

**From:** [Sures, Lauren EDUC:EX](#)  
**To:** [Sampson, Laura EDUC:EX](#)  
**Subject:** RE: Ottawa trip pre-briefs  
**Date:** Friday, January 12, 2018 9:03:14 AM

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That's perfect, thank you Laura!

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**From:** Sampson, Laura EDUC:EX  
**Sent:** Thursday, January 11, 2018 4:02 PM  
**To:** Sures, Lauren EDUC:EX  
**Subject:** RE: Ottawa trip pre-briefs

Hi Lauren,

I'm hoping to schedule the pre-brief with FNEESC on either Jan 23<sup>rd</sup> or 25<sup>th</sup>, as the DM will already be in Vancouver on those days. Consequently, a pre-brief with Jennifer would have to happen before that so I will find some on the 22<sup>nd</sup>.

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**From:** Sures, Lauren EDUC:EX  
**Sent:** Thursday, January 11, 2018 3:22 PM  
**To:** Sampson, Laura EDUC:EX  
**Subject:** Ottawa trip pre-briefs

Hi Laura,

In addition to the Minister briefing for the Ottawa trip, Jennifer has asked for two pre-briefs with Scott:

1. Jenn + Scott: Ottawa trip
2. Jenn + Scott + FNEESC: Ottawa trip

Please let me know if this is possible for the week January 29<sup>th</sup> or earlier based on what Scott would prefer. Also, Jennifer wanted to confirm if travel plans have been agreed to for Feb 5<sup>th</sup>-7<sup>th</sup>.

Thank you,

**Lauren Sures | Executive Assistant**  
Ministry of Education | Learning Division  
620 Superior Street, Victoria, BC V8V 1V2  
T: 250-208-7369 | E: [Lauren.Sures@gov.bc.ca](mailto:Lauren.Sures@gov.bc.ca)

**From:** Sampson, Laura EDUC:EX  
**To:** [Purdy, Sheila EDUC:EX](#); [Sampson, Laura EDUC:EX](#)  
**Subject:** Conversation with Sheila Purdy  
**Date:** Friday, January 19, 2018 8:59:38 AM

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Sampson, Laura EDUC:EX [8:55 AM]:

Hi Sheila, did you want me to follow up with Learning about those Ottawa materials?

Sheila Purdy [8:58 AM]:

yes please!!! thanks!

**From:** Sampson, Laura EDUC:EX  
**To:** [Purdy, Sheila EDUC:EX](#); [Sampson, Laura EDUC:EX](#)  
**Subject:** Conversation with Sheila Purdy  
**Date:** Friday, January 19, 2018 10:35:51 AM

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Sampson, Laura EDUC:EX [10:35 AM]:

the Ottawa materials are with Jennifer for approval. We will get them today!

Sheila Purdy [10:35 AM]:

Wonderful - thanks for following up!

**From:** Purdy, Sheila JTT:EX  
**To:** [Purdy, Sheila EDUC:EX](#); [Sampson, Laura EDUC:EX](#)  
**Subject:** Conversation with Purdy, Sheila JTT:EX  
**Date:** Thursday, January 25, 2018 9:40:04 AM

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**Sheila Purdy [9:20 AM]:**

Laura - has Scott asked for you to schedule a pre-brief meeting with Minister, FNESC, Jennifer and himself prior to the Philpott meeting on Feb 6?

**Sampson, Laura EDUC:EX [9:23 AM]:**

not exactly, I heard about a pre-brief with Jennifer, Scott and FNESC but I didn't think that included MRF are there 2 pre-briefs now?

**Sheila Purdy [9:24 AM]:**

He's doing the FNESC briefing right now with Jennifer etc (I'm on the line). He is talking about another one while in Ottawa just before the actual meeting. I'll see if I can get him to narrow it down in terms of timing

**Sampson, Laura EDUC:EX [9:24 AM]:**

thanks

**Sampson, Laura EDUC:EX [9:35 AM]:**

I have a hold in the calendar for Feb5th  
but Id' have to change it if MRF is included in that onw

**Purdy, Sheila JTT:EX [9:36 AM]:**

I'll call you

**Sampson, Laura EDUC:EX [9:37 AM]:**

just in a meeting with the MO

**Purdy, Sheila JTT:EX [9:37 AM]:**

maybe call me when you're free

**Sampson, Laura EDUC:EX [9:38 AM]:**

sounds good

# OTTAWA/TORONTO

February 2018

*Scott MacDonald*  
*Deputy Minister*

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- Biography
  - Agenda and Key Objectives
  - Fact Sheet – Aboriginal Education Overview
  - Fact Sheet – Indigenous Language Learning
  - News Release: Completion Data
  - News Release: Internet to Rural and Remote Communities in BC
  - s.16
  - 
  - 
  - 
  - Indigenous Symposium Overview
  - FNEESC Update for 2018 Joint Gathering
  - Accomplishments – Current and Future Work
  - Ministry of Education Report on TRC Actions
  - What is Jurisdiction?
- I. **MP Randy Boissannault (Edmonton Centre), Special Advisor to the Prime Minister on LGBTQ2**
- Biography
  - Key Objectives
  - SOGI Inclusive Education in BC
  - Fact Sheet – SOGI
  - Fact Sheet – ERASE
  - Fact Sheet – Mental Health and Addictions
  - Federal Announcements on LGBTQ
  - Prime Minister LGBTQ2 Apology
  - Issues Note: SOGI (Chilliwack)
  - MOU: ARC Foundation and BC Ministry of Education
  - Opportunities to Grow SOGI Inclusive Education in BC
- J. **Honourable Jane Philpott, Minister of Indigenous Services**
- Biographies (Honourable Jane Philpott and DM Jean-Francois Tremblay)
  - Agenda and Key Objectives
  - Fact Sheet – Aboriginal Education Overview
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  - News Release: Internet to Rural and Remote Communities in BC
  - s.16
  - 
  - 
  - 
  - Indigenous Symposium Overview

- FNESC Update for 2018 Joint Gathering
- Accomplishments – Current and Future Work
- Ministry of Education Report on TRC Actions
- What is Jurisdiction?

