V5Z 4P2

copied to JI, GH, TM, MM, Records

Dear Mr. Iker:

Thank you for your letter of February 20, 2014, sent to the Honourable Peter Fassbender, Minister of Education, requesting that Government consider legislative changes to establish conflict of interest rules for school district administrators. Your letter has been forwarded to me for response; please accept my apologies for the delay.

At this time I am not aware of any plans for legislative amendments that would require district administrators to disclose the information described in your letter. However, boards of education, as the employers of superintendents, deputy superintendents, and secretary treasurers, have the authority to establish conflict of interest rules for their employees. As such, you may wish to bring your concerns to the attention of the British Columbia School Trustees Association for its consideration.

Sincerely,

Ian Rongve
Assistant Deputy Minister

Executive Offices fax: 604-871-2290

May 19, 2016

Honourable Mike Bernier
Minister of Education
Ministry of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9H3

BCTF RECORDS COPY

0125-05
XC3210-02
XC9150-01

Dear Minister:

On behalf of the 41,000 members of the British Columbia Teachers' Federation (BCTF), I am writing to express our deep concern regarding a potential conflict of interest.

During the collaborative work on revisions to curriculum and assessment, the Ministry of Education hired consultants to assist in its co-ordination and development. Some of the consultants that worked on the revisions and influenced the development have been under contract with private corporations. To develop and influence the directions of the curriculum and assessment revision work at the same time as developing plans to market materials to teachers is, in our view, a conflict of interest, as the knowledge gained through the revision process may have been used for other purposes.

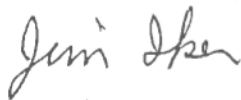
These consultants were put in a privileged position by the Ministry of Education. They gained information as a result of this position and because of the collaborative efforts of BC teachers. These individuals worked and influenced the directions of the curriculum revisions, while at the same time working with publishing companies and potentially profiting from their work at the Ministry.

I urge you to investigate this potential conflict of interest that is of deep concern to us as a professional organization that appointed teachers to these teams in good faith. We informed our teachers that they would be developing K-12 curriculum. When our teachers on the curriculum teams inquired about resource development they were informed that their work was around curriculum, not the development of resources. For our teachers to discover that teachers were directed to focus on curriculum development at the same time as consultants leading this work were potentially involved in discussions around resource development with private corporations is deeply disturbing.

We trust that you will take our deep level of concern regarding this conflict of interest seriously.

We look forward to a future conversation with you regarding this matter.

Sincerely,



Jim Iker
President

pc: Dave Byng, Deputy Minister of Education
Rob Fleming, Official Opposition Critic for Education
Jennifer McCrea, Acting Assistant Deputy Minister



British Columbia Teachers' Federation A Union of Professionals
 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
 604-871-2283 1-800-663-9163 TTY 604-871-2185 (deaf and hard of hearing)
 Executive Offices fax: 604-871-2290

0125-05

xc 3210-02

xc 9150-01

July 7, 2016

Honourable Mike Bernier
 Minister of Education
 PO Box 9045, Stn Prov Govt
 Victoria, BC V8W 9E2

Dear Minister Bernier:

On behalf of the BCTF, I am writing to raise an ongoing concern regarding conflict of interest with regard to two matters. On May 19, then BCTF President Jim Iker wrote to you with a serious concern regarding potential conflict of interest regarding the situation in which some of the consultants leading Ministry curriculum revision teams, influencing the development of the curricula and sample material are also employed by private corporations in the business of writing materials linked to the new BC curricula.

As expressed in our letter of May 19, these consultants were put in a privileged position and gained information as a result of the collaborative work of BC teachers. On behalf of the many BCTF members who worked on the curriculum teams and the teaching profession as a whole, we urged you to investigate this conflict of interest.

The second and ongoing conflict of interest that we raise is that of the need for legislation or regulations applying to those in senior school district administration positions. On February 20, 2014, we wrote to Minister Fassbender raising the concern that formal and informal affiliations with outside interests may be inappropriately influencing district administrators. We called for legislation that would require superintendents, secretary-treasurers, and deputy superintendents to disclose on an annual basis:

1. affiliations with other education-related organizations.
2. affiliations with any corporations or business that do business with or intend to do business with a BC school district.
3. any and all income, honorariums, and payment for service.
4. any in-kind services or gifts from other organizations or corporations.
5. participation in or attendance at activities organized by corporations.

While the Minister did reply, no action was taken and it remains a significant concern to the BCTF that government has chosen not to address this situation. As you're no doubt aware, there is a proliferation of businesses wishing to profit from public schools in BC and organizations wishing to influence content, pedagogy, and delivery of education. The BCTF firmly believes that it's incumbent on government to ensure that those in the most senior positions of responsibility and power in the school system handle their responsibility in a transparent, accountable manner.

Minister Bernier
July 7, 2016

The annual reporting as detailed above would ensure that this was the case, and provide a guide to declaring and avoiding alliances that would be considered a real, potential, or perceived conflict of interest.

I would appreciate the opportunity to discuss both of these concerns with you as soon as possible and would be happy to provide further information or examples to illustrate the issues.

Thank you very much.

Yours truly,

A handwritten signature in black ink, appearing to read "G. Hansman", with a long horizontal flourish extending to the right.

Glen Hansman
President

GH:do/tfeu



BCTF RECORDS
0125-05
xc 3210-02
xc 3210-04
xc 9150-01

August 25, 2016

Ref: 188768

Glen Hansman, President
British Columbia Teachers' Federation
Email: Glen@bctf.ca

Dear Mr. Hansman:

Thank you for your letter of July 7, 2016, addressed to the Honourable Mike Bernier, Minister of Education, in which you raise concern regarding two matters; potential conflict of interest related to work on provincial curriculum and educational resources; and potential for senior school district administrators to be inappropriately influenced through their affiliation with outside interests. I am pleased to respond on behalf of the Minister.

Regarding potential conflict of interest related to work on provincial curriculum and educational resources, the Ministry of Education considers this a serious allegation as noted in our response to Jim Iker's letter of May 19, 2016.

The Ministry had clear directions and guidelines for all curriculum team members and consultants – requiring all the work to follow a common, pre-established design. It is the view of the Ministry that there was no conflict of interest –either direct or indirect.

The curriculum development process has differed from the past; the process has been an open, collaborative, and transparent one. During the curriculum redesign process, the Ministry encouraged curriculum team members to share widely and collect feedback throughout the stages of development.

We have had an open door policy with the publishing companies and several of the larger publishers (e.g., Nelson, Pearson and McGraw Hill) have made contact with the Ministry each year, sometimes several times a year. The Ministry has openly shared draft curriculum material with publishers. This open and transparent process can only make eventual resource products better and more closely tied to the curriculum in British Columbia.

The Ministry would also expect the publishers to engage the most knowledgeable teachers and educational consultants in their work. Again, there is no demonstrable business harm to any other party.

.../2

Regarding potential for senior school district administrators to be inappropriately influenced through their affiliation with outside interests, Government does not, at this time, have plans for legislative amendments that would require school district administrators to disclose the information described in your letter. However, boards of education, as the employers of superintendents, assistant superintendents, and secretary treasurers, have the authority to establish conflict of interest rules for their employees. As such, you may wish to bring your concerns to the attention of the British Columbia School Trustees Association for its consideration.

If you would like to discuss this further, please contact Jennifer McCrea, Assistant Deputy Ministry, Learning Division, by phone at (250) 896-3735 or by email at Jennifer.McCrea@gov.bc.ca.

Again, thank you for writing.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Dave Byng', with a stylized flourish at the end.

Dave Byng
Deputy Minister

pc: Jennifer McCrea, Assistant Deputy Ministry, Learning Division

School officials should report personal involvement with education and technology companies: B.C. teachers

JANET STEFFENHAGEN, VANCOUVER SUN 03.19.2013

Copyright

Page 068

Withheld pursuant to/removed as

Copyright

**MINISTRY OF EDUCATION
INFORMATION BULLETS**

DATE: January 12, 2018
CLIFF #: 199798

PREPARED FOR: Minister Rob Fleming

SUBJECT: Follow-up on TRB Correspondence

BULLETS:

s.13

Page 070

Withheld pursuant to/removed as

s.13

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: November 20, 2017

CLIFF: 197469

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

SUBJECT: Appointment of Commissioner for Teacher Regulation for response to November 9, 2017 letter from the British Columbia Teachers Federation (BCTF)

PURPOSE: To provide additional context and recommended approach for response to letter from BCTF president Glen Hansman.

BACKGROUND:

- Glen Hansman, BCTF president, wrote to the Minister regarding the appointment of the next Commissioner for Teacher Regulation. Specifically, Mr. Hansman wrote to:
 1. Request consultation prior to any appointment; and
 2. Raise concerns on the Commissioner's role.

DISCUSSION:

- As the approach for response to Mr. Hansman's letter is contemplated, the points below are offered for consideration:

s.13

Page 072

Withheld pursuant to/removed as

s.13

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

s.13

CONCLUSION:

- The Commissioner is an independent statutory decision maker, and his/her authority for decision making is outlined in the *Teachers Act*. In dealing with every matter before him/her, the Commissioner considered the legal framework for professional regulation, the public interest in proceeding, and all of the facts and evidence before him/her. The Ministry has every confidence in the decisions of Commissioner for Teacher Regulation.

Attachment – A College Divided: Report of the Fact Finder on the BC College of Teachers

Program ADM/Branch: A/ADM Paul Squires, International Education, Independent Schools and Partner Relations

Program Contact (for content): Wilma Clarke, Executive Director, Teacher Regulation Branch

Drafter: Katarina Hodak, Investigator and Sarvi Mirbagheri, Director of Operations, Teacher Regulation Branch

Date: November 14, 2017

October

| 2010

A College Divided: Report of the Fact Finder on the BC College of Teachers

Donald J. Avison

Table of Contents

1. Background.....	4
2. Terms of Reference.....	8
3. Review Process.....	8
4. A Difficult Relationship.....	9
5. The Council Perspective.....	15
6. The Staff Perspective.....	19
7. Interviews.....	20
8. The BCTF Perspective.....	21
9. Is the College Meeting its Mandate.....	24
10. "Pre-Service" and "In-Service" Roles.....	25
11. Role and Performance Comparisons.....	27
12. Addressing Complaints.....	28
13. Effectiveness in Governing.....	31
14. Summary of Key Findings.....	32
15. The Way Forward.....	33
16. Appendices	

Background:

In April of 2010, eleven members of the twenty member Council of the British Columbia College of Teachers (the College) wrote to the Minister of Education indicating that, in their opinion, extraordinary action was required from government to address fundamental governance issues within the College that impaired the capacity of that entity to properly discharge the responsibilities assigned to it by the Legislature.

The BC College of Teachers is the statutory authority established by the Legislative Assembly of British Columbia to preside over the regulation of the teaching profession in the province.¹ The College describes its mandate as one where they are “empowered through legislation to ensure that educators who work with students in BC classrooms are competent and suitable for the important role they play in society.”²

The signatories to the letter stated that, from the time the College was established in 1988 to the present, it had been hampered by “the on-going influence of the British Columbia Teachers’ Federation “(BCTF). The BCTF is the union that represents approximately 41,000 teachers working in BC’s public schools.

The core aspect of the concerns expressed in the letter sent to the Minister of Education was that “influence is exercised by the BCTF “ through the endorsement of candidates, union policy and liaison between the BCTF and BCTF-endorsed council members” and that this causes “widespread concern that the College is unable to carry out its mandate in the public interest.”

The BC Teachers’ Federation, it should be noted, plays many important roles, the most significant aspect of which – in this context – is the representation of members (teachers) in discipline and other related matters both within the employment context and when members are required to appear before the College regarding discipline, competence or other proceedings.

The allegation set out by the signatories to the letter was this: the relationship between the BCTF and council members endorsed by the BCTF to sit on Council is inappropriately close given the quasi-judicial nature of the responsibilities the Council is expected to discharge.

The eleven members seeking intervention constituted, at the time, the majority of the College Council and included the Chair, Vice-Chair, the elected Council member for Zone 4 (Kootenay)

¹ The College itself is made up of the broad membership of the teaching profession in BC and includes all teachers in public schools, many within the independent school system and school administrators including superintendents, principals and vice-principals. The College Council is the governing body analogous, in a number of respects, to a board of directors. Membership on Council sub-committees is drawn from amongst the 20 Council members.

² BCCT Website

and all eight members appointed through Order in Council.³ Their letter to the Minister of Education, a copy of which is appended to this report, asked that an independent person be appointed to undertake an examination of the functions of the College and to make recommendations regarding self-regulation of the teaching profession. A second request, which government did not act on, was for the suspension of any further Council elections or appointments until such time as the review was completed.

The review request was precipitated in part by a Governance Committee Report tabled with the College Council in December of 2009. That document contained a number of proposed policy recommendations apparently intended to strengthen the ability of the College of Teachers to act, and to be seen as acting, independently.⁴ Recommendations in the Governance Report invited Council to consider:

1. Asking government to establish, by regulation, new conflict of interest rules for the Council which would stipulate that “all candidates for election or appointment to the Council and all Council members” must not:
 - a) hold a position as an officer or employee of any association, corporation or trade union that is engaged in advocacy for members of the College;
 - b) accept endorsement or financial support from any association, corporation or trade union that is engaged in advocacy for members of the College; and
 - c) act in any manner that might result in their responsibilities and duties to any other organization being incompatible with or in conflict with their duties as Council members.
2. Proposed changes to communications policies that would limit the capacity of Council members to meet with “partner groups” unless with the express authorization of Council or, where applicable, with the approval of the Registrar and Chair of the Council.
3. A proposal to establish a Partner Liaison Committee, to be chaired by the Vice-Chair of Council, that would provide for participation by all members of Council together with representatives of the BC School Trustees Association (BCSTA), BC School Superintendents’ Association (BCSSA), BC Teachers’ Federation (BCTF), BC Principal and Vice-Principals Association (BCPVP), Federation of Independent School Associations (FISA) and others; and
4. Proposed changes to compensation policies for Council members that, in addition to other impacts, would have limited the per diem entitlements of retired teachers serving on Council and already receiving the benefit of a pension for past service.

³ Order in Council Appointments to the BCCT have generally provided for the inclusion of individuals with experience as school trustees, school principals, superintendents, parents, etc.

⁴ The full Report of the Governance Committee has not been made available publicly but was made available for purposes of this review.

The content of the Governance Report generated a considerable amount of acrimony first within the membership of the College Council and then, at subsequent meetings, between the proponents of the proposed changes and the BCTF.

The goal of those proposing these changes was to establish an appropriate distance between the BCTF and the College. As almost every elected Council member endorsed by the BCTF had previously occupied local, regional or provincial positions within the union before coming to the Council, and as regular bilateral meetings were held between those elected Council members and the senior staff/executive of the BCTF to discuss policy matters on Council agendas, there were concerns about the need for protocols that would limit the potential for both the appearance or the reality of conflict of interest.

Some Council members were highly critical of the proposed changes believing that, if implemented, the new conflict of interest rules would unreasonably limit who would be eligible to seek election to serve on the Council of the College of Teachers; that it was not reasonable to constrain the capacity of Council members to meet, or consult with, any third parties without the form of consent contemplated by the proposed rules; and, that the new rules would also put in place compensation policies that would likely limit participation on the College Council by retired members. Some of these criticisms had merit.

The proposed package of reforms never came to a vote. Some elected members of Council would subsequently acknowledge that they used procedural objections and filibuster to frustrate the possibility that there would be any kind of vote on the proposed governance changes. There is also little dispute that this was done, in part, to delay consideration of the matter until after Council elections in June of 2010. At the time, there were elected Council members and senior officials of the BCTF who openly articulated the position that those supporting reforms to the governance policies of the Council would no longer hold a majority following the June elections.

Having come to the conclusion that it would not be possible to move ahead with any serious consideration of the proposed reforms, or even a productive discussion on the need for some form of governance changes, the majority of Council elected to communicate their concerns directly to the Minister of Education. Their call for a review was supported by representatives of the BC School Trustees Association, BC Principals and Vice-Principals Association, BC Council of Parents Advisory Council, by the Federation of Independent School Associations, the BC School Superintendents' Association, and by the several individuals who had previously held the position of Chair or Registrar of the College.

The content of letters supporting the call for a review revealed the extent of widely held concerns within the broader education community regarding the capacity of the College to

properly fulfill its role. The BCSTA position described the situation at the College as one where circumstances had “escalated to a level of dysfunction that is now impeding the functioning of the College”. The BCCPAC called for a review that would “ensure that the public interest is protected by processes that guarantee the independence of the College”. The Federation of Independent School Associations stressed the need for a College that would be able to “function free and clear of external forces and pressures from the stakeholder groups that it is to govern” and, further, that the College Council now seemed to be in a state of paralysis. Lastly, the organization representing School Superintendents called for a review that would help to put in place the conditions necessary to restore the College as a fully independent professional self-regulating body “in which we all can trust.”

The letters from the groups supporting the call for a review, together with interviews subsequently conducted with each of these parties, indicate that the BC College of Teachers had a pre-existing and significant credibility problem well before the emergence of the controversy regarding the recommendations of the Governance Committee. Many of those interviewed confirmed that the highly divisive atmosphere within the BC College of Teachers, the on-going practice of bilateral meetings between some of the elected Council members and representatives of the BCTF, together with the apparent inability of the College Council to have what was seen as a necessary conversation about the need for possible governance changes, simply served to confirm their belief that the College was fractured.

Tensions within the College Council escalated further when the Chair of the College Council, Mr. Richard Walker, wrote to the Vancouver Sun setting out the reasons why he and ten other Council members had come to the conclusion that it was necessary to ask the Minister of Education to initiate an external review. Mr. Walker’s letter fuelled substantial controversy both within, and beyond, the College Council. Walker’s comments regarding the involvement of the BC Teachers’ Federation in the affairs of the College and, more particularly, with respect to the disposition of “person complaints”⁵ were publicly challenged by the BCTF as inaccurate and misleading. The BCTF demanded both a retraction and an apology from Mr. Walker and, when neither was forthcoming, an action was initiated in the Supreme Court of British Columbia seeking damages from Mr. Walker for defamation.⁶

A submission subsequently provided by the BCTF⁷ offered the view that “prior to the comments in the media by the Chair and the Registrar, there was no crisis. There were no complaints about the lack of public confidence in the College from government or the public.”⁸

⁵ Changes in 2003 had made it possible for individuals, most often a parent, to forward a complaint directly to the BCCT

⁶ This matter is currently before the Court.

⁷ Provided to the Fact Finder in August 2010 and appended to this report.

Terms of Reference:

On May 18, 2010 the Honourable Margaret MacDiarmid, Minister of Education, appointed a Fact Finder to inquire into matters regarding the BC College of Teachers. The mandate set out by the Minister focused on the following six areas of inquiry:

1. Whether the College of Teachers is fulfilling its mandate under section 4 of the *Teaching Profession Act* and more precisely, whether the College is meeting its obligations “to establish, having regard to the public interest, standards for the education, professional responsibility and competence of certificate holders and applicants for certificates of qualification and, consistent with that object, to encourage the professional interest of certificate holders in those matters;
2. The role, and performance, of the College in teacher “pre-service” and “in-service” training and the regulation of teacher competence;
3. The role and performance of the College when compared against the role and function of other self-regulating professions;
4. The performance of the College when compared against the performance of teacher certification bodies in other jurisdictions;
5. The effectiveness of the College in carrying out its mandate with regard to complaints concerning teacher conduct or competence and, more specifically, the performance of the College in relation to investigations, disciplinary action and public reporting; and
6. The effectiveness of the Council of the College of Teachers in carrying out its mandate to govern and administer the affairs of the College.

Review Process:

Over the course of the review, interviews were conducted with a broad range of individuals and organizations associated with, or otherwise interested in, the mandate and performance of the BC College of Teachers. This included interviews with a significant number of both past and present members of the College Council, members of both the executive and the senior staff of the British Columbia Teachers’ Federation, the Chair of the B.C. School Trustees Association, executive and senior staff members with the BCPVPA, representatives of BCCPAC, senior representatives of the BCSSA, the BC Public Schools Employer Association (BCPSEA), representatives of the Association of British Columbia Deans of Education (ABCDE), and members of the academic community with specialized expertise in educational history and

⁸ A BCTF Press Release in May 2010 also contained the statement that “there was no crisis until the Chair and the Registrar manufactured a crisis to force government to intervene.”

governance. The review also included discussions with senior officials – both past and present – of the BC Ministry of Education and with current and former staff members of the College of Teachers.

The review also benefitted from submissions, or other communications, initiated by private citizens either generally interested in the performance of the College or, in some cases, with more specific concerns regarding how the College had handled matters where those individuals were the complainant, a family member of a complainant or a person otherwise interested in a matter that had been considered by the College at some point in the past.

A comprehensive document survey of the College was also undertaken. This included the examination of Council processes, complaints, discipline files, reports and proceedings from fitness hearings which, in some cases, included full transcripts of matters considered by the College through its various sub-committees.

A Difficult Relationship:

It is important to understand that the Governance Report that became the focal point of controversy within the BC College of Teachers in late 2009 was not the source of the escalating tensions but, rather, the catalyst that caused longer-standing issues to become more publicly apparent. As one Council member would later observe, the “issues had been there for years and it was inevitable that it would get to where it is.”

The mandate and, in many ways, the very existence of the College of Teachers has been controversial from the time of the creation of the entity through Bill 20, the *Teaching Profession Act*, in April of 1987.

At the time, the introduction of a College of Teachers to British Columbia in 1987 could properly be regarded as a unique North American experiment. The only similar organization in existence at that time was a self-regulatory body established in Scotland in the 1960s. Even today, the College is a substantially different model for teacher certification and self-regulation than what can be found in most other jurisdictions. Ontario adopted a somewhat similar mechanism in 1997,⁹ but other Canadian jurisdictions and most in the United States have retained a substantial degree of government control over the licensing of teachers, mechanisms for de-certification and, in some cases, the processes relevant to discipline proceedings.

⁹ While the Ontario College has some similarities to the BC model there are also some key differences. The province retains the authority to establish professional standards and the Ontario College tends to favour public meetings when addressing discipline and fitness matters.

It is interesting that, in the years since the establishment of the College, its creation has been characterized by the Teachers' Federation as a ploy designed to divide the loyalty of teachers. This will be discussed in more detail below. Gone from much of the discussion is any reference to the now infamous case of Robert Noyes , [see: (1986) 6 BCLR (2nd) at p. 306]. Noyes was convicted in 1986 on 19 counts of sexual offences against students. Those offences, committed in several different B.C. communities, involving more than 600 incidents from 1970 to 1985, took place when Noyes was either a teacher or a school principal. Noyes would ultimately be declared a dangerous offender, a decision that was subsequently upheld by the B.C. Court of Appeal.

The Noyes case, quite rightly, generated a substantial amount of public concern and was a profoundly significant factor in the decision by government to consider the development of an entity like the College of Teachers. To suggest that the College was put in place simply to undermine the Federation requires one to entirely ignore that rather pivotal historical background.

The introduction of the College in the British Columbia was complicated significantly by the fact that the legislation creating it was delivered in conjunction with associated legislation that, while granting full collective bargaining rights to teachers, also eliminated the requirement for mandatory membership by teachers in the BCTF and removed administrators, including principals and vice- principals, from membership in the Federation.

At the time, the BCTF viewed the establishment of the College of Teachers as a direct attack on their organization. In fact, the headline in the April 9, 1987 edition of the BCTF Newsletter simply stated "GOV'T ATTACKS BCTF" and contained the claim that "never before in the 71 year history of the BC Teachers' Federation have the collective professional interests of teachers been as seriously threatened as they are today". They regarded the College as a mechanism designed by government to undermine the strength of the Federation by dividing the loyalty of teachers. Communications with their membership at the time claimed the College would usurp the professional development role that ought to be the domain of the Federation, that mandatory fees required of teachers to sustain the operations of the College represented a "downloading" by government of teacher certification costs and, further, that the discipline powers assigned to the College would unreasonably expose teachers to double and triple jeopardy. This latter argument was based on the view that the nature of the employment relationship between teachers and school districts meant that teachers could be subject to multiple forms of discipline in relation to the same set of circumstances first by employers, then by the College and, where applicable, by the Courts.

While they continued to object to the very existence of the College, and consistently called for its abolition in the years that followed, the leadership of the Teachers' Federation made a clear

decision in the early days of the College that the best option for exercising a substantial degree of control over how the College would develop and operate would be to populate the elected Council seats with teachers aligned with the interests of the Federation. This was acknowledged in an article titled "Do Teachers Need a College?" published in the November/December 2004 edition of the BCTF newsmagazine "Teacher". Ken Novakowski, the Executive Director of the Teachers' Federation at the time of the 1987 dispute and later the President of the BCTF, offered an unvarnished account of what had actually transpired with the first Council elections. According to him - and there were few people as close to the heart of the action as he was at the material time - the decision to support teacher participation in the College essentially came down to this, "After debating the merits of boycotting the College or participating in the College to neutralize it and limit its scope of activity, the BCTF decided on the latter." Mr. Novakowski went on to say that "as long as we have elected representatives in the majority on the College, there exists the potential for influencing its direction and operations." During the course of this review the BCTF would publish, in the September 2010 edition of "Teacher", another article by Mr. Novakowski confirming, yet again, that the Federation had developed, and had implemented, an endorsed candidate selection process to limit the "scope of activity the College could engage in."¹⁰

During the early years of the College there was a majority of fifteen teachers elected to the Council and the Federation proved very adept at maintaining a tight linkage with those elected to serve on the College Council. This was achieved both through the development of an "endorsed candidate" process, which will be described in greater detail later in this report, and through the establishment of a College Advisory Council, (CAC) which brought together elected College Council members with senior representatives of the Federation. CAC meetings generally took place in the days immediately prior to Council meetings and involved discussions regarding policy matters on Council agendas.¹¹

In 2003 the Government of British Columbia, concerned about both the effectiveness and the perceived independence of the College of Teachers, moved to dissolve the College Council, replacing it with an Interim Council consisting of twenty members drawn from the teaching profession, school administration, school parent groups, post-secondary educators and others. The Council was chaired by Mr. Tarry Grieve, a former school superintendent from the Kamloops School District and a highly regarded educational leader.

¹⁰ Teacher Magazine, Vol. 23, Number 1 at p. 5. See also "Relationships: Teacher Colleges and Teacher Unions", ("Teacher" Vol. 22, Number 6, April 2010) by Larry Kuehn, Director of the BCTF's Research & Technology Division and Co-ordinator of the BCTF International Solidarity Program

¹¹ In fact, for a number of years, the BCTF actually paid for the expenses and other costs associated with elected Council members attending CAC meetings.

Once again, this change took place in a challenging labour relations environment. Accordingly, the elimination of a College Council which, up until that point, had enjoyed the 15 elected teacher positions on a 20 person Council generated an adverse response from the BC Teachers' Federation. The Minister's decision was sharply criticized, the appointees to the Interim Council were vilified as "government hacks" and the teachers who accepted positions on the Council were subjected to intense criticism by the Federation. The Federation was also successful in mobilizing its membership to boycott payment of the annual College fees with those funds being diverted to the establishment of a "Democratic College Defence Fund". As a result, the Interim Council was compelled to secure funding from government to facilitate its continued operations.

Despite the challenges faced by the Interim Council, they were a busy and productive organization. College by-laws were revised, new processes were established, systems were modernized and, most significantly, the body moved ahead with the establishment of a revitalized set of Standards of Professional Conduct. However, the tenure of the Interim Council was short. By 2004 the provincial government had indicated a willingness to return to a Council where teachers were elected from zones across the province. The only real change was that the number of teachers would be reduced from 15 to 12.

If government had been optimistic that the Federation would embrace the opportunity to recognize the value of a College that was, and was seen as, able to act independently from the influence of other organizations that, too, was short-lived. The Federation again decided to implement a campaign to elect BCTF-endorsed candidates to the College. The slate included two former BCTF presidents and a number of local presidents.

Once again, there was evidence of an overt campaign by the BCTF to occupy the elected Council positions. During the course of this review several individuals provided copies of internal BCTF e-mails that revealed not only the aggressive approach the Federation intended to adopt in re-asserting control over the College but, also, the reasons for doing so. As teachers prepared to respond to a vote regarding whether they would participate in the June, 2004 elections to select the new twelve teachers to serve on the College Council, the following text was in circulating under the heading "Eight Top Reasons To Vote Yes":

- 1) "We have an opportunity to elect 12 teachers to the college council. They will constitute a majority on the 20-member council.
- 2) By participating in the elections the political hacks on the appointed council will be dismissed by the end of September 2004.
- 3) Although the 12 councillors do not constitute a two-thirds majority of council, they can use their majority to set budget and fee of the college in a manner that restricts the mandate of the BCCT – review staffing decisions of the college.