**Section 5** **Wednesday, February 7**

*Daily Itinerary*

**K. Honourable Indira Naidoo-Harris, Minister of Education, Early Years and Child Care (Ontario)**

- Biographies (Honourable Indira Naidoo-Harris and DM Bruce Rodrigues)
- Agenda and Key Objectives
- BC K-12 Public Sector Education Funding Review
- Fact Sheet – Early Childhood Education
- BC Learning Agenda K-9
- BC Learning Agenda 10-12
- Ontario Child Care Summary
- Info Note: Background on K-12 Assessment in Ontario



# Itinerary

## Day 1 – Sunday, February 4, 2018

TIME	EVENT/ACTIVITY	LOCATION
9:25am PST	Depart Vancouver to Ottawa	Vancouver International
4:58pm EST	Arrival in Ottawa	Ottawa International
25 mins	Travel from airport to hotel	s.15

## Day 2 – Monday, February 5, 2018

TIME (EST)	EVENT/ACTIVITY	LOCATION	ATTENDEES
9:30 – 10:00am	<i>Travel to meeting</i>		
10:00 – 11:00am	Meeting with DM Graham Flack Department of Canadian Heritage	s.15 25 Eddy, , Gatineau (Hull), QC <i>**upon arrival check in at Guard Station</i>	ADM Hubert Lussier ----- Scott Jennifer
11:00 – 11:30am	<i>Travel to hotel</i>		
11:30 – 12:30pm	Personal Time	s.15	All
12:30 – 1:00pm	<i>Travel to meeting</i>		
1:00 – 2:00pm	Meeting with Statistics Canada	100 Tunney's Pasture, RH Coats Building, s.15 , Ottawa <i>**upon arrival check in at Security</i>	Anil Arora Jane Badets ----- Scott Keith
2:00 – 3:00pm	<i>Travel to meeting</i>		
3:00 – 4:00pm	Meeting with Dr. Jennifer Adams, Director of Education, Ottawa-Carleton District School Board	133 Greenbank Road, Ottawa <i>**upon arrival see Reception</i>	Scott Jennifer
4:00 – 5:00pm	<i>Travel to hotel</i>		
5:00 – 6:00pm	BC Ministry of Education - Planning call with John Hattie	s.15,s.17	Scott Keith
6:00 – 8:00pm	BC Staff Dinner Meeting	tbd	All

## Day 3 – Tuesday, February 6, 2018

TIME (EST)	EVENT/ACTIVITY	LOCATION	ATTENDEES
9:15 – 9:45am	<i>Travel to pre-brief meeting</i>		
9:45 – 10:15am	Pre-brief meeting	s.15 Gatineau, QC **1 block from DM Tremblay	Scott Jennifer Tyrone McNeil (FNESC) Debbie Jeffrey (FNESC)
10:15 – 10:30am	<i>Travel to meeting</i>		
10:30 – 11:30am	Meeting with DM Tremblay	10 Wellington Avenue Gatineau, s.15 **see Commissionaire Desk	ADM Paula Isaak ----- Scott Jennifer Tyrone McNeil (FNESC) Debbie Jeffrey (FNESC)
11:30 – 12:30pm	<i>Travel to meeting</i>		
12:30 – 1:30pm	Meeting with MP Randy Boissannault (Edmonton Centre), Special Advisor to Prime Minister on LGBTQ2	s.15 – Confederation Building – Parliament Hill, Ottawa	Minister Fleming Veronica Scott Jennifer
1:30 – 2:00pm	<i>Travel to hotel</i>		
2:00 – 3:40pm	Personal time	s.15	All
3:40 – 4:10pm	<i>Travel to pre-brief meeting</i>		
4:10 – 4:40pm	Pre-brief meeting	s.15	Minister Fleming Veronica Scott Jennifer Tyrone McNeil (FNESC) Debbie Jeffrey (FNESC)
4:40 – 5:00pm	<i>Travel to meeting</i>		
5:00 – 6:00pm	Meeting with Minister Jane Philpott	s.15 Centre Block, Parliament Hill, Ottawa	DM Jean-Francois Tremblay Jessica Hayden, Sr Policy Analyst ----- Minister Fleming Veronica Scott Jennifer Tyrone McNeil (FNESC) Debbie Jeffrey (FNESC)
6:00 – 8:00pm	<i>Travel to hotel/Personal</i>		
8:00 – 9:30pm	Meeting with Ross Finnie, University of Ottawa	s.15	Scott Keith

## Day 4 – Wednesday, February 7, 2018

TIME (EST)	EVENT/ACTIVITY	LOCATION	ATTENDEES
tbd	<i>Travel to airport</i>		
11:00am	Depart Ottawa to Toronto	Ottawa International	All
12:06pm	Arrive Toronto	Pearson International	All
12:15 – 4:30pm	<i>Travel to meeting/Personal</i>		
4:30 – 5:30pm	Meeting with Minister Indira Naidoo-Harris - Ontario Minister of Education, Early Years and Child Care	900 Bay Street, 22nd Floor, Mowat Block, Macdonald Complex, Toronto	DM Bruce Rodrigues CoS Sam Andrey (Education) CoS Josie Verilli (Early Years/Child Care) ----- Minister Fleming Veronica Scott Jennifer
5:30 – 6:00pm	<i>Travel to airport</i>		
8:10pm	Depart Toronto to Victoria	Pearson International	All
10:23pm PST	Arrive Victoria	Victoria International	All

# FLIGHT SCHEDULES

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## Sunday, February 4

### Scott MacDonald

Depart Vancouver	9:25am PST
Arrive Ottawa	4:58pm EST

### Jennifer McCrea

Depart Victoria	8:00am PST
Arrive Vancouver	8:27am PST
Depart Vancouver	9:25am PST
Arrive Ottawa	4:58pm EST