- not develop policies required to implement BCCT by-laws such as teacher recertification – call on the minister to make changes to the Teaching Profession Act
 - eliminate the excessive per diem and expense policies for councillors
 - restrict the number of complaints that are processed by the college and modify the person complaints process so that local appeal processes are exhausted before a complaint is accepted by the college
 - not implement the online registry for members
 - ensure that policies and procedures are in place by the council so that boards are required to report minor disciplinary actions to the BCCT
 - review all the policies developed by the appointed council
 - save money by not holding the annual BCCT conference
 - not routinely seeking legal costs for any discipline case in which an adverse finding is made against a member
 - not routinely publish names of members involved in discipline cases
- 4) The elected council can ask the minister to change provisions in Bill 51 and Bill 55.
 - 5) By participating in the elections we are not making a decision to pay college fees – The decision about paying the 2003-4 and 2004-5 annual BCCT fee will be made through a membership vote.
 - 6) An elected council will be responsible to the membership and not the government.
 - 7) We will be like other professions a majority of the governing board will be elected by the members.
 - 8) Teachers will be in a position to influence elected members.”

The BCTF had also developed a document that came to be known as the “Agenda for Change” which called for the reversal of policies that had been implemented during the short life of the Interim Council. Shortly after taking office, the new elected Councillors, once again in the majority, moved to implement the “Agenda for Change”. In December of 2004, in a document with the not particularly subtle title of “Directions for the BC College of Teachers” (appended), the Federation again articulated the changes that they expected to see from the new Council.

The “Agenda for Change” would later be incorporated within section 7 of the BCTF’s Member’s Guide. That document contains statements that are substantially similar to the content of the previously mentioned “Eight Reasons to Vote Yes”, asserts that “only practitioners can truly understand the nature and demands of any profession”, that a council “representing the teaching profession” ought to “ensure that elected councillors make up the majority of all

council committees meetings” and, further, “should not implement any by-laws or policies regarding teacher re-certification or requirements for the continuing education of members.”

The Federation’s Member’s Guide also sets out procedures for the selection of endorsed candidates for election to the College Council and this includes a requirement that those seeking endorsement must confirm, presumably as a condition precedent to endorsement that they will “attend BCTF-sponsored meetings of elected councillors.” This later provision was apparently added after some of the elected councillors had refused to continue attending the BCTF-sponsored meetings on grounds that the subject matter of those discussions was not compatible with an understanding of the independent role that the College is expected to carry out.

The Member’s Guide provides a measure of insight in relation to the extent to which the Federation regards the endorsed candidates as representatives of the Federation’s interests and positions. Furthermore, the document clearly articulates the expectation that endorsed Council members will make themselves available to discuss the business of the College. This tends to support the view that endorsed Council members, no matter how well-intended they might be, are encumbered with a process that fetters their capacity to be, and to be seen as, independent even before they get to the College.

The evidence available to support the conclusion that, when the College of Teachers was created in 1987 and, then again when the elected Council was restored in 2004, that the BC Teachers’ Federation acted to control it and limit its authority is robust. Ken Novakowski’s recital of what happened in 1987-88 is unequivocal. There are several documents that make clear what the intentions of the BCTF were and the record also shows those intentions were acted on. In addition, the content of the aforementioned “Member’s Guide” is rather difficult to reconcile with Federation statements that they respect the nature of the autonomous role that the College is expected to carry out. All of this is further confirmed by the statements of several current and former elected Council members who have been very clear about their active participation in efforts to ensure that the College would be subject to the control of elected councillors closely associated with the Federation. Those individuals confirm that the CAC and other meetings between elected Councillors and senior Federation representatives were simply not appropriate to the kind of arm’s-length role the Federation and elected Councillors ought to have observed. One former member, in describing their own transition from advocate for the Federation to proponent of the need for a College unfettered by any conflict of interest, conceded that he “had been complicit, but with declining levels of enthusiasm.”

In the period of time following the return of a Council with 12 elected Councillors, the relationship between those individuals and those appointed to serve on the College Council was

often difficult and, at times, strained. Staff found the environment, particularly from 2004 to 2006, hostile. One Councillor described that period of time as “culture shock” for the appointed members and “a bit of a war zone”. He thought this had settled down but the emergence of the Governance Committee Report in late-2009 “kind of brought us back to that”.

By 2009 the divisions on the College Council had become deeply entrenched. For the most part, the sub-committees continued to operate reasonably effectively but the Council itself was in disarray, block voting was commonplace, and “Council Week” was, once again, an increasingly hostile environment. This was the context within which this review began.

The Council Perspective: Stark Divisions:

Interviews conducted with Council members revealed a group deeply divided. The membership is factionalized and there are fundamental differences in perspectives on how the College Council operates, whether it is meeting its core obligations and whether it is reasonable to conclude that the public can continue to have confidence in the College.

The appointed members share the view that, while the regulation of the teaching profession is essential, they do not believe that the College is currently able to appropriately meet its obligations. They are also strongly of the opinion that the relationship between the elected Council members and the BCTF is inappropriately close, and they question whether some elected Councillors who come from a culture of advocating for colleagues have the capacity to strike a proper balance between the “interest of members” and the “public interest”.

One of the appointed members who has been on the Council since the time of the Interim Council in 2003, expressed the view that, despite the best intentions of many that come to serve on the Council, the body is encumbered by a culture of advocacy that limits the capacity of the Council to fully meet its public interest responsibilities. He reports that, when the teacher majority was restored in 2004 that the atmosphere became immediately adversarial and that the level of personal attacks – particularly on staff – was very high. This same Councillor has been on the Preliminary Investigation Sub-Committee for some time and advises that it is there that he sees what he describes as “the best evidence of where there is a difficulty in reconciling the role of the advocate from the role of the quasi-judicial decision-maker.”

Several of the appointed Councillors are of the view that, in the post-2004 era, the standards of competency were “watered down” following the replacement of the Interim Council and that the standards are now more in the nature of “value statements”. On the issue of whether the

controversy that emerged in the latter part of 2009 was a “manufactured crisis” each of them was clear that they did not believe that to be the case and that the difficulties that had caused the formation of the Governance Committee in the first place had been evident really since the early days of the Council that took office in 2004.

All of the appointed Councillors were of the view that the Council could not continue without key changes and that, at minimum, there had to be a shift in appointment processes and in the core composition of Council. No member of this group believes that effective regulation can be achieved with the Council’s present structure. They argue that no one group should have a majority.

A second group consists of Council members who have been elected, but have come to the conclusion, over time, that it is essential for their profession to have the benefit of a strong and independent College. They do not believe the necessary threshold of independence is currently being achieved. This group includes Richard Walker who held the position of Chair until he was replaced after the June, 2010 elections and the Vice-Chair, Norm Nichols who was voted off Council in the June elections.

Mr. Walker takes the position that the capacity of the College to act independently is encumbered by what he would describe as a pervasive level of intrusion by the Teachers’ Federation into the affairs of the College. Walker was, for many years, actively involved in the BCTF, serving for a time as a Local President. He states that he fully accepted the Federation view that the College had been forced on teachers as something that they didn’t want. He was part of the group of what he describes as senior “Federation activists” who came to the College as endorsed candidates following the elections of June 2004 with an agenda to undo much of what had been put in place by the Interim Council. He indicates it took him about two years to begin to appreciate the nature of the important role that the College of Teachers should be playing in the self-regulation of the teaching profession and he also began to come to the conclusion that the College was not adequately meeting its public interest obligations. Walker believes the governance of the Council is deeply flawed and that BCTF processes associated with endorsing candidates for election, the provision of financial support to those candidates, the requirement that endorsed candidates attend caucus meetings with senior representatives of the Federation and the expectation that endorsed candidates will go to the College in a representational capacity, reflect a culture that is incompatible with the concept of an independent Council acting at arm’s length from the interests of the Federation.

Mr. Walker indicates his relationship with the Teachers’ Federation began to deteriorate when he first began to raise concerns about the nature of the relationship between the College and the Federation. This accelerated when he made it clear that he was no longer prepared to attend Federation-sponsored meetings with elected Council members. He indicates he was

“berated” by senior BCTF staff for not participating and that this included statements such as “we put you there, the least you can do is show up at our meetings.”

Walker’s characterization of the meetings between the BCTF and endorsed Council members is substantially shared by several other current and former members who came to the Council as endorsed candidates. Norm Nichols, who held the position of Vice-Chair until the June 2010 elections, described the BCTF-sponsored meetings with elected Councillors in the following terms:

“Paramount is the Federation’s position on any activity being considered by the College. Closed door meetings between the endorsed Councillors and the Federation staff force me to conclude that the BC College of Teachers is viewed simply as an extension of the Federation. This perception does nothing to serve the interests of the College, the public perception of the College, or its legislated mandate to serve in the public interest.”¹²

Mr. Nichols further states that when he first came to the Council he worked with other elected Councillors to limit the scope of the jurisdiction the Council could exercise and that these efforts included “starving it to death through the budget process.” Over time, he, like Walker, came to appreciate that the role the College is expected to play is an important one and, as a result, he began to work towards putting in place governance changes that would help to reinforce the importance of a College able to operate free from external constraints.

A third group includes those elected Council members who believe that there is no flaw in the current governance structures of the College and that the body was functioning effectively in the discharge of its normal duties until the actions of the Chair and the Registrar created a crisis which, according to one Councillor has “done more than anything to blacken the reputation of the College.”

These Council members indicate that the College continues to do “business as usual” in that “teacher-training programs are being assessed, new teachers are receiving their certificates, discipline cases are proceeding, etc.” They acknowledge there “has been some upset at the “political” or Council level” but that, otherwise, the College is meeting its obligations.

This group of elected Councillors were offended by the content of the Governance Committee Report and with the proposed changes to several of the policies including those that dealt with conflict of interest. As noted earlier, there is merit to some of these criticisms. For example, it may be reasonable to establish a rule that persons employed by a union to represent members

¹² Excerpted from letter written to teacher colleagues by Norm Nichols explaining why he would not seek BCTF endorsement in the June 2010 Council elections.

on discipline and competency matters cannot continue in such roles if they are elected and choose to take a seat on a Council that exists for the very purpose of adjudicating such matters. It would likely not, however, be reasonable to establish a barrier that, in effect, would prevent a BCTF advocate from being able to seek election at all. This would have been the practical outcome of some of the changes proposed in the Governance Committee Report.

Members of the third group also took particular issue with the content of Richard Walker's letter to the Vancouver Sun and, more specifically, with the suggestion that there had been 271 "person complaints" that had not been properly addressed by the Council or by Council sub-committees. They pointed out, quite correctly, that many of these complaints had been reviewed by the Registrar and had been found to be either beyond the Council's jurisdiction or not sufficient to warrant "further action". Others were reviewed by the Preliminary Investigation Sub-Committee with "no further action taken" or had been dealt with through informal resolutions that often included some level of remedial action.

There are also two elected Councillors who did not support the proposals of the Governance Committee, but who agree that there are governance changes that need to be made. One of these individuals shares the perception of the third group described above in that he believes that the College is generally functioning effectively, but he believes there are areas where governance changes can, and should, be made. He recommends a process for more regular tracking of complaints and the provision of discipline summaries at Council meetings to assist the Council in having a better sense of what is happening in discipline matters. He suggests the College should, like Ontario, adopt a greater degree of openness with meetings of the College Council and of the sub-committees to facilitate a greater measure of "check and balance" in the processes of the College. Furthermore, this Councillor indicated that the practices of the BCTF providing campaign support to endorsed candidates in Council elections and the tradition of elected Council members meeting with the senior staff and executive members of the BCTF in advance of Council meetings "should probably end" given the potential for concerns about conflict of interest.

The other elected Council member now calling for changes in governance declined an opportunity to sign the letter to the Minister because he felt the recommendations of the Governance Committee were either not properly crafted or, in some cases, were disproportionate to the problems that had been identified. He also disagreed with the accuracy of some of the statements in the Richard Walker letter to the Vancouver Sun. He made it clear, however, that he is strongly of the opinion that fundamental governance changes must be implemented. He commented that, in his opinion, the Federation "over-manages" the relationship with elected Council members and that it will be important to "get rid of the process of candidates being endorsed by the Federation". The existing processes, according to

him, "looks wrong because they are wrong". He views the Caucus meetings with the Federation as uncomfortable and often "intimidating in nature" with elected Councillors pressured to indicate how they intend to vote on policy matters. This is aggravated by the extent to which Federation staff appear to "keep book" on the voting record of the endorsed candidates. He suggests that "without core changes, we cannot maintain public trust and confidence."

Perhaps the most compelling interview was with Dr. Peter Grimmett, a Professor of Education, who served on Council until recently as the representative of the Deans of Education. He has had a long academic interest in educational governance. He wrote extensively about, and was regarded as an advocate for, professional self-regulation in the teaching profession. He was also critical, in 2003, of government's decision to dissolve the Council and the replacement of it with an interim Council composed only of appointed members. Given this, it is quite remarkable that, having now had the opportunity to view in close proximity the relationship between elected Council members and the BCTF, Grimmett has reversed his opinion. He comments that, "in the last three years, particularly since January, 2010, I have witnessed events that have caused me to change my mind about the possibility that professional self-regulation of teaching could even remotely be possible in BC."

The Staff Perspective:

Interviews with current and former professional staff of the College of Teachers also provided useful perspectives regarding the processes of the College and the effectiveness of the College Council.

The current Registrar, Kit Krieger, comes with an interesting background in that he has a long history in "Federation activism" at the local, regional and provincial level where he served a term as the President of the BCTF. He was also an elected Councillor who served on the College Council following the 2004 elections. He, like Richard Walker, came to the conclusion that an independent College is an essential pre-condition necessary to support a true self-governing profession. He was defeated in the next election, paradoxically by Norm Nichols who would later come to share a similar view regarding the need for an independent College. In 2008 Krieger returned to the College, this time as the Deputy Registrar and then later as Registrar. His experience while on Council was similar to that reported by Walker and Nichols and he too concedes that he was, for a time, an active participant in trying to limit the jurisdiction and the capacity of the College. He sees little difference between what was happening then and what is happening now.

Interviews were also conducted with two former Registrars. Like Krieger, they expressed serious concerns that the College was not, or was only partly, meeting its obligations under the *Teaching Profession Act*. Neither thought that the elected Council members were sufficiently attentive to the need for independence from the union that represents teachers who come before College Committees.

Krieger and the two former Registrars interviewed during the course of this review expressed the view that, while the Council Committees tended, for the most part, to get the decisions right "in the most serious of cases", there was an "orientation towards mitigation" in many other matters that they attribute to the culture of advocacy that elected Councillors come from.

Similar views were expressed by a former College Director of Discipline who commented that "a fundamental flaw in the College discipline process is the reliance and expectation that all council members will and can make the paradigmatic shift from a labour/employment/advocacy perspective that focuses on the private interests of members, to a regulatory one, which must of course focus on the public interest."

The former Registrars were asked for their thoughts regarding the suggestion that the problems that the College was now experiencing had resulted from a crisis "manufactured" by the Chair and by the Registrar. They saw it very differently, reporting that the issues had always been there, but that they had now been placed in much sharper focus. That same view was reinforced by the former Director of Discipline.