### Keith Godin

Depart Victoria	4:05pm PST
Arrive Vancouver	4:32pm PST
Depart Vancouver	5:40pm PST
Arrive Ottawa	1:13am EST <b>(Feb 5)</b>

### Veronica Harrison

Depart Calgary	11:15am PST
Arrive Ottawa	5:01pm EST

## Monday, February 5

### Minister Fleming

Depart Victoria	8:00am PST
Arrive Vancouver	8:27am PST
Depart Vancouver	9:25am PST
Arrive Ottawa	4:58pm EST

## Wednesday, February 7

### Keith Godin

Depart Ottawa	8:00am EST
Arrive Calgary	10:43am
Depart Calgary	11:35am
Arrive Victoria	12:08am PST

## Wednesday, February 7 (continued)

### Minister Fleming

Depart Ottawa	11:00am EST
Arrive Toronto	12:06pm EST

### Veronica Harrison

Depart Ottawa	11:00am EST
Arrive Toronto	12:06pm EST
Depart Toronto	8:10pm EST
Arrive Victoria	10:23pm PST

### Scott MacDonald

Depart Ottawa	11:00am EST
Arrive Toronto	12:06pm EST
Depart Toronto	8:10pm EST
Arrive Victoria	10:23pm PST

### Jennifer McCrea

Depart Ottawa	11:00am EST
Arrive Toronto	12:06pm EST
Depart Toronto	7:00pm EST
Arrive Vancouver	9:10pm PST

## Thursday, February 8

### Minister Fleming

Depart Toronto	1:00pm EST
Arrive Calgary	3:21pm
Depart Calgary	4:15pm
Arrive Victoria	4:48pm PST

16-JAN-2018

Scott Macdonald  
Canada

,

Thank you for making your reservation at the <sup>s.15</sup>  
accommodations for you:

We have reserved the following

Arrival Date	Departure Date	Nightly Rate	Room Type
02-04-18	02-07-18	179.00 CAD	Two Queen Beds

Your Confirmation Number is s.17,s.22 and you are guaranteed for late arrival.

The above room rate is per night and is subject to applicable taxes, which include the harmonized sales tax and the municipal accommodation tax. If you wish to cancel your reservation, please contact the hotel directly no later than 24hrs prior to arrival date to determine whether or not a cancellation charge may apply. Please be informed that government issued photo identification and a valid credit card will be required at time of check in.

s.15

reserves the right to pre-authorize your credit card prior to arrival.

Should you require parking during your stay you may park in front of the hotel in the Guest Loading Zone while checking in & we will provide you with the parking details at that time. We recommend our guests unload their luggage prior to parking their vehicle.

s.15

is proud to be a 100% non-smoking facility. Guests who choose to smoke in the hotel will be subject to a \$300.00 (plus tax) fine.

Again, thank you for choosing the <sup>s.15</sup>  
guest.

We look forward to having you as our

Best regards,

Reservations Office

s.15

# Contact Information

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## In Ottawa:

Name	Number
Scott MacDonald	s.17
Jennifer McCrea	
Keith Godin	
Tyrone McNeil (FNESC)	s.22
Debbie Jeffrey (FNESC)	

## In BC:

Name	Number
Laura Sampson	(250) 387-2026
Sheila Purdy	(250) 216-3648
Zita Teng	(778) 679-4740

# Daily Itinerary

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**Sunday, February 4, 2018**

TIME	EVENT/ACTIVITY	LOCATION
9:25am PST	Depart Vancouver to Ottawa	Vancouver International
4:58pm EST	Arrival in Ottawa	Ottawa International
25 mins	Travel from airport to hotel	s.15



# Daily Itinerary

**Monday, February 5, 2018**

TIME (EST)	EVENT/ACTIVITY	LOCATION	ATTENDEES
9:30 – 10:00am	<i>Travel to meeting</i>		
10:00 – 11:00am	Meeting with DM Graham Flack Department of Canadian Heritage	s.15 25 Eddy, , Gatineau (Hull), QC <i>**upon arrival go to Guard Station</i>	ADM Hubert Lussier ----- Scott Jennifer
11:00 – 11:30am	<i>Travel to hotel</i>		
11:30 – 12:30pm	Personal Time	s.15	All
12:30 – 1:00pm	<i>Travel to meeting</i>		
1:00 – 2:00pm	Meeting with Statistics Canada	100 Tunney's Pasture, RH Coats Building s.15 s.15 Ottawa <i>**upon arrival check in at Security</i>	Anil Arora Jane Badets ----- Scott Keith
2:00 – 3:00pm	<i>Travel to meeting</i>		
3:00 – 4:00pm	Meeting with Dr. Jennifer Adams, Director of Education, Ottawa- Carleton District School Board	133 Greenbank Road, Ottawa <i>**upon arrival see Reception</i>	Scott Jennifer
4:00 – 5:00pm	<i>Travel to hotel</i>		
5:00 – 6:00pm	BC Ministry of Education - Planning call with John Hattie	s.15,s.17	Scott Keith
6:00 – 8:00pm	BC Staff Dinner Meeting	TBD	All

**Graham Flack, Deputy Minister  
Department of Canadian Heritage**

10:00 – 11:00am  
s.15

25 Rue Eddy, s.15  
Gatineau (Hull), QC

***\*\*Instructions: Upon arrival, go through main doors and keep to the right to check in with the Guard Station***

s.15

# Graham Flack— Deputy Minister of Canadian Heritage

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<https://www.canada.ca/en/canadian-heritage/corporate/organization-structure/deputy-minister.html>

Hubert Lussier— Assistant Deputy Minister for Citizenship,  
Heritage and Regions Branch

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s.22

# British Columbia Objectives List

February 5, 2018 @ 10:00am EST – DM Graham Flack

## Protocol

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## French Education

### BC Commitment

- Confirm B.C.'s commitment towards French education and showcase B.C.'s accomplishments in relation to education programs in French.

### Challenges

- Reiterate that the increasing demand for French minority and second language education programs creates some challenges for the Province, especially around staffing (teachers, education assistants, and early childhood educators) and space.

### Request for Comprehensive Economic and Trade Agreement (CETA)

- Request that the federal government prioritizes teachers amongst occupations being considered under the mutual recognition agreement framework set out in CETA to help address staffing needs in education programs in French.

### Federal Support

- Acknowledge the support of the Federal Government to enhance French Programs in B.C., and share B.C.'s appreciation of the positive collaboration between representatives from Canadian Heritage and Ministry staff.

## Notes:

s.16

# French Education Highlights

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## **Providing quality French programs in BC lead to increasing demand and deliver excellent student outcomes**

*Student Enrollment from 2007/08 to 2017/18*

- Overall student population: +11.1%
- Francophone Program: + 49.8%
- French Immersion: +30.5%

*Six-year public school completion rates for 2016/17*

- All students: 84%
- Francophone students: 99%
- French Immersion students: 96%

## **Creating a personalized and competency-based learning experience by modernizing curriculum**

- ✓ Redesign of the French language arts curriculum
- ✓ New social studies course in French on the history of French language and cultures in Canada
- ✓ Development of a bilingual (French-English) curriculum website
- ✓ New resources in French to support teachers and students in all programs

## **Offering BC students language and intercultural experiences through a new agreement with France**

- ✓ Memorandum of Understanding signed between the Ministry and France in 2016
- ✓ New student exchanges - enabling authentic experiences in the French language and cultures
- ✓ Matching of B.C. school districts with schools in France, enabling a variety of intercultural projects.
- ✓ Welcoming delegations of educators from France to B.C.

## **Enhancing education programs with learning partners**

- ✓ New French Education Stakeholders Advisory Committee to explore the implications of the growing demand for French Programs.
- ✓ Development of an action plan to:
  - Support and encourage inclusion in French Programs
  - Best practises database for collaboration and innovation among districts
  - New professional development opportunities for teachers
- ✓ Consultations with provincial stakeholders to develop vision and priorities for the negotiations of the next Canada-B.C. Agreement.

## **Promoting innovation and best practises through leadership in CMEC national programs**

- ✓ Providing ongoing advice on improving cross-jurisdictional programs and sharing best practices
- ✓ B.C. provides the third-highest number of participants of all provinces (after Quebec and Ontario) to CMEC Official Languages Programs.

## **Ensuring B.C. students have quality education in collaboration with the Federal Government**

- ✓ Secured \$3.7M to support the construction of a Francophone school in Port Coquitlam
- ✓ Welcomed Federal Government delegation to discuss enhancing French programs in BC.
- ✓ Increasing the number of French Immersion programs
- ✓ Exceeding targets regarding student enrolment increase in French Programs

**Description:**

- French Education Branch provides leadership and support to promote and enhance French education in B.C. (Francophone, French Immersion, Intensive French, and Core French programs) including:
  - The Pan-Canadian Protocol and Canada – B.C. Agreement on Minority-Language Education and Second-Language Instruction.
  - Coordination of translation services and resource development
  - Administration of French student bursaries
  - Administration of linguistic and cultural programs (B.C.-Quebec Exchange, and Official Languages Programs).

**Statistics:**

- 5,940 students in 2017/2018 are enrolled in the Francophone Program, about **1%** of B.C. student population.
- 53,487 students in 2017/2018 are enrolled in a French Immersion Program, about **9.5%** of B.C. student population.
- The French Immersion student population in the public system has increased by 30% and the Francophone student population by 50% in the last 10 years.
- Graduation completion rate in 2016/17:
  - **96%** for French Immersion students (public schools)
  - **99%** for Francophone students (public schools)
- Last year 2,605 students received a double Dogwood (2,449 French Immersion and 156 Francophone students) (certificate in English and French).
- In B.C., students (Grades 5 to 8) are required to study a second language, about **78%** of students (2017/2018) study Core French.

**Key Facts:**

- Under Section 23 of the Canadian Charter of Rights and Freedoms, Francophone parents have the right to have their children educated in French.
- B.C. School districts find it very challenging to recruit enough French-speaking teachers to respond to the increasing demand from families for education programs in French.
- The Ministry is working with a French Education Stakeholder Advisory Committee on priorities from key stakeholders including: the French teacher shortage, inclusion in French programs, and fostering greater collaboration to enhance programs.

**Key Outcomes:**

- Publish all provincial curriculum in French.
- Signed a Memorandum of Understanding with France to promote language learning, foster new intercultural collaborations and help address the French teacher shortage.
- Consulted provincial stakeholders to ensure full understanding priorities and needs in preparation the next Canada-B.C. Agreement.
- The Ministry has conducted a research project with Simon Fraser University to obtain data-driven recommendations as to how to review and update the Ministry’s policies on French as a second language education in light of the education modernization.

**Agreements/Funding:**

1. Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2018, expires March 31, 2018, negotiations underway.
2. Signed between the Government of Canada (Heritage Canada) and the CMEC on behalf of all Provinces and Territories. The B.C.-Canada Bilateral Agreement on Minority Language Education and Second Language Instruction 2013-2018.
  - \$80.5M of federal funding over five years.
  - \$9.4M in complementary funding.

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**Description:**

The Protocol for Agreements for Minority-Language Education and Second-Language Instruction is an agreement between the Federal Government and the Council of Ministers of Education, Canada (CMEC), on behalf of all Provinces and Territories.

- There are two sections: minority-language education (French as a first language) and second language instruction.
- It establishes the federal budget allocated to each Province and Territory and requires Provinces and Territories to match that funding.

The Canada–British Columbia Agreement on Minority-Language Education and Second Official- Language Instruction is an agreement between the Federal Government and the Ministry. It identifies the priorities, objectives and initiatives specific to B.C.

- It can be negotiated and signed only once the Protocol has been ratified.
- It identifies all federal funding initiatives and outlines provincial matching requirements.
- It includes performance indicators and targets success of the initiatives.