Other senior staff members below the level of Registrar, rather bravely, communicated their deep concern that the College – at the Council level – is not functioning responsibly, that politics have dwarfed the public interest and that action needs to be taken to ensure that the public interest does not continue to be compromised.

Interviews with Representatives of the Educational Community and Other Parties:

Contrary to the Federation view that no other parties were expressing concerns about the College, discussions with the leadership of several other key groups confirmed exactly the contrary. Almost all had serious reservations about the capacity of the College to effectively carry out the role assigned to it.

School Superintendents had positive things to say about the staff at the College, but felt the Council itself was "not living up to the expectations of the legislation." The regular meetings

between the Federation and the elected Council members are regarded either as an actual conflict of interest or as a circumstance that would support a conclusion that there is a reasonable apprehension of bias. Regrettably, the superintendents who participated in these discussions could not say they have confidence in the College as it is presently constituted.

A similar message was heard from those who spoke for parents' groups. BCCPAC has many concerns about the College and, more particularly, about the College Council. They do not believe the College is meeting the expectations of the *Teaching Profession Act* and they too lack confidence in the capacity of the College to adequately address the public interest. Like others, they see the regular meetings between the elected members of the College Council and the BCTF not as an apparent conflict of interest but as a real one.

The BC Public School Employers' Association (BCPSEA) provided a very thoughtful and measured submission in which they expressed concern that the publication of the February 2008 "Standards of the Education, Competence and Professional Conduct of Educators in British Columbia" actually represented a dilution of earlier standards with a corresponding diminished level of guidance available to the profession regarding the standards of conduct and competence expected of them.

The BCPVPA echoed the same kinds of concerns regarding transparency, potential or actual conflict and the insufficiency of engagement with the membership on professional competency issues. They also expressed a lack of confidence in the capacity of the College to be appropriately responsive to the public interest.

Lastly, those who spoke on behalf of the BC School Trustees Association indicated that they had been optimistic about efforts the College had been making to address internal governance matters, but that this optimism had diminished significantly when it became apparent that those efforts had been frustrated.

The Position of the B.C. Teachers' Federation:

The Teachers' Federation provided a written submission regarding the matters set out in the mandate for this review, a copy of which is attached to this report. There were also two meetings held with executive members and senior staff of the Federation to discuss the matters relevant to the review.

In their submission the Federation expresses the view, once again, that there had been no issues at the College until recently, that the problems that have emerged are the consequence of a crisis manufactured by the Chair (Mr. Walker) and by the Registrar (Mr. Krieger). They

assert that, while there have been “challenges” in the history of the relationship between the Federation and the College that the Federation has come to accept the important role played by the College, that there is a good working relationship between the Federation and the College and that this relationship “is characterized by respect for the autonomy of the College”.

The Federation acknowledges that, when the College was created in 1987 it was not initially welcomed by the BCTF, but this changed over time. The relationship has taken time to mature because politics have, from time to time, heightened tensions and caused adversarial positions to dominate. This was certainly true in 2003 when government dissolved the Council and replaced it with an interim Council that did not enjoy a positive relationship with the Federation.

The core elements of the Federation’s submission include the following:

1. The College is meeting its mandate under Section 4 of the *Teaching Profession Act* in that it has established standards for educators and has put in place protocols and processes to address any areas of concern.
2. The public interest and the interest of the profession are closely aligned with teachers committed to high standards of practice and with educational attainment levels within the profession that go well beyond what is likely to be found other jurisdictions.
3. Teachers take very seriously the obligation to ensure the safety of and well-being of students in their care.
4. The College performs the role expected of it in “pre-service” education programs but that the role of the College in “in-service” training is, and ought to be, confined given the role that the BCTF and, to some extent, local School Districts, play in this regard.
5. The College has been effective in carrying out its responsibilities in relation to teacher conduct and competency and, more specifically, has effective processes in place to deal with discipline, certification and other related matters. The Federation describes the College discipline processes as rigorous and that “most reports to the college, even those of a relatively minor nature, result in some form of action.”
6. The College has proper processes in place for the reporting out of discipline matters and properly discharges that mandate.
7. That there is “no evidence that the BCTF has ever interfered in the discipline process of the College.”
8. That the Federation in no way interferes in the College’s parent/person complaint process and has never sought to influence any such cases.
9. That “not one instance has been identified where an elected or appointed councillor has not acted in the public interest, and no councillor has been accused of violating her or his oath to serve the public interest.”

10. The endorsed candidate procedures that have been in place for a number of years reflect the democratic nature of the Teachers' Federation, that they have been very helpful as a mechanism for the BCTF to understand proposed College policies and, that when concerns were raised regarding the efficacy of meetings that only involved the BCTF and the elected Councillors that steps were taken to change that policy so that all members of Council would be welcome at such meetings.
11. That a "defining hallmark" of a profession can be found in the "central role members play in self-regulation.
12. That a self-regulating body must have at least two thirds of council members elected from the membership.
13. That the "expertise of the profession must inform the policy, practice and processes of the College", and
14. That the "democratic election of college councillors allows the representative voice of teachers to inform council decision-making."

While several of these points will be discussed in relation to the general questions set out in the mandate for the review, there is one specific area that should be the subject of comment at this point.

The BCTF takes the position that there has never been "an instance" where an elected Council member has failed to meet the public interest obligations expected of them or has been accused of violating her or his oath. This is not an accurate statement. A former elected member of Council (now deceased) who served on the Discipline Committee of Council in the period of time prior to the appointment of the interim Council in 2003 was convicted of possession of child pornography contrary to section 163.1 (4.1) of the the *Criminal Code*. The charge involved materials found on a laptop computer and on a desktop computer used by that individual both while he was the President of the Abbotsford District Teachers' Association and while he was on the College Council. The period of time contemplated by the criminal charge was August of 2001 to June of 2005.

The offensive material was inadvertently discovered by a colleague who briefly had possession of the laptop computer during a meeting of executive members of the Abbotsford Teachers' Association. That person was understandably upset and took steps to secure the device. She sought advice from colleagues regarding how to proceed and would be told later by a representative of the BCTF attending the same meetings that she should return the computer and tell the person to get it "cleaned up".

The handling of this matter caused substantial turmoil within the local teachers' association and within the offices of the BCTF. The laptop computer was at some point taken into the possession of the Federation. Substantial time passed before the computer was passed along

to the Abbotsford Police. It is unclear why this was the case. Even if the Federation may have been attempting to recover the contents of the computer to determine whether it contained unlawful material they were not the appropriate party to make that determination. Furthermore, by taking the computer - rather than giving it to the police immediately - they took the risk, perhaps without understanding it, of possibly disturbing the chain of evidence and, in so doing, could have compromised the possibility of conviction.

Subsequent to conviction, the offender was dealt with by the Discipline Committee. His certificate of practice was removed. However, the Federation official who had given the improper advice about returning the computer was also subject to a complaint referred to the Committee by the then Registrar. That matter was not concluded until 2007 and was dealt with informally with a decision to take "no further action." A Special Committee accepted that the member "had no idea that the material on the local's computer included child pornography". All that was required of the member was a letter explaining how he would deal with the situation more appropriately if faced with a similar circumstance in the future. His written response, which was considered sufficient to conclude the file, indicated that, if in that position again, the member would advise his colleague to immediately seek advice from the executive of the BC Teachers' Federation and legal counsel with the BCTF. With respect, this response acknowledges that the member who didn't get it right the first time wouldn't get it right the second time either. Why this was considered an acceptable response is, at best, puzzling.¹³

Is the College Meeting its Mandate under Section 4 of the *Teaching Profession Act*:

Section 4 of the *Teaching Profession Act* provides that, "It is the object of the College to establish, having regard to the public interest, standards for the education, professional responsibility and competence of certificate holders and applicants for certificates of qualification and, consistent with that object, to encourage the professional interest of certificate holders in those matters."

The question here isn't simply whether standards have been established but, as importantly, whether those standards have been developed with proper regard for the public interest.

The answer to this question turns, in part, on the significance of the changes made to the College's standards that came with the publication of the "Standards of the Education, Competence and Professional Conduct of Educators in British Columbia" in February of 2008.

¹³ This special committee, it must be noted, was composed primarily of appointed members as several of the elected members had, quite properly, recused themselves.

That document replaced the more extensive set of standards that had been implemented by the Interim Council in 2004.

The current standards¹⁴ when compared to what had been in place, or when compared to the much more robust standards adopted by other self-regulating professions, are imprecise and, in some areas, rather vague. This earlier document was much more comprehensive in nature and provided a significantly greater level of guidance to members of the profession regarding what is expected of them.

The 2008 Standards are distinguished by what they no longer contain. The obligation to “work collaboratively with educators, support staff, professional support staff, parents and others to improve student achievement” is gone from the text. The obligation to “establish and maintain the boundaries of a professional relationship with students” is also gone as is the previously existing requirement to “maintain accurate and comprehensive records of student achievement”. The standards no longer acknowledge parents as “co-educators” of their children and the requirement to “seek involvement and input from parents” has also been abandoned. Many would argue that the removal of these provisions and what appears to be an overall reduction in the clarity of the standards represents a significant retreat from the expectations contemplated by section 4 of the *Teaching Profession Act*.

It is also important to observe that setting standards is only part of the work contemplated by section 4 of the Act. The legislation also expects the College to play a much greater role in advancing the standards applicable to the education of teachers, the professional responsibility of members and of expectations regarding professional competence.

The interviews with the various education “partner” groups revealed that most don’t believe that the College is meeting its obligations under the *Teaching Professions Act* and, more specifically, that the College is not achieving the mandate that they are expected to perform pursuant to section 4 of that Act. They appear correct in this regard.

The Role and Performance of the College in “Pre-Service” and “In-Service” Training and the Regulation of Teacher Competence:

In some of the specific areas assigned to the College, such as the setting of “pre-service” and “in-service” expectations, the results are – at best – rather mixed. The “pre-service” role the

¹⁴ Changes to the standards were initiated after the Council, with a majority elected from amongst teachers, was restored in 2004. Teachers and other “partner” groups were consulted in the development of the revised standards.

College is expected to perform involves the approval of and, on occasion, program reviews for university-based training programs that are responsible for the development of new teachers. This is a role that the College generally carries out reasonably well despite occasional jurisdictional disputes between the College and the Faculties of Education regarding the parameters of their respective roles areas of jurisdiction.

The situation with “in-service” or, as it is now more commonly known, “continuing professional development”, is a very different matter. Unlike other professional self-regulatory bodies that have become increasingly involved in setting competence expectations and monitoring the commitment of their membership to on-going professional development, the College of Teachers has, from the outset, avoided this role. When the College was created this was one of the key responsibilities assigned to it by the Legislative Assembly of British Columbia. However; as early as the time of the Royal Commission on Education in 1988 the College was already taking the position that they did not intend to occupy this field. The Commission Report contains the quite extraordinary statement that the College had advised that “ it does not wish to pursue sub-section 3 (a), (c) and (e) of the *Teaching Profession Act* ” preferring to leave that responsibility to the BCTF.

Efforts to have the College take a greater role in on-going professional development, or even to simply take the responsibility for putting in place mechanisms that would permit the College to provide assurances to the public that members of the profession are maintaining appropriate levels of knowledge and competency, have been consistently frustrated at the Council level.

The College has also been slow to fully embrace the role they ought to have in regulating and, where necessary, in addressing teacher competence matters. Other professional bodies take this responsibility very seriously and have developed comprehensive programs designed to ensure that members remain current in their respective areas of practice. This is accomplished, in part, through the monitoring of member participation in the kinds of professional development programs mentioned above. Others have implemented strategies to address the professional upgrading needs of members in areas where new knowledge is rapidly evolving or where members of the profession have been away from active practice for some time and may require a measure of skill revitalization before returning to active service. Regrettably, the College of Teachers has failed to occupy these areas of activity and there remains a considerable level of resistance to even considering professional development and currency of practice as matters that should represent a core aspect of the College’s obligation to protect and advance the public interest.

The Role and Performance of the College Compared Against Other Self-Regulating Professions:

It was clear during the course of this review that those involved with the College Council generally have little knowledge of, or interest in, how other self-regulatory bodies work. Other bodies like the College of Physicians and Surgeons, the Law Society of British Columbia and the Institute of Chartered Accountants of British Columbia, have comparatively stronger mechanisms for the certification of members, comprehensive requirements for on-going professional development of members and discipline processes that, by comparison, are more responsive to the public interest and certainly more transparent than what can be found at the College of Teachers.

This does not mean that other professional bodies do not experience difficulty from time to time. The Law Society, for example, has taken steps in an effort to improve their performance on the efficient processing of discipline complaints. What seems to be different between the other bodies and the College of Teachers is the extent to which the others appear to operate with a common sense of purpose and with recognition of their primary obligation to protect the public interest. Other professional bodies have had their challenges at times, but their governing bodies tend to operate with a common sense of purpose and recognition of their role in protecting the public interest that isn't understood in the same way at the College of Teachers. Comparatively speaking, the relationship between lay members and the professionals on other self-regulating professional bodies seems to be substantially more harmonious than what has developed at the College of Teachers where the relationship is frequently impaired by distrust and acrimony.

A very useful insight came from staff members of the College who have previously worked in other professional bodies or regulatory agencies. Those individuals reported a very different experience between the environments that they had worked in with other professional bodies and the one they now experience within the College of Teachers. According to these current and former members of the professional staff, the adversarial nature of the relationship between appointed Council members and those elected through the endorsement process would be considered both quite foreign and inappropriate in the context of other professional self-regulating bodies.

In addition to their responsibilities for responding to complaints and presiding over the discipline of members, bodies like the Law Society of British Columbia and the Institute of Chartered Accountants have become deeply involved in implementing mechanisms designed to promote both the competence and currency of their membership. The Law Society, for example, has made provision for minimum thresholds of professional development for their

members and monitors compliance through annual practice declarations. Members who have been away from practice for some period of time may be subject to “return to practice” scrutiny and the processes established for responding to public complaints are considerable.

By contrast, the College of Teachers has steadfastly resisted a role in relation to the on-going professional development of their members and they spend very little time addressing the competence of members apparently believing that role ought to be dealt with on a case-by-case basis within the employment relationship and subject to the procedural requirements of collective agreements. That view is clearly shared by the BCTF. In an August 25, 2010 addendum to their submission, the Federation made the following statement:

“Competence is the responsibility of school districts, and is best handled at the school district level. There is currently redundancy in the College’s involvement in this area.”

This is a remarkable statement in that it either ignores or disregards the specific statutory responsibility set out in section 4 of the *Teaching Profession Act* regarding the “professional responsibility and competence of certificate holders” and, furthermore, because it appears to misapprehend the essence of what professional bodies are actually expected to do in discharging their responsibilities to protect the public interest.