**Key Facts:**

- Protocol expires on March 31, 2018, originally signed 2013.
- Negotiation committee
  - Created in 2016
  - Representatives from all Provinces and Territories
  - Have met 11 times
  - Requesting an extension to the current Protocol beyond March 31, 2018.
- s.16
- The Canada–British Columbia negotiations will commence after the Protocol agreement is signed.
- The current Canada–British Columbia agreement was signed in 2013 and will expire on March 31, 2018 – which will also require an extension to negotiations.
- s.16

**Funding:**

- B.C. receives \$16.1M annually; total of \$80.5M over five years to support:
  - \$64.5M K-12 initiatives in school districts
  - \$11.6M post-secondary initiatives
  - \$2.0M K-12 initiatives in independent schools
  - \$1.7M support cultural initiatives implemented by Francophone associations for students
  - \$0.7M support early childhood initiatives
- Complementary Funding: In addition BC can annually apply for complementary funding to support new initiatives going beyond the scope of the agreement. During the five year agreement, the Ministry received \$9.4M in complementary funding.

**Statistics:**

- 37% of the overall funding (\$30.2M) supports minority language education and is mostly allocated to the CSF (5,940 students).
- 63% of the overall funding (\$50.3M) supports second language Instruction and is mostly allocated to the 58 school districts offering second language programs ( French Immersion: 53,487 students; Core and Intensive French: 177,145 students)

**Key Outcomes:**

- The Ministry has achieved significant performance targets outlined in the Agreement including:
  - Increasing by 21 the number of schools offering a French Immersion program (for a total of 286 schools, both public and independent)
  - Ensuring Francophone student have comparable results to students in English Programs for FSA reading assessments :
    - Grade 7 students meeting or exceeding expectations: Francophone: 84%; all students:74%
  - Exceeding targets for student enrolment in French programs:
    - CSF enrolment: +25% (target was +6%)
    - French Immersion enrolment: +12% (target was to keep enrolment number from decreasing)
- Complementary projects:
  1. \$3.7M over three years to support the construction of a CSF school in Port Coquitlam.
  2. \$35,168 to equip every school in CSF with 3D printers.



## French Education Programs Offered in B.C.

Program Name	Program Description	Number of students in 2017/2018
<b>Francophone Program</b> (minority-language)	<ul style="list-style-type: none"> <li>Designed for students who have French as a first language. All subject areas are taught in French (except English).</li> <li>Under Section 23 of the Charter of Rights and Freedoms, Francophone parents have the right to have their children educated in French.</li> <li>Only offered in the Francophone School District (SD #93).</li> <li>Students graduate with two certificates: one in English and the other one in French.</li> </ul>	<b>5,940 students (public schools only)</b> 1% of B.C.'s students 1 school district
<b>French Immersion Program</b> (second-language)	<ul style="list-style-type: none"> <li>A program of choice for non-Francophone students to become bilingual.</li> <li>Basic curriculum instruction provided entirely in French during the first years, with English-language instruction added gradually.</li> <li>Available from K-12 (early Immersion) or Grades 6-12 (late Immersion).</li> <li>Students graduate with two certificates: one in English and the other one in French.</li> </ul>	<b>54,063 students</b> – Public: 53,487 – Independent: 576 9.5% of B.C.'s students 47 school districts
<b>Intensive French Program</b> (second-language)	<ul style="list-style-type: none"> <li>Optional program from Grades 6 to 8.</li> <li>Students are exposed to 80% of instruction in French for one half of the year and 20% for the remaining half.</li> </ul>	<b>481 students (public schools only)</b> 0.08% of B.C.'s students 4 school districts
<b>Core French Courses</b> (second-language)	<ul style="list-style-type: none"> <li>All students in BC are required to have second language instruction from Grades 5 to 8</li> <li>Core French is the most common second language course in BC.</li> <li>Consists usually in one to three hours of French instruction per week.</li> </ul>	<b>218,277 students</b> – Public: 176,664 – Independent: 41,613 78% of Grade 5 to 8 students study Core French 58 school districts

# Canada-British Columbia Agreement On Minority-Language Education And Second Official-Language Instruction 2013-14 to 2017-18

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- s.16
- Under the current Agreement, B.C. receives **\$16.1M** annually, for a total of **\$80.5M** over **five years**:
  - \$64.9M to support K-12 initiatives in school districts
  - \$11.8M to support post-secondary initiatives
  - \$2M to support K-12 initiatives in independent schools
  - \$1M to support cultural initiatives implemented by Francophone associations for students
  - \$0.8M to support early childhood initiatives
- In addition to school districts, many other educational partners benefit from the funding through the Agreement:
  - Independent schools
  - Parent associations
  - Post-secondary institutions
  - Teachers' Associations
  - Cultural organizations
- The Agreement is organized according to six areas of intervention that establishes the types of initiatives the Federal Government agrees to fund:

AREAS OF INTERVENTION	Funding for Francophone Programs	Funding for French as Second Language Programs
<b>1. Student Participation</b> Initiatives to support the recruitment, integration and retention of students	\$2,640,000	\$6,214,000
<b>2. Provision of Programs</b> Initiatives to develop and/or enrich programs and educational	\$8,803,360	\$31,061,480
<b>3. Student Performance</b> Initiatives to improve the academic achievement of students	\$3,314,000	\$365,000
<b>4. Enriched School Environment</b> Initiatives to provide cultural enrichment, through curricular and extracurricular initiatives and ties with Francophone communities	\$7,060,500	\$5,477,500
<b>5. Access to Postsecondary Education</b> Initiatives to offer post-secondary programs and encourage students to complete these programs	\$3,710,000	\$2,865,000
<b>6. Support for Educational Staff and Research</b> Initiatives to support training, recruitment and retention of qualified and specialized staff, and conduct research projects	\$4,655,000	\$4,356,250
<b>Total</b>	<b>80,557,258</b>	<b>\$30,182,860</b>
		<b>\$50,339,230</b>

- The Agreement establishes performance indicators and targets for the Ministry to report on to the Federal Government in order to assess success and impact.
- The Province is required to match the federal funding it receives.
- The Ministry transfers most of the federal funding to stakeholders for them to implement initiatives and deliver programs.

**Strategic Education Agreement between the Government of  
Canada, the Fédération nationale des conseils scolaires francophones  
(FNCSF), the Fédération des communautés  
francophones et acadiennes du Canada (FCFA) and the Commission  
nationale des parents francophones (CNPF)**

The sharing of respective responsibilities among the various levels of government is fundamental to the proper functioning of the Canadian Confederation.

The Government of Canada attaches great importance to the maintenance of a productive and constructive collaboration with provincial and territorial governments.

The Government of Canada takes measures to enhance the vitality of Official Language Minority Communities and foster the full recognition and use of English and French in Canadian society.

In that regard, the Government of Canada encourages and assists provincial and territorial governments to support the development of English and French linguistic minority communities and, in particular, by enabling them to be educated in their own language, while recognizing their exclusive jurisdiction in the matter of education.

Section 23 of the *Canadian Charter of Rights and Freedoms* (hereinafter "the Charter") is of great importance for the vitality of official-language minority communities.

Minority-language school boards play a key role in the full implementation of section 23 of the *Charter*.

Effective collaboration between the provinces and territories and minority-language school boards is essential to the full implementation of section 23 of the *Charter*.

The Government of Canada respects and encourages the involvement of stakeholders, particularly the FNCSF, the FCFA and the CNPF, in its efforts to enhance the vitality of official language minority communities and the learning of English and French as an official language in Canada.

The Government of Canada recognizes that the involvement of stakeholders, particularly the FNCSF, the FCFA and the CNPF, in Francophone minority communities, enables it

to have a better understanding of the issues, challenges and aspirations of these communities and more effectively identify their priorities.

The Government of Canada, the FNCSF, the FCFA and the CNPF recognize that they had several opportunities to discuss the priorities of Francophone minority communities in anticipation of the renewal of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction* (hereinafter “the Protocol”) between the Government of Canada and the Council of Ministers of Education, Canada (hereinafter “the CMEC”).

Consequently, the Government of Canada commits to considering the priorities of Francophone minority communities and to make the following points in its negotiations with the CMEC for the renewal of the Protocol:

- Strengthening of the Protocol’s consultation clauses so that minority-language school boards are consulted: ○ by the provinces and territories, in particular when developing and updating their respective actions plans and when the Departments of Education wish to use federal funding for regular operations in minority-language education; and ○ by the Government of Canada prior to the renewal of the Protocol and bilateral agreements;
- Improving accountability mechanisms, in particular by providing more details about the use of federal funding and by ensuring that the reports are made public;
- Recognition of the role of minority-language school boards in all linguistic and cultural aspects of elementary and secondary school education;
- Federal funding provided under the Protocol constitutes a positive measure to help the Departments of Education and minority-language school boards enhance the vitality of minority communities and support their development. More specifically, the purpose of federal funding is to enable Departments of Education and minority-language school boards to go beyond regular operations in minority-language education;
- A clarification to the effect that the Protocol covers preschool, elementary, secondary and post-secondary (college and university) education; and
- The drafting of a protocol specific to minority-language education.

Moreover, regarding the transfer of funding allocated specifically for each of the two linguistic objectives (minority-language education and second-language instruction), the current Protocol specifies that any transfer of funds from one linguistic objective to the other by provincial and territorial governments may be made with the prior agreement of the Government of Canada. If the current single Protocol is maintained, the Government of Canada commits to consulting the minority-language school boards before giving its authorization.

The Government of Canada will continue to collaborate with community representatives, promoting an approach based on consultation and transparency. In this context, the Government of Canada commits to continuing to meet regularly with national organizations to discuss issues and priorities in education. The Government of Canada also commits to having discussions with provincial and territorial minority-language school boards in the context of the negotiations of bilateral agreements with each province and territory.

Signed this 19<sup>th</sup> day of July 2017

GOVERNMENT OF CANADA

  
The Honourable Mélanie Joly  
Minister of Canadian Heritage

FÉDÉRATION NATIONALE DES CONSEILS  
SCOLAIRES FRANCOPHONES

  
Mélinna Chartrand  
President

FÉDÉRATION DES COMMUNAUTÉS  
FRANCOPHONES ET ACADIENNE DU  
CANADA

  
Jean Johnson  
President

COMMISSION NATIONALE DES PARENTS  
FRANCOPHONES

  
Véronique Leblond  
President

## Francophone School District of B.C. (SD #93)

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### **Context:**

- The Francophone School District of BC (CSF) is the only school district delivering Francophone programs tailored to the needs of students who speak French as a first language.
- The creation of this district resides in Section 23 of the Charter of Rights and Freedoms which states that Francophone parents have the right to have their children educated in French.
- This district is a province-wide school district that has 37 schools and a distance education program.
- There were 5940 students enrolled in CSF in 2017/2018 – approximately 1% of the student population in BC.

### **Ministry Collaboration with CSF**

- The Ministry works closely with CSF to deliver Francophone education programs, and collaborate with CSF on a variety of committees:
  - Français Langue Première Curriculum Development Committee
  - Social Studies Curriculum Development Committee
  - Advisory Group on Provincial Assessment
  - Francophone Foundation Skills Assessment Development Committee
  - Graduation Literacy Assessment Development Committee
  - French Education Stakeholders Advisory Committee
- A CSF teacher is currently seconded to work part-time with the Ministry to support the modernization of curriculum and assessment.
- CSF was consulted by the Ministry in preparation for the negotiations of the next agreement with the Federal Government.
- Ministry staff meets regularly with CSF representatives to discuss ongoing projects. The next meeting is scheduled on January 29<sup>th</sup> to discuss early childhood programs.