Several of the elected Council members at the College of Teachers also communicate a well-entrenched ambivalence towards responding to parental or other public complaints until all local processes and appeals have been exhausted. Unlike other regulatory bodies where, if satisfied that there are grounds for the complaint, the agency will take conduct of the matter and make the necessary inquiries. The College of Teachers appears content to leave the burden on the shoulders of complainants who most often lack the resources, the expertise and the capacity necessary to see the matter through. It is perhaps not surprising that the College Council populated, as it is, with significant numbers of individuals who have spent their professional lives advocating for their colleague members would be inclined to defer to “local processes” but this does little to alleviate public and parental frustration with processes that are regarded as unresponsive.

The blunt reality is, that when compared against the performance of other professional bodies, the College of Teachers falls well short of the standard consistently achieved by others and which ought to be expected of them.

This perhaps is also the appropriate place to address another aspect of the BCTF submission which asserts that “at least two-thirds of the council should be elected from the membership” (of the BCTF), because “as practitioners, teachers understand the nature and demands of the teaching profession and have a critical role to play in the self-regulation of the profession.” The Federation’s submission also observes that having two-thirds of the seats on the governing

body would also be compatible with the practices associated with other professional bodies. What is quite remarkable about this position is that it entirely ignores the fact that several members of the College Council in addition to the elected members are, in fact, "members of the profession". This includes principals, others drawn from senior administration or Council members selected from the Independent School sector all of whom are also members of the College. The reality is that there is a substantial majority of members of the teaching profession on the College Council and, in comparison with other self-regulating professions, a relatively small number of Council members who can be properly categorized as "lay" members. Improving the level of participation by "lay" members is a matter which perhaps should be considered to achieve a better balance between the "interest of members" and the "public interest."

College Performance When Compared to Other Teacher Certification Bodies:

As noted earlier, B.C. and Ontario are the only Canadian jurisdictions that have adopted mechanisms for the self-regulation of teachers through a College. In all other Canadian jurisdictions the responsibility for certification and de-certification has been retained by provincial governments and there are varying approaches to how discipline matters are administered. In some provinces the responsibility for addressing discipline is vested in the equivalent of the Teachers' Federation or local teacher associations. In others, such as Quebec, the Minister of Education has the authority to receive complaints and can establish panels to inquire into complaints and to make recommendations to the Minister regarding the certification status of members of the profession. There seems to be substantially less disruption associated with that kind of model.

When compared against the experience in Ontario, there are many similarities but there are also some fundamental differences. The Minister in Ontario retains the authority to establish the standards of professional competence and conduct which the regulatory body is then responsible for applying. The other quite fundamental difference is that, in Ontario, there is a much greater commitment to public proceedings whereas in BC there is greater reliance upon informal mechanisms that maintain a substantially greater degree of confidentiality regarding the disposition of complaints. The BC process also does a very poor job of reporting out to complainants on how matters were actually disposed of which, in turn, leads to further frustration regarding the effectiveness of the complaints process.

Effectiveness of the College in addressing complaints concerning teacher conduct and, more specifically, the performance of the College in relation to investigations, disciplinary action and public reporting:

This is another area where the results are mixed. First, it must be said that the quality of the work done by the College at the staff level in investigating complaints and in the preparation of materials for consideration by the Council or by Council sub – committees on matters of discipline or fitness, is consistently of high quality.

The tension that does exist relates to the disposition of matters by the Council or by the sub-committees. For the most part, it appears that Council members are able to deal reasonably effectively with the more egregious examples of highly unprofessional conduct. In addition, much of the work done through the committees is non-contentious and carried out reasonably effectively. There are, however, too many cases where there appears to be an imbalance between the “interest of members” and the “public interest.” Three examples may help to illustrate this point. In one, a fitness hearing was convened to consider whether a former teacher convicted years earlier on charges involving sexual assaults on students should be given the benefit of having his teaching certificate returned to him. The panel hearing the matter ruled in his favour and, in so doing, appeared to minimize the severity of the allegations that had brought him before the College Council years earlier. In another, a person sentenced to a six year term for his role in a narcotics trafficking scheme was also found fit to be credentialed as a teacher. Here, again, the record of the proceedings disclosed a substantial orientation towards minimizing the seriousness of the matter. In a third case, a person who had been “permitted to resign” from the Law Society after findings against him on multiple complaints, including one that involved the forging of Court documents to mislead his own client, was also found fit to be granted a teaching credential. A review of the full transcript of this last matter revealed that the panel hearing the case was clearly oriented towards mitigation to an extent which, in the circumstances, did not seem proportionate or appropriate. A member of that particular panel acknowledged that he felt the case represented a good example of how, in some circumstances, the desire to “do the right thing for the individual” becomes the primary dynamic at the expense of the broader public interest.

While the cases above relate to fitness and certification matters there are similar examples in the discipline context.

Public reporting, as mandated by the Legislature, also continues to be a problem. There appears to be a continuing ambivalence about the reporting obligations which, together with disputes inside the Council regarding the criteria relevant to the determination of which cases should be publicly reported, may have put at risk the reliability of the public registry system.

It should also be noted that the processes associated with reporting out to complainants following the completion of matters leaves much to be desired. For a multiplicity of reasons, the reporting letters generally contain only a modest level of information and, at times, are ambiguous or confusing regarding the actual outcome. This only serves to aggravate frustrations that arise with cases that also tend to take a very long time to complete.

Effectiveness of the College Council in Governing and Administering the Affairs of the College of Teachers:

As was noted in greater detail earlier in this report, the Council of the College of Teachers has been in disarray for a considerable period of time. The organization had a pre-existing credibility problem and its reputation has been further eroded by the events of the past year.

Several of those interviewed during the course of this process, including several members of the Council itself, described the situation as both dysfunctional and unsustainable. Few expressed any measure of comfort that this situation would likely be resolved anytime soon.

There is considerable distrust between the various factions on the College Council and it is more likely than not that those animosities will persist. The preoccupation of Council members with this on-going disruption no doubt limits – and has likely compromised – the capacity of the Council to cohesively and consistently provide for the effective governance of the College. Given the turmoil on the Council itself, it is surprising that the Committee process has worked as well as it has.

On balance, the Council is not, and has not, been effective for quite some period of time and there is reason for serious concern about potential damage to the public interest if some form of action isn't taken to address the on-going problems.

There is also little reason for optimism that the difficulties at the College will likely find some form of resolution without some form of government intervention.

Summary of Key Findings:

1. The BC College of Teachers is not currently regarded as an independent and credible entity. A striking number of those interviewed, including many Council members, consistently described the College, particularly at the Council level, as “dysfunctional”. That assessment is accurate.
2. There is significant evidence that the BC Teachers’ Federation has, and continues, to intrude upon the capacity of the BC College of Teachers to be properly regarded as an independent entity responsible for the self-regulation of the teaching profession. It appears clear that BC Teachers’ Federation has acted overtly to limit the scope of authority exercised by the College and has done so in a manner that has impaired the capacity of the College to be seen as an entity exercising authority independent from the Federation.
3. While the College meets many of its obligations pursuant to section 4 of the *Teaching Profession Act*, a proper balance does not consistently exist between the “public interest” and the more dominant “interest of members”.
4. When compared with other self-regulating professions, the College of Teachers fares poorly. The College continues to resist taking responsibility for the competence and currency aspects of self-regulation that other similar bodies consider core to their role in protecting the public interest. In this regard, and in others, the College of Teachers falls well short of the standard set by other self-regulating professions.
5. At the Council level, the College has rarely functioned as a cohesive body. In-fighting has been common and there are sharp divides between different factions on the Council. The Council is now more preoccupied with procedural complexity than with their overriding responsibility to protect the public interest.
6. The Council has lost the confidence of many within the broader educational community and the likelihood that this damage can be repaired is low. As a result, action will be necessary to substantially re-structure the entity, to replace it entirely or to bring the regulatory function back within the jurisdiction of the provincial government.

The Way Forward – Revitalizing the Professional Regulation of Teachers in BC:

Given that new Council elections took place only in June of this year with two new elected Council members selected and with several of the Order in Council appointments to the College Council replaced following the completion of their terms, one option would be to maintain the status quo, hopeful that the College Council, as now constituted, can find a constructive way forward.

Regrettably, the likelihood of the College Council adopting a more cohesive approach to the discharge of their collective responsibilities seems low. The first full meetings of the College Council since the June elections took place during the week of October 4th, 2010 and culminated with the elected Council members taking control of an even greater number of committee assignments than had been the case previously. This is not an encouraging development.

A second approach would be for government to either substantially re-configure the existing College of Teachers or, in the alternative, to establish a new Teacher Certification Board that would have many of the same powers and responsibilities currently assigned to the existing Council. In either of these scenarios, consideration should perhaps be given to reducing the size of Council from 20 to 15 members. As is currently the case, the majority of those serving on the Council or the new Teacher Certification Board would be members of the profession including classroom teachers, principals/vice-principals and superintendents, but no one group would have a clear majority over all others. Both of these options can be implemented with the existing infrastructure as the staff are excellent and deeply dedicated to the broader public interest.

Of the 15 members, provision should be made for seven teachers to be elected or, alternatively, appointed to serve as members of the College Council. The remaining positions would be occupied essentially as they are now with individuals knowledgeable about BC's education system. Increased emphasis should be given to selecting a greater proportion of lay persons to serve on Council than is currently the case. Selecting at least some individuals with previous experience with other bodies responsible for professional regulation could provide the opportunity to address critical skill gaps apparent in the composition of the current College Council. Adding at least one person with significant financial experience would be of particular assistance.

While it likely will not be well-received by the Teachers' Federation, and possibly by their membership, it is recommended that the public interest is more likely to be met if all positions on the College Council are filled by Order-In-Council appointment with candidates selected on the basis of merit and for the skill sets they can bring to the work of the Council. This will be a

different approach than with other professional regulatory bodies but the experience to date with the College of Teachers may suggest that a different approach is indeed necessary.

It is also open to government to consider whether the experiment in teaching as a self-regulating profession initiated in 1987 with the creation of the BC College of Teachers has been an interesting, but failed one.

Unlike other bodies established to preside over professional regulation, the College of Teachers has never achieved the commitment to common purpose and the focus on professional excellence, currency and competence that guides the work of other such bodies.

Given the relative failure of the College of Teachers to meet the expectations of the mandate originally assigned to it and given both the deterioration of the reputation of the College and the corresponding loss of confidence in the body now expressed by many parties, it may be time for the Government of BC to re-assert control over the regulation of the teaching profession by bringing all related functions back within the jurisdiction of the Ministry of Education. Once again, existing staff should be retained to provide the necessary support and an important measure of continuity.

Regrettably, it must be said that the disruption and dysfunction that has dominated the attention of the College Council, particularly since 2004, has put the core public interest, and the interest of students, at risk and it is now clearly time for some form of remedial action to be taken by government to address this situation.



Page 108 to/à Page 115

Withheld pursuant to/removed as

s.13

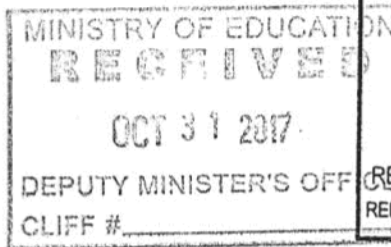


BCTF

British Columbia Teachers' Federation A Union of Professionals
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
604-871-2283 1-800-663-9163   Executive Offices fax: 604-871-2290

October 6, 2017

The Honourable Rob Fleming
Minister of Education
PO Box 9054, Stn Prov Govt
Victoria, BC V8W 9E2



Dear Minister Fleming:

On behalf of the BCTF, I am pleased to provide a copy of the Federation's brief to the Select Standing Committee on Finance and Government Services. We've also posted the brief online at the Briefs and Positions Papers page, bctf.ca/BriefsAndPositionPapers.aspx, so that it can be easily shared with others.

The BCTF recommends that government improve the conditions in BC public schools through the following:

Provide support for implementing new curriculum

1. That the Ministry of Education fully and sustainably fund curriculum change. The multi-year curriculum implementation plan must make clear commitments to funding and support for curriculum change including teaching resources and equitable access to technological networks, supports, and tools that meet curricular demands.
2. That the Ministry of Education provide grants to school districts based on a minimum of \$1,500 per teacher per year (\$60 million) for each of three years to support time and learning resources needed for the implementation of the redesign of the entire curriculum from Kindergarten to Grade 12.
3. That the Ministry of Education work with the BCTF to plan and fund a wide variety of in-service opportunities in all areas of the province to support the implementation of the new curriculum and the enhanced Aboriginal content.
4. That the Ministry of Education provide funding for an expanded TeachBC, a resource database of materials developed by teachers for the new curriculum.

Provide funding for teaching resources

5. That the Ministry of Education allocate funds for teacher-selected learning resources required to meet existing and new curricular demands.
6. That the Ministry of Education work with the BCTF and others to co-ordinate, develop, and make available the necessary teaching resources to address the enhanced Aboriginal content in the revised curriculum and the sexual health components of the Physical and Health Education curriculum.

Provide the resources needed to support successful inclusion

7. That the Ministry of Education provide stable, predictable, and adequate funding to enable school districts to fulfill their responsibility to provide:
 - early and timely identification and designation of students with special needs.
 - adequate wrap-around services and supports, including full team complement staffing, services, and technology (e.g., learning support teachers, psychologists, special needs assistants, occupational therapists, Special Education Technology BC).
8. That the Ministry of Education increase availability of and access to professional development, in-service, and specialist training for both general and specialist teachers on inclusive education theory and practice.

The Honourable Rob Fleming
October 6, 2017

Review and revise the education finance system

9. That the Ministry of Education carry out a public review of the public education finance system based on the principles of adequate, stable and predictable funding.

Accelerate capital funding for building and seismic upgrading of schools

10. That the Ministry of Education adopt an aggressive timetable for capital expenditures that meet the needs for more schools and for mitigating seismic dangers.

Support the recruitment, retention, and mentorship of teachers

11. That the Ministry of Education work with the BCTF to initiate a series of recruitment and retention initiatives to address the immediate needs in school districts around the province in filling both contract positions and in ensuring sufficient numbers of teachers teaching on call (TTOCs) are available.
12. That the Ministry of Education approve the funding to continue the BC New Teacher Mentorship Project to support teachers new to the profession or in new roles, such as inclusion support teachers.
13. That the Ministry of Education provide a significant funding increase and policy guidelines dedicated to teacher recruitment strategies and incentives for all BC public school districts.

Expand Adult Education

14. That the Ministry of Education increase the number of courses that are funded by government in Adult Education to reflect a range of educational needs and interests that help create an educationally enriched society as well as improved employment opportunities for individuals.
15. That the Ministry of Education provide funding to school districts for adult students on an equivalent basis to students in K-12.