### **Federal Funding Allocated to CSF:**

- Under the current Protocol, B.C. receives about \$16.1M of federal funding annually to support French programs:
  - 37% of the overall funding supports minority language education and is mostly allocated to the Francophone school district of B.C.
  - 63% of the overall funding supports second language instruction and is mostly allocated to the 58 school districts offering second language programs in B.C.
- Out of the funding dedicated to support minority language education, 73% is transferred to CSF. This represents about \$4.4M annually.

Page 031 to/à Page 032

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**Declaration of Intent**  
**between**  
**the Minister of Education of the Province of British Columbia of Canada**  
**and**  
**the Minister of National Education, Higher Education and Research**  
**of the French Republic**

The Minister of Education of the Province of British Columbia, Canada and the Minister of National Education, Higher Education and Research of the French Republic (hereinafter referred to as the Participants),

**wishing** to build upon friendly relations and develop their cooperation in the area of primary and secondary education in order to expand relations between British Columbia and France,

**recognizing** the importance of exchange and cooperation on an international scale in the area of education as a means of enhancing the education provided by their school systems,

**considering** that international mobility for students and educators contributes to their social, cultural and professional development and to broadening their knowledge,

**propose** to cooperate, in the context of conducting and encouraging activities and initiatives for students, educators and administrators at the primary and secondary levels, in accordance with the following terms and conditions:

**I. Forms of cooperation**

1. The proposed cooperative activities of this Declaration of Intent (the Declaration) may take the following forms:
  - a) sharing information, knowledge, expertise and general practices related to education and the education system, particularly in establishing dialogues on pedagogy, curriculum, assessment, teacher training and professional development, and the growing diversity of students,
  - b) piloting the implementation of exchange or visiting programs for educators in order to provide professional development, for the purpose of promoting awareness of global issues and international understanding,



**V. Review and Communication**

8. The Participants will review the results of this Declaration after three years of its signing.
9. The Participants agree that this Declaration may be made public by either Participant.
10. This Declaration is not legally binding and not subject to international law.

Signed in Vancouver, on May 18, 2016, in duplicate, in English and in French, each version being equally valid.

**THE MINISTER  
OF EDUCATION  
OF THE PROVINCE  
OF BRITISH COLUMBIA  
(CANADA)**



**THE MINISTER  
OF NATIONAL EDUCATION,  
HIGHER EDUCATION  
AND RESEARCH  
OF THE FRENCH REPUBLIC**

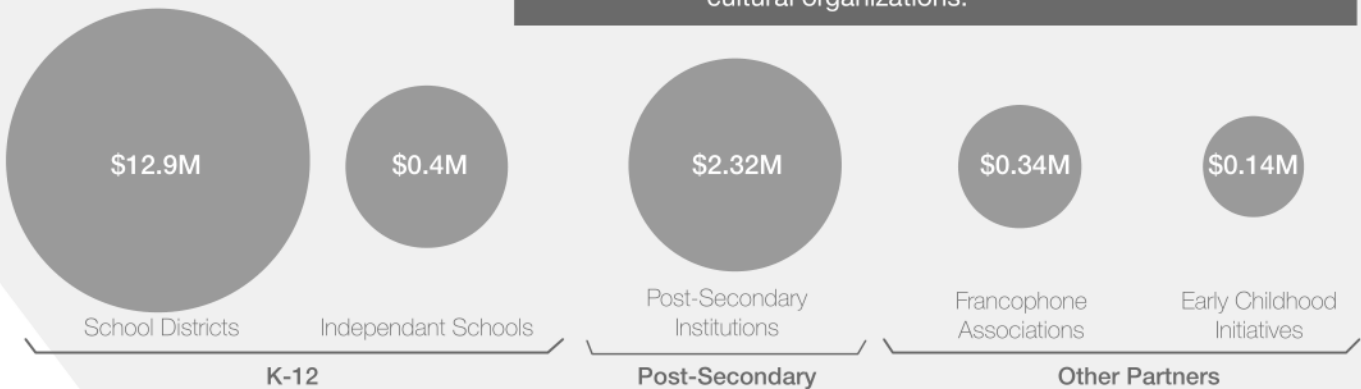


## Comprehensive Economic and Trade Agreement

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- The Comprehensive Economic and Trade Agreement (CETA) is a trade agreement between Canada and the European Union (EU) that was signed in 2016 and entered into force on September 21, 2017.
- Its goal is to contribute to creating jobs, strengthening economic relations and boosting Canada's trade with the EU.
- CETA allows Parties to establish mutual recognition agreements for specific professional qualifications.
- B.C. sees an opportunity to leverage CETA to help address the teacher shortage in French Programs.
- B.C.'s request for the Federal Government is to:
  - prioritize teachers amongst occupations being considered under the mutual recognition agreement framework set out in the CETA, and
  - facilitate conversations with European partners to come to such an agreement.
- B.C.'s goal is to streamline the process for French teachers certified in the EU to join B.C.'s education system.

# FUNDING MECHANISMS BETWEEN THE GOVERNMENT OF CANADA AND PROVINCES/TERRITORIES TO SUPPORT MINORITY-LANGUAGE EDUCATION (FRANCOPHONE) AND SECOND-LANGUAGE INSTRUCTION



## Anil Arora and Jane Badets

### Statistics Canada

1:00 – 2:00pm

100 Tunney's Pasture, R.H. Coats Building, s.15

Ottawa , ON

**\*\*Instructions:** *Present yourself to Security and they will contact the Chief Statistician's office to escort you through.*

Stats Can contact numbers:

Guillaume Viveiros (951-6753)

Christine Meldrum (951-9770)

s.15

**Anil Arora**  
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# **Ms. Jane Badets**

**Assistant Chief Statistician, Social, Health and Labour Statistics,  
Statistics Canada**

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# British Columbia Objectives List

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**February 5, 2018 @ 1:00pm EST – Statistics Canada**