Eliminate public funding for private schools

16. That the Ministry of Education adopt a schedule for the reduction of the level of funding of private schools over several years, beginning with the elite private schools in the Group 2 category that receive 35% funding.


Track changes in the relationship between funding and staff and educational services

17. That the Ministry of Education make data available on a timely basis to allow for the tracking of and reporting on how funding is related to staffing and educational services.

The brief goes into detail in explaining each of these recommendations.

Teachers want to play an important role in improving our public education system and making schools safe, caring communities of learning and we look forward to working with you on the issues outlined in our brief.

Yours truly,



Glen Hansman
President

Enclosure

GH:lw:tfu

Page 118 to/à Page 125

Withheld pursuant to/removed as

s.13



BCTF

British Columbia Teachers' Federation A Union of Professionals

100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca

604-871-2283 1-800-663-9163 

Executive Office fax: 604-871-2290

EDUCATION FUNDING

A Brief to the

Select Standing Committee on Finance and Government Services

from the

British Columbia Teachers' Federation

October 2017



President



Executive Director

Contents

Summary of issues and recommendations	2
1. Provide support for implementing new curriculum.....	5
2. Provide funding for teaching resources	8
3. Provide the resources needed to support successful inclusion	10
4. Review and revise the education finance system	11
5. Accelerate capital funding for building and seismic upgrading of schools.....	12
6. Support the recruitment, retention, and mentorship of teachers.....	13
7. Expand Adult Education.....	15
8. Eliminate public funding for private schools	16
9. Track changes in the relationship between funding and staff and educational services	17
Appendix 1	18
Appendix 2.....	19

Education Funding Brief 2017

BC Teachers' Federation

bctf.ca/BriefsAndPositionPapers.aspx

The British Columbia Teachers' Federation (BCTF) is pleased to have the opportunity to present its views on priorities for the 2018 provincial budget to the Select Standing Committee on Finance and Government Services (the Committee). The BCTF represents 43,000 members who are teachers and associated professionals in public schools across British Columbia. The BCTF very much anticipates and appreciates a new climate in the relationship between teachers and the provincial government. For the first time in many years, our brief to the Select Standing Committee on Finance and Government Services is focused on recommendations that will improve public education, rather than pleas to not allow the level of services to deteriorate further.

Reversing direction is not simple for an institution as large and diverse as public education. We have seen this in the first weeks of school in 2017–18, as school districts have been pressed to find an estimated more than 3,000 teachers and integrate them appropriately into schools that, in many cases, have been restructured to reflect austerity budgets. Good will on the part of everyone in the system will, we are sure, allow for the establishment of a new equilibrium in staffing and facilities and allow us to do an even better job of meeting student needs.

Summary of issues and recommendations

Provide support for implementing new curriculum

Recommendation 1

That the Ministry of Education fully and sustainably fund curriculum change. The multi-year curriculum implementation plan must make clear commitments to funding and support for curriculum change including teaching resources and equitable access to technological networks, supports, and tools that meet curricular demands.

Recommendation 2

That the Ministry of Education provide grants to school districts based on a minimum of \$1,500 per teacher per year (\$60 million) for each of three years to support time and learning resources needed for the implementation of the redesign of the entire curriculum from Kindergarten to Grade 12.

Recommendation 3

That the Ministry of Education work with the BCTF to plan and fund a wide variety of in-service opportunities in all areas of the province to support the implementation of the new curriculum and the enhanced Aboriginal content.

Recommendation 4

That the Ministry of Education provide funding for an expanded TeachBC, a resource database of materials developed by teachers for the new curriculum.

Provide funding for teaching resources

Recommendation 5

That the Ministry of Education allocate funds for teacher-selected learning resources required to meet existing and new curricular demands.

Recommendation 6

That the Ministry of Education work with the BCTF and others to co-ordinate, develop, and make available the necessary teaching resources to address the enhanced Aboriginal content in

the revised curriculum and the sexual health components of the Physical and Health Education curriculum.

Provide the resources needed to support successful inclusion

Recommendation 7

That the Ministry of Education provide stable, predictable, and adequate funding to enable school districts to fulfill their responsibility to provide:

- early and timely identification and designation of students with special needs.
- adequate wrap-around services and supports, including full team complement staffing, services, and technology (e.g., learning support teachers, psychologists, special needs assistants, occupational therapists, Special Education Technology BC).

Recommendation 8

That the Ministry of Education increase availability of and access to professional development, in-service, and specialist training for both general and specialist teachers on inclusive education theory and practice.

Review and revise the education finance system

Recommendation 9

That the Ministry of Education carry out a public review of the public education finance system based on the principles of adequate, stable and predictable funding.

Accelerate capital funding for building and seismic upgrading of schools

Recommendation 10

That the Ministry of Education adopt an aggressive timetable for capital expenditures that meet the needs for more schools and for mitigating seismic dangers.

Support the recruitment, retention and mentorship of teachers

Recommendation 11

That the Ministry of Education work with the BCTF to initiate a series of recruitment and retention initiatives to address the immediate needs in school districts around the province in

filling both contract positions and in ensuring sufficient numbers of teachers teaching on call (TTOCs) are available.

Recommendation 12

That the Ministry of Education approve the funding to continue the BC New Teacher Mentorship Project to support teachers new to the profession or in new roles, such as inclusion support teachers.

Recommendation 13

That the Ministry of Education provide a significant funding increase and policy guidelines dedicated to teacher recruitment strategies and incentives for all BC public school districts.

Expand Adult Education

Recommendation 14

That the Ministry of Education increase the number of courses that are funded by government in Adult Education to reflect a range of educational needs and interests that help create an educationally enriched society as well as improved employment opportunities for individuals.

Recommendation 15

That the Ministry of Education provide funding to school districts for adult students on an equivalent basis to students in K–12.

Eliminate public funding for private schools

Recommendation 16

That the Ministry of Education adopt a schedule for the reduction of the level of funding of private schools over several years, beginning with the elite private schools in the Group 2 category that receive 35% funding.

Track changes in the relationship between funding and staff and educational services

Recommendation 17

That the Ministry of Education make data available on a timely basis to allow for the tracking of and reporting on how funding is related to staffing and educational services.

1. Provide support for implementing new curriculum

Much of the work that goes on in classrooms is framed by curriculum. Since 2013, the entire BC curriculum has been in a process of revision. A common belief of those who have studied curriculum change is that successful change is 10% in defining the curriculum and 90% in implementation.

If changing directions in staffing is challenging, a total change in curriculum is even more so. In the past, BC curriculum has changed only in one or two subject areas at a time. Never has there been a change in the entire K–12 system and all subject areas simultaneously. The decision to do so was initiated by the previous government. This curriculum change is not just updating materials or changing the scope and sequence. It is a conceptual change in several regards.

Rather than centrally determined content being the focus of the curriculum, it is “big ideas,” concepts that organize how a subject is understood and that should form the basis for making sense of new challenges the student will face in the future. It is also based on “competencies,” again, how learning takes place, not just on subject content. Further, the education system has taken up the mandate to incorporate Aboriginal content and Aboriginal ways of knowing throughout the curriculum, which is a key component toward commitments flowing from the Truth and Reconciliation Commission’s recommendations.

Professional learning is being used to encompass two types of activity. In-service is the training needed to carry out specific areas that governing authorities have identified, such as a new student information system, privacy requirements, or new areas of curriculum. Professional development is the teacher having the autonomy to determine what they need to learn to effectively provide high-quality education service. Both of these require funding, and a plan to ensure equity of access in all school districts around the province—including supporting the professional learning needs of teachers in rural and remote areas, for the betterment of the students in those regions.

We place curriculum at the beginning of our brief because it is the other major change, along with staffing, that is challenging throughout the BC school system. Teachers need time, resources, and a wide variety of professional learning opportunities to make a success of implementing new curriculum.

To give a comparison, when the Year 2000 program was in development from 1989 to 1992, a total of \$482 million was spent on implementation of the program—a combination of targeted funding and funding for school districts to use as they defined needs.¹ In contrast, the amount of additional funding directed specifically for curriculum change was \$1 million for targeted training in 2015 and \$7 million in 2016 for teaching coding and for curriculum change. The previous government claimed \$100 million was provided over three years—but that was in release time for days that had already been paid for.²

Teachers are working to address the changed curriculum, but they need real supports from government to make it work.

¹ Hagan, S. B. (September 1991). *Education Reform in British Columbia: Building a Sustainable School System—Cabinet Review of the Year 2000 Education Changes*. Victoria: Government of British Columbia.

² Office of the Premier. (2016, June 10). *\$6 million to help connect students with coding, new curriculum and computers*. Retrieved from: news.gov.bc.ca/releases/2016PREM0065-000994.

Recommendation 1

That the Ministry of Education fully and sustainably fund curriculum change. The multi-year curriculum implementation plan must make clear commitments to funding and support for curriculum change including teaching resources and equitable access to technological networks, supports, and tools that meet curricular demands.

Recommendation 2

That the Ministry of Education provide grants to school districts based on a minimum of \$1,500 per teacher per year (\$60 million) for each of three years to support time and learning resources needed for the implementation of the redesign of the entire curriculum from Kindergarten to Grade 12.

Recommendation 3

That the Ministry of Education work with the BCTF to plan and fund a wide variety of in-service opportunities in all areas of the province to support the implementation of the new curriculum and the enhanced Aboriginal content.

Recommendation 4:

That the Ministry of Education provide funding for an expanded TeachBC, a resource database of materials developed by teachers for the new curriculum.

2. Provide funding for teaching resources

An important element of success in the implementation of new curriculum is the availability of teaching resources—including books, science equipment, fine arts supplies, musical instruments, trades and technology equipment, and appropriate resources for all other subject areas. For too many years, public schools around the province have been making do with broken equipment, incomplete sets of books for language arts classes, out-dated (and sometimes racist and historically inaccurate) textbooks, and antiquated equipment in shops and lab classes. Teachers cannot be left on their own to develop these new resources. Parents should not have to fundraise for these resources. Schools must have direct access to funding to purchase resources. All new funds should be allocated to school districts in such a way that they must be spent—in their entirety—in schools. These funds should not be siphoned at the district level for other initiatives.

A priority is to procure (and develop where necessary) a wide range of accurate, up-to-date, and culturally appropriate teaching resources that reflect the diversity of First Nations in BC and Indigenous peoples across Canada. Translation of such materials into French and other languages taught in the province is also important for learners in languages other than English. The BCTF believes there is an important role for the Ministry of Education to play in the co-ordination of addressing this specific.

The revised sexual health curriculum incorporated into the Physical and Health Education curriculum requires new resources that have accurate, up-to-date, and LGBTQ-inclusive teaching resources. These should be developed in conjunction with the BCTF, the ministries of education and health, and others to ensure that the materials are appropriate and are widely available, because the need is significant and of potential great consequence for youth if such materials are not available.

Schools have fallen far behind in having funding available to maintain resources and materials, even before identifying new needs for a new curriculum. As shown in Appendix 1, in inflation-indexed terms, funding spent on supplies dropped about 24% between 2007–08 and 2016–17.³

³ BC Ministry of Education. (2008–2016). *BC School District Revenue and Expenditure Tables*. Victoria: Government of British Columbia.
Statistics Canada. (2017). *Table 326-0021 Consumer Price Index—annual (2002=100)*. Ottawa: CANSIM. Retrieved from: www5.statcan.gc.ca/cansim/a26?id=3260021.

Recommendation 5

That the Ministry of Education allocate funds for teacher-selected learning resources required to meet existing and new curricular demands.

Recommendation 6

That the Ministry of Education work with the BCTF and others to co-ordinate, develop, and make available the necessary teaching resources to address the enhanced Aboriginal content in the revised curriculum, and the sexual health components of the Physical and Health Education curriculum.

3. Provide the resources needed to support successful inclusion

BC's inclusive public education system is based on the principle that all students, including those with diverse physical, cognitive, cultural, and linguistic needs, are “fully participating members of a community of learners.”⁴ As such, all BC children and youth are fully entitled to “equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs.”⁵

The pursuit of an equitable, inclusive public education system has been thwarted, however, by a myriad of provincial policy, funding, and staffing challenges since 2002, when the then newly elected BC Liberal government removed class-size and composition language from the collective agreement. While ultimately rectified by the restorative Supreme Court of Canada ruling in November 2016, that policy decision—along with chronic systemic underfunding—has resulted in a generation of students with significant and diverse needs going without timely assessment and identification; without sufficient integrated classroom, school, and clinical supports; and without equitable access to quality public education opportunities.

Recommendation 7

That the Ministry of Education provide stable, predictable, and adequate funding to enable school districts to fulfill their responsibility to provide:

- early and timely identification and designation of students with special needs.
- adequate wrap-around services and supports, including full team complement staffing, services, and technology (e.g., learning support teachers, psychologists, special needs assistants, occupational therapists, Special Education Technology BC).

Recommendation 8

That the Ministry of Education increase availability of and access to professional development, in-service, and specialist training for both general and specialist teachers on inclusive education theory and practice.

⁴ Government of British Columbia. (2016, April). *Special education services: A manual of policies, procedures and guidelines*. BC Ministry of Education: Victoria, Canada. (p. 2). Retrieved from www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf.

⁵ Ibid.

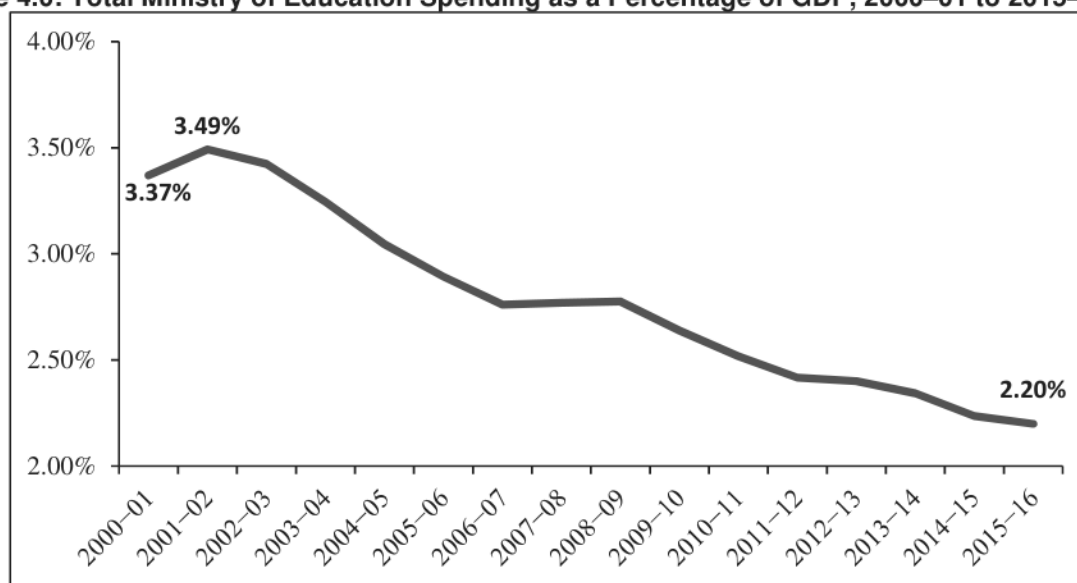
4. Review and revise the education finance system

While restoration of teaching positions and funding for existing needs for curriculum implementation are immediate issues, changes to the education finance system are required to have adequate, stable, and predictable funding on an ongoing basis.

Public education funding has been declining over the past 16 years as both a proportion of total public spending and Gross Domestic Product (GDP). It has also varied with piecemeal changes reflecting a particular political priority of the day, without predictable spending so school districts can plan appropriately.

The funding system should be based on first identifying the mandates of the public education system and then identifying what resources are required to meet the mandates.

Figure 4.0: Total Ministry of Education Spending as a Percentage of GDP, 2000–01 to 2015–16



Sources: Ministry of Education. (Various Years). *Service Plan*. Victoria: Government of British Columbia.

Ministry of Finance. (2001). *Budget Estimates Fiscal Year Ending March 31, 2002*. Victoria: Government of British Columbia. Retrieved from www.fin.gov.bc.ca/archive/budget01/Estimates2001.pdf.

Statistics Canada. (2016). *Table 384-0038 Gross domestic product, expenditure-based, provincial and territorial*. Ottawa: CANSIM. Retrieved from www5.statcan.gc.ca/cansim/a26?lang=eng&id=3840038.

Recommendation 9:

That the Ministry of Education carry out a public review of the public education finance system based on the principles of adequate, stable, and predictable funding.

5. Accelerate capital funding for building and seismic upgrading of schools

Not much has to be said in identifying the significant gaps in school buildings—the companies supplying portables have had a huge market, especially in rapidly growing districts like Surrey, Sooke, and other suburban districts, although in other areas as well.

Under the previous government, the province fell very far behind its own timelines in building schools in areas with growing needs, as well as in ensuring that all our students are learning in schools that are safe. As of August of 2017, only 165 of 346 schools in the Seismic Mitigation Program have completed their upgrades, and 155 schools have not even finished their business case development.⁶ As we have seen in Mexico City and elsewhere over the past year, the seismic risk along the Pacific Rim must be taken seriously, particularly when it comes to schools. In addition to providing quality facilities for our students, catching up on building schools provides vital employment for those building the schools.

Recommendation 10

That the Ministry of Education adopt an aggressive timetable for capital expenditures that meet the needs for more schools and for mitigating seismic dangers.

⁶ Government of British Columbia. (2017, August). *Progress Report – Seismic Mitigation Program*. BC Ministry of Education: Victoria, Canada. Retrieved from www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/seismic-mitigation/progress_report.pdf.

6. Support the recruitment, retention, and mentorship of teachers

BC's public education system is experiencing a major demographic shift, creating an increasing demand for teachers—and critical personnel shortages. According to provincial labour market projections, BC schools will require 24,900 new teaching positions by 2022, because of a combination of projected student population increases and teacher retirements, and the recent restoration of collective agreement language for class-size and composition levels. Numerous BC school districts are already reporting significant, chronic shortages for teachers teaching on call (TTOCs), as well as general and specialist teachers across the province's K–12 schools.

Initiatives to address these needs could include shortening of the salary grid (by removing the lowest three or four steps on the grid) to bring starting wages more in line with other provinces. Other initiatives could include student loan forgiveness programs, assisting new hires with moving expenses, making available more unpaid mid-year leaves, assisting with housing, reducing rents on teacherages, addressing gaps in classroom conditions in some school districts, and greater access to in-service.

This school year, like the last one, we have seen students in numerous school districts have their special education or English language learner programs disrupted because of the district's inadequate supply of TTOCs. No child should be going without their small group, one-on-one, or other accommodation because of recruitment and retention difficulties in a school district. Denying children and youth the accommodations they need because of human resources problems cannot be allowed to become the norm—and proactive steps, with the support of the province, must be taken to address this. Special education and ELL services should not be seen as dispensable luxuries—or as services that can be regularly cancelled at a moment's notice.

The BC New Teacher Mentorship Project (a collaboration between the University of British Columbia, the BC School Superintendents Association, and the BCTF) ran for five years, providing support to school districts across the province in establishing mentorship programs for new teachers and teachers new to their role. The project also helped revitalize existing programs where they existed. Unfortunately, funding for the project ended in June 2017. Given the thousands of new hires around the province, it is crucial that funding for mentorship supports be re-established to support success in classrooms.

Recommendation 11

That the Ministry of Education work with the BCTF to initiate a series of recruitment and retention initiatives to address the immediate needs in school districts around the province in filling both contract positions and in ensuring sufficient numbers of teachers teaching on call (TTOCs) are available.

Recommendation 12

That the Ministry of Education approve the funding to continue the BC New Teacher Mentorship Project to support teachers new to the profession or in new roles, such as inclusion support teachers.

Recommendation 13

That the Ministry of Education provide a significant funding increase and policy guidelines dedicated to teacher recruitment strategies and incentives for all BC public school districts.

7. Expand Adult Education

Adult Education is particularly important for those who need to develop their language skills and/or enhance skills for employment and further education. It should also open opportunities for lifelong learning for all, a requirement for full participation in a rapidly changing society and economy. Adult Education offers additional chances for individuals to contribute more fully to all aspects of society.

The BCTF very much appreciates the decision made by the new government to restore the access to programs that had been reduced because of tuition fees imposed by the previous government. This access is an excellent beginning, but more needs to be done to create a learning society that is accessible to all.

For the longer term, the basis of funding, as well as the amount of funding, should ensure that school districts have the resources to offer a wide range of adult education offerings.

Recommendation 14

That the Ministry of Education increase the number of courses that are funded by government in Adult Education to reflect a range of educational needs and interests that help create an educationally enriched society as well as improved employment opportunities for individuals.

Recommendation 15

That the Ministry of Education provide funding to school districts for adult students on an equivalent basis to students in K–12.

8. Eliminate public funding for private schools

The BCTF is opposed to public funding of private schools. This opposition is not to parents having the right to send their children to private schools, but to the public funding of these schools, particularly the elite private schools.

It is particularly disturbing to see students with special needs being sent to independent school distributed learning programs because public education lacks the resources to provide the support students need. The impact of this situation is segregation of students with special needs, which contradicts the principle of inclusion.

Recommendation 16

That the Ministry of Education adopt a schedule for the reduction of the level of funding of private schools over several years, beginning with the elite private schools in the Group 2 category that receive 35% funding.

9. Track changes in the relationship between funding and staff and educational services

One of several ways of evaluating funding is to determine how it has continued or changed the staffing and classroom ratios—the basis of how service is provided to students.

In the short term, when data from September 2017 staffing ratios is reported it will be possible to make a comparison with September 2016 that will identify the impact of funding put in place to comply with the Supreme Court of Canada restoration of the provisions of the collective agreement. This will also provide a base on which to measure the future impact of funding decisions on staffing.

Appendix 2 provides ratios from 2016–17 (based on data from the Ministry of Education) as a baseline to track improvements in the 2017–18 and further years of improvements.

Recommendation 17

That the Ministry of Education make data available on a timely basis to allow for the tracking of and reporting on how funding is related to staffing and educational services.

Appendix 1

Spending on supplies

Spending on supplies is defined as the entry “Supplies” of the table “Provincial Summary of Actual Operating Expenses by Object” in the *BC School District Revenue and Expenditure Tables*. Nominally, this spending has decreased by over \$41 million between 2007–08 and 2015–16. When adjusted for inflation, the gap widens to close to \$62 million in 2016 dollars. When calculated as a percent of the total operating expenses, the spending on supplies falls by 1.3% in this period.

Table A1.0: Total School District Spending on Supplies, 2007–08 to 2015–16

School Year	Nominal Spending	Inflation Adjusted Spending (2016 Dollars)	Percent of Total Spending
2007–08	231,260,528	252,059,560	4.96%
2008–09	229,793,126	250,460,184	4.76%
2009–10	214,144,743	230,327,913	4.41%
2010–11	195,710,663	205,622,190	4.00%
2011–12	205,433,390	213,455,407	4.16%
2012–13	201,570,750	209,619,879	4.06%
2013–14	192,033,697	197,686,497	3.99%
2014–15	193,409,969	196,949,919	3.93%
2015–16	190,220,594	190,220,594	3.66%

Source: BC Ministry of Education. (2008–2016). *BC School District Revenue and Expenditure Tables*. Victoria: Government of British Columbia.

Statistics Canada. (2017). *Table 326-0021 Consumer Price Index—annual (2002=100)*. Ottawa: CANSIM. Retrieved from: www5.statcan.gc.ca/cansim/a26?id=3260021.

Appendix 2

2016–17 Baseline for comparison of student and staff numbers

Average Class Size

Kindergarten	19.1
Grade 1–3	20.4
Grade 4–7	24.5
Grade 8–12	22.9

Number of Reported Classes with Assigned Education Assistants: 21,153

Number of Reported Schools in Province (Standard Facility): 1,367

Number of Reported Classes in Province: 70,620

Number of Reported Classes in Province with more than 30 students: 1,385

Class Composition:

17,309 classes (24.51%) with four or more students with IEP

11,108 classes (15.73%) with four or more students in ELL programs.

Source:

BC Ministry of Education. (2016). *Overview of Class Size and Composition in British Columbia Public Schools—Provincial Overview 2016/17*. Victoria: Government of British Columbia.

Students: Teacher Ratios

All Students: Regular Instruction Teachers	22.5
All Students: Career Programs Teachers	2,926.8
All Students: Library Services Teachers	954.3
All Students: Counselling Teachers	603.8
Special Needs: Special Education Teachers	17.8
ELL Students: ELL Teachers	85.7
Aboriginal Students: Aboriginal Education Teachers	289.1

Source:

BC Ministry of Education. (2016). *Student Statistics - 2016/17 - Province - Public and Independent Schools Combined*. Victoria: Government of British Columbia.

BC Ministry of Education. (2017). *Staff by Year, 2016/17 (source: Form 1530)*. Victoria: Government of British Columbia, Data BC Operations.

**MINISTRY OF EDUCATION
INFORMATION BULLETS**

DATE: January 12, 2018
CLIFF #: 199798

PREPARED FOR: Minister Rob Fleming

SUBJECT: Follow-up on Curriculum Resource Support Correspondence

BULLETS:

- As part of curriculum implementation we have been looking at a variety of ways to support teachers such as the development of instructional samples, ongoing webinars, resource supports for Core Competencies, and other informational materials such as educator bulletins.
- We have heard clearly from our educational partners that non-instructional time has been invaluable for supporting curriculum implementation
- We agree that administration and teachers continue to require time to support in their curriculum implementation efforts.
- We all want to ensure successful implementation of the new curriculum.
- For this reason, for the 2018/19 school year, we will be extending the five hours of non-instructional time to support curriculum implementation.
- One non-instructional day will also be designated to support additional education priorities, such as Aboriginal education, SOGI and mental health.
- Boards will be given the flexibility to determine how to focus this day to best meet district needs.

We anticipate communicating this out to the sector the first week of February.

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

DATE: January 12, 2018
CLIFF: 197558

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

SUBJECT: Curriculum Implementation Support

PURPOSE: Request to extend non-instructional time for the 2018/19 school year.
Time sensitive decision.

BACKGROUND:

- The *School Act* and the School Calendar Regulation provides the Minister of Education with authority to make regulations respecting school calendars. This includes prescribing the minimum number of hours of instruction a board must offer to students, and designating the purpose of one or more non-instructional days (NID) or non-instructional (NI) periods (see Appendix A: School Calendar Regulation).
- The Minister has historically designated the purpose of one NID each year. Past designations focussed on education priorities, including curriculum implementation, enhancing student achievement and aboriginal student success.
- In 2015, the School Calendar Regulation was amended to provide teachers with time to participate in discussions and activities related to curriculum implementation. Amendments included reducing the required yearly hours of instruction by ten new hours of NI time (in 2015/16), five new hours of NI (in 2016/17 and 2017/18); and designating one NI day for new curriculum training in 2016/17 and 2017/18 (see Appendix B: Amendments to the School Calendar Regulation (2015)).
- In 2017/18, the minimum number of instructional hours is: Kindergarten - 848 hrs; Grades 1-7 - 873 hrs; and, Grades 8-12 - 947 hrs. BCPSEA indicates BC has the lowest number of instructional hours across Canada (see Appendix D: Cross-jurisdictional Comparison of Instructional Hours).
- Without any changes, in 2018/19, the hours of instruction will be restored to the same numbers as 2014/15 and there will not be a designation for non-instructional days or periods.
- Stakeholders are requesting an extension of the NI time provided, to support ongoing curriculum implementation.
- A decision to extend and designate NI time in 2018/19 is needed as soon as possible, to allow school districts time required to plan and adjust district calendars, and make them publically available for 30 days, as legislated, before they are due to the Minister, March 31 each year.

DISCUSSION:

- Partner groups, including the LAB, BCSSA, BCTF and BCPVPA identify additional time and resources as necessary to support new initiatives in the education system. These include implementation of the redesigned curriculum in grades 10-12 (and continuation of K-9 curriculum), assessment practices, aboriginal student success, SOGI, special education inclusion, etc.

- While the time provided through the 2015 amendments was well received, the designation of the one NID for curriculum implementation in the 2016/17 and 2017/18 proved challenging for school districts with restrictive language in their collective agreements around NI time.
- Historically there were six NIDs. Five of those days were focussed on teacher professional development and one day was left to district management to focus on ministry, district and school priorities.
- This meant, for some school districts, the designation of the one NID in 2016/17 and 2017/18 for curriculum implementation effectively took away the time districts had set aside to focus on district and school priorities.
- Today, most boards schedule between 7 and 8 NIDs per school year, with some scheduling as many as 10 (see Appendix C: Tables of Non-Instructional Days by School District). The number of NIDs is determined by local collective agreement provisions, which set teacher hours of work, length of school day and school year. While legislation sets the minimum number of instructional hours, it does not limit the number of non-instructional days (NIDs) boards may schedule provided the minimum number of hours are met.
- To clarify and support the potential Minister's designation of future NI time, days and periods, the ministry will consult with partners, including, BCSSA, BCPSEA and BCTF, before communicating direction to the sector.

Key considerations:

s.13,s.17

s.13

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

s.13

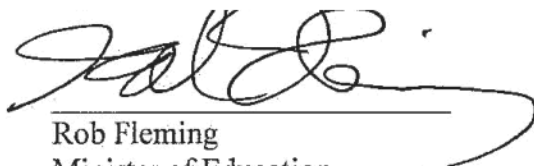
OPTION 3 – Provide 5 hrs of NI time and one NI day, for curriculum support and other current education priorities

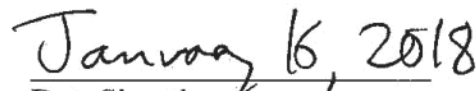
- Reduce the minimum hours of instructional time by 5 hours
- Designate these 5 NI hours for CIS
- Provide boards flexibility to focus 1 NI day on current education priorities: Aboriginal Education, Sexual Orientation and Gender Identity (SOGI), Mental Health
- May be more complex for school districts to schedule and administer
- As stakeholders have not requested time for other priorities, rationale for why will need to be clearly communicated

s.13

s.13,s.17

s.13


Rob Fleming
Minister of Education


Date Signed

Attachment(s):

Appendix A: School Calendar Regulation

Appendix B: Table of Non-Instructional Days by School District

Appendix C: Amendments to the School Calendar Regulation (2015)

Appendix D: Cross-jurisdictional Comparison of Instructional Hours

Appendix E: Summary of Current Options

Program ADM/Branch: Kim Lacharite – Learning Transformation Division

Program Contact: Kim Lacharite

Drafter: Jessica Olsen

Date: Jan 12th, 2018

APPENDIX A: School Calendar Regulation

SCHOOL CALENDAR REGULATION

Authority: *School Act*, R.S.B.C. 1996, c. 412, ss. 87.01, 87.02 and 168.02

B.C. Reg. 314/12 Deposited November 8, 2012
Amended by B.C. Reg. 203/2015..... Deposited November 4, 2015
Amended by B.C. Reg. 211/2016.....Deposited August 3, 2016

Application of Regulation

1 This regulation applies to the school calendar for the 2013/2014 school year and subsequent school years.

Definitions

2 In this regulation:

"Act" means the *School Act*;

"day of instruction" means, in respect of any school, a day in a school calendar year in which students receive instruction in an educational program;

"days in session" means, in respect of any school, the days in a school calendar year on which the principal, vice principals, directors of instruction and teachers of the school are scheduled to be available for instructional, non-instructional or administrative activities;

"non-instructional day" means, in respect of any school, a day in session in a school calendar year that is not a day of instruction;

"non-instructional period" means, in respect of any school, a period of time in a day in session in a school calendar year during which students do not receive instruction.

[am. BC Reg. 203/15, effective Nov 4/15]

Prescribed minimum hours of instruction

3 (1) Subject to subsection (4), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in the 2015/2016 school year:

- (a) 843 hours of instruction for students in kindergarten;
- (b) 868 hours of instruction for students in grades 1 to 7;
- (c) 942 hours of instruction for students in grades 8 to 12.

(2) Subject to subsection (4), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its district in the 2016/2017 school year and the 2017/2018 school year:

- (a) 848 hours of instruction for students in kindergarten;
- (b) 873 hours of instruction for students in grades 1 to 7;
- (c) 947 hours of instruction for students in grades 8 to 12.

(3) Subject to subsection (4), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in the 2018/2019 school year and subsequent school years:

- (a) 853 hours of instruction for students in kindergarten;
- (b) 878 hours of instruction for students in grades 1 to 7;

MINISTRY OF EDUCATION DECISION BRIEFING NOTE

(c) 952 hours of instruction for students in grades 8 to 12.

(4) There are no prescribed minimum hours of instruction that a board must offer to students enrolled in a distributed learning school.

[en. BC Reg. 203/15, effective Nov 4/15]

Prescribed information in school calendars

4 (1) For the purposes of section 87.01(3) (b) [*school calendar*] of the Act, the following information is prescribed in respect of a school calendar for a school that is not a distributed learning school:

- (a) subject to subsection (3), the number and dates of the days in session;
- (b) subject to subsection (3), the number and dates of each day of instruction;
- (c) the vacation periods and the dates of statutory holidays;
- (d) the dates of each non-instructional day;
- (e) the number of hours of instruction offered to students in each grade.

(2) For the purposes of section 87.01(3) (b) of the Act, the following information is prescribed in respect of a school calendar for a distributed learning school:

- (a) the number and dates of the days in session;
- (b) the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction;
- (c) the vacation periods and the dates of statutory holidays.

(3) A board is not required to include in a school calendar the information described in subsection (1) (a) and (b) if the days are for optional or remedial learning activities scheduled during vacation periods.

Consultations

5 (1) For the purposes of section 87.01 (7) [*school calendar*] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.

(2) The board must provide an opportunity to

- (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and
- (b) representatives of employees of the board assigned to the school to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

(3) For certainty, subsections (1) and (2) do not apply in respect of a school calendar that has been amended based on comments previously provided under subsection (2).

Amending a school calendar

6 (1) For the purposes of section 87.02 [*school calendar – amendment*] of the Act, a board must make publicly available proposed amendments to a school calendar at least one month before making the amendments.

(2) A board must, as soon as practicable and, in any event, within 30 days of amending a school calendar under section 87.02 of the Act, provide the minister with the amended school calendar.

(3) Subsections (1) and (2) do not apply to a board that reschedules a non-instructional day previously scheduled in a school calendar if the board gives notice of the change to

- (a) the parents of the students enrolled in the school to which the proposed change is to apply, and
- (b) the representatives of employees of the board assigned to the school.

(4) Subsections (1) and (2) do not apply to a board that amends a school calendar for the 2015/2016 school year to include the non-instructional periods required under section 8(1) (b) [*designation of purpose for non-instructional days and periods*] and instead the board must, as soon as practicable and, in any event, within 30 days of amending a school calendar under section 87.02 of the Act,

- (a) provide the minister with the amended school calendar, and
- (b) make publicly available the amended school calendar.

[am. BC Reg. 203/15, effective Nov 4/15]

Form of school calendar

- 7 A board must use the school calendar forms published by the minister to
- (a) submit one or more school calendars to the minister under section 87.01 [*school calendar*] of the Act, and
 - (b) provide an amended school calendar to the minister under section 6 (2) of this regulation.

Designation of purpose for non-instructional days and periods

- 8 (1) *REPEALED BC Reg. 211/16, effective August 3, 2016*

(2) A board must schedule the following in each of the 2016/2017 and 2017/2018 school years for the purpose of providing teachers with an opportunity to participate in discussions and activities relating to the implementation of the curriculum documents listed in section 2 and Appendix 1 of the Educational Program Guide Order, M333/99:

- (a) one non-instructional day;
- (b) one or more non-instructional periods totalling 5 hours.

(3) For certainty, the non-instructional periods referred to in subsection (2) (b) may be scheduled on different days.

(4) For certainty, nothing in subsection (2) prevents a board from providing an opportunity for parents of students attending schools in the district, other employees of the board and members of the community to participate in the non-instructional days or periods described in those subsections.

[en. BC Reg. 192/13, effective June 28/13; am. BC Reg. 80/14, effective July 1/14; am. BC Reg. 119/15, effective July 1/15; en. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 211/16, effective Aug 3/16]

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

APPENDIX B: Amendments to the School Calendar Regulation (2015)

- Reducing the minimum number of instructional hours by 10 hours for the 2015/16 school year, and by 5 hours for the 2016/17 and 2017/18 school years.
- Requiring boards to schedule 10 hours of non-instructional time in 2015/16, and 5 hours plus one non-instructional day in 2016/17 and 2017/18, for the purpose of enabling teachers to participate in discussions and activities related to implementation of the new curriculum.
- Requiring that, after the 2017/18 school year, the minimum hours of instruction revert to the minimum hours previously set out in the Regulation (853 hours for Kindergarten, 878 hours for grades 1 to 7, and 952 hours for grades 8 to 12).

Table 1: Minimum Instructional Hours per School Year

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Amendments	n/a	10 hrs less	5 hrs less	5 hrs less	To be Determined	
Kindergarten	853 hrs	843 hrs	848 hrs	848 hrs	853 hrs	853 hrs
Grades 1 - 7	878 hrs	868 hrs	873 hrs	873 hrs	878 hrs	878 hrs
Grades 8 - 12	952 hrs	942 hrs	947 hrs	947 hrs	952 hrs	952 hrs

APPENDIX C: Tables of Non-Instructional Days by School District

Table 2: Number of Non-Instructional Days per School District (2017/18)

Number of School Districts	Percent of School Districts	NIDs
x 1	2%	10 days
x 2	3%	9 days
x 37	64%	8 days
x 12	21%	7 days
x 6	10%	6 days

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

Table 3: Number of Non-Instructional Days per School District (2017/18)

SD Number	SD Name	NIDs
034	Abbotsford	10
069	Qualicum	9
070	Alberni	9
005	Southeast Kootenay	8
010	Arrow Lakes	8
022	Vernon	8
023	Central Okanagan	8
027	Cariboo-Chilcotin	8
035	Langley	8
036	Surrey	8
037	Delta	8
038	Richmond	8
040	New Westminster	8
041	Burnaby	8
042	Maple Ridge-Pitt Meadows	8
044	North Vancouver	8
046	Sunshine Coast	8
048	Sea To Sky	8
050	Haida Gwaii	8
052	Prince Rupert	8
053	Okanagan Similkameen	8
057	Prince George	8
059	Peace River South	8
060	Peace River North	8
061	Greater Victoria	8
062	Sooke	8
063	Saanich	8
064	Gulf Islands	8
067	Okanagan Skaha	8
071	Comox Valley	8
073	Kamloops/Thompson	8
074	Gold Trail	8
078	Fraser-Cascade	8
083	North Okanagan-Shuswap	8
084	Vancouver Island West	8
085	Vancouver Island North	8
087	Stikine	8
091	Nechako Lakes	8
092	Nisga'a	8
093	Conseil scolaire francophone	8
008	Kootenay Lake	7
028	Quesnel	7
033	Chilliwack	7
039	Vancouver	7
045	West Vancouver	7
047	Powell River	7
049	Central Coast	7
051	Boundary	7
058	Nicola-Similkameen	7
079	Cowichan Valley	7
081	Fort Nelson	7
082	Coast Mountains	7
006	Rocky Mountain	6
019	Revelstoke	6
020	Kootenay-Columbia	6
043	Coquitlam	6
054	Bulkley Valley	6
068	Nanaimo-Ladysmith	6
072	Campbell River	6
075	Mission	6

APPENDIX D: Cross-jurisdictional Comparison of Instructional Hours

School calendars are set provincially in some jurisdictions and set locally in others. Alberta and Saskatchewan have local calendars, and the figures provided are averages.

Non-instructional days vary between jurisdictions. Most have between 10-16 days. Ontario has a minimum of 3 days, but allows local school boards to add additional days to the calendar.

Province/Territory	Instructional Days	Non-instructional Days	Total Days
Alberta*	182	15	197
British Columbia	179	7	186
Saskatchewan*	184	12	196
Manitoba	183	10	193
Ontario**	187	3	190
Quebec	180	20	200
Nova Scotia	187	8	195
Prince Edward Island	181	16	197
Northwest Territories	183	11	194
Nunavut	182	13	195

*Alberta and Saskatchewan figures are averages

**Ontario allows for additional non-instructional days to be designated by local school boards

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

APPENDIX E: Summary of Decisions

Table: High-Level Summary of NID Allocation across School Districts

	1 st NID	2 nd NID	3 rd NID	4 th NID	5 th NID	6 th NID	7 th NID	8 th NID	9 th NID	10 th NID
Duration	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day
Who Determines Use?	BCTF					Mgmt	Province	Local collective agreement provisions		
Topics	Professional Development					Varies	TBD see below	Varies		

Decisions:

s.13

Decision #3: Designate ministry purpose for non-instructional day

- consistent with 2017/18 designation practice
- in addition to designating 5 non-instructional hours for curriculum implementation, designate one NID for:
 - A. Curriculum Implementation or
 - B. Allow Boards to focus on other education priorities important for their districts. The Board can chose to focus on one or more of the following priorities:
 - ☐ Aboriginal student success

- ☐ SOGI
- ☐ Special Education/Inclusion
- ☐ Mental Health
- ☐ Assessment Practices
- ☐ New Graduation Program
- Clearly communicate expectation to partners around the scheduling and focus of this NID

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

**MINISTRY OF EDUCATION
INFORMATION BULLETS**

DATE: January 12, 2018

CLIFF #: 199798

PREPARED FOR: Minister Rob Fleming

SUBJECT: Chilliwack

BULLETS:

- In October 2017, Chilliwack school trustee Barry Neufeld wrote a Facebook post that expressed anti-LGBTQ opinions. Two days later, he issued an apology to “those who felt hurt” by his opinion.
- Neufeld’s comments have garnered attentions from provincial and regional media. Individuals have spoken out on both sides of the issue, some agreeing and sympathizing with Neufeld, while some have called for the board to censure the trustee or for Neufeld to resign or be fired for his views that many find hateful.
- In response to the trustee’s comments and subsequent media attention, on Oct. 25 Minister Fleming issued a joint statement with the BCTF, CUPEBC, BCSSA, BCSTA, BCPVPA, BCASBO, FISA and BCCPAC in support of inclusion in schools.
- MLA Laurie Throness has expressed support for Neufeld’s position. In response, on Dec. 19 the NDP caucus issued a news release calling on the Liberals to denounce trustee Neufeld.
- Chilliwack School Board Chair, Paul McManus, has publicly condemned trustee Neufeld’s actions, and MCFD has issued a statement rejecting Neufeld’s public comments regarding supposed government plans to apprehend children from their homes and force them to explore homosexuality and gender fluidity.
- The Chilliwack DPAC has requested Neufeld’s resignation. In response, Neufeld sent out an email to his supporters asking them to “push back” against the DPAC Chair, Justine Hodge, with an email letter campaign directed at her personally. After receiving a number of hateful and threatening messages, Ms. Hodge opened a file with the Chilliwack RCMP.
- The Provincial SOGI Education Lead has been providing support to Chilliwack school district staff and BCCPAC, including presentations to the Board, and Q&A information for school/school district staff and PACs regarding SOGI 123.
- On November 28, 2017, Ministry staff convened a meeting with K-12 education partners and ARC Foundation to identify opportunities for collective action regarding SOGI

inclusive schools. Ideas put forward at the meeting have been used to inform the development of a draft three year SOGI plan.

- On January 15, 2018, CUPE Local 411 – which represents non-teaching school board staff – filed a human rights complaint against Neufeld and the Chilliwack School Board. The complaint alleges that Neufeld’s comments prevented all employees from feeling “accepted and included” at work, and that the board failed to provide a workplace free of harassment by not disciplining Neufeld.