## **DATA LINKAGE**

- Clearly indicate Ministry of Education is willing and able to lead and/or pilot data linkages between BC PEN data and multiple files at Statistics Canada
- Confirm that BC is seeking strong and long-term working relationships at the DM/ADM/staff levels

## **SECONDMENT OPPORTUNITY**

- Explore the opportunity for a secondment or temporary placement of a Ministry economist at Statistics Canada

**Dr. Jennifer Adams, Director of Education  
Ottawa-Carleton District School Board**

**3:00 – 4:00pm**

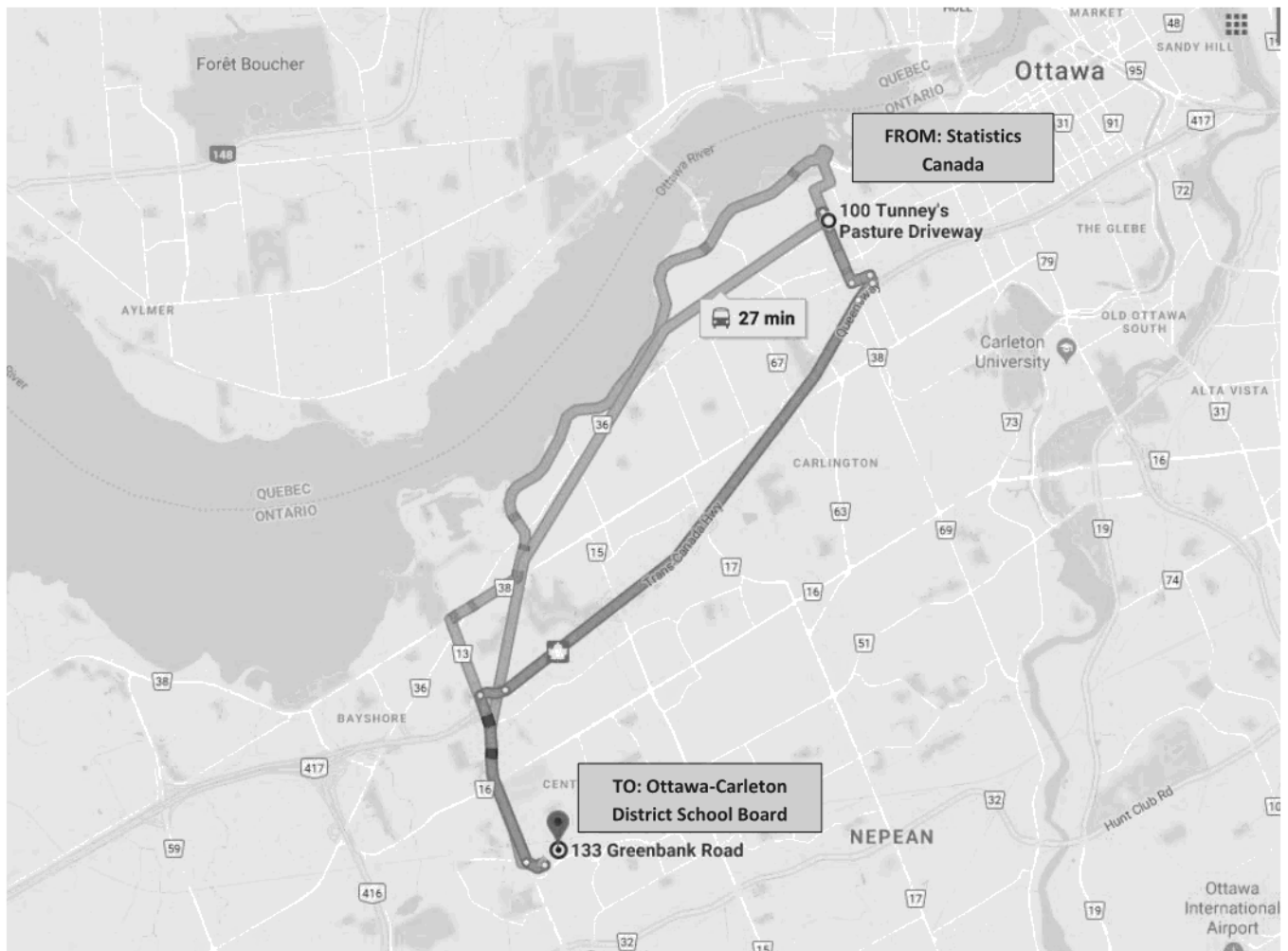
**Ottawa-Carleton District School Board Office**

**133 Greenbank Road**

**Ottawa (Nepean), ON**

***\*\*Instructions: Report to Reception and indicate you are there to meet with the Director.***

Estimated travel time between 15 – 30 minutes





**Dr. Jennifer Adams**

**Director of Education**

**Ottawa-Carleton District School Board**

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# British Columbia Objectives List

February 5, 2018 @ 3:00pm EST – Dr. Jennifer Adams

## Learning Modernization

### OSSLT

- Question challenges experienced with implementation of the Ontario Secondary School Literacy Test (OSSLT)
- Inquire whether introduction of OSSLT has impacted graduation rates
- Inquire whether post-secondary institutions make use of the OSSLT and if so, how

### Assessments

Participation in BC's Foundation Skills Assessment at grade 4 and 7 has declined significantly over time to approximately 76%.

- Inquire how Ontario has managed to maintain high participation rates (in range of 97%) in their elementary assessments over time
- Question what trends they are seeing in their assessment data
- Inquire about what changes and innovation in assessment are on the horizon for Ontario

## Early Years and Child Care

### Single Ministry Portfolio

- Inquire about advantages observed by Ottawa-Carleton District School Board with both education and early years/child care portfolios operated within a single ministry
- Inquire about lessons learned regarding amalgamation of both portfolios

### Impacts on the Board

- Learn impact on Board's current child care operations as a result of the Ministry integration
- Question new or additional responsibilities for the Board and other care providers in the community as a result of the integration of early years/child care and education:
  - The Board's approach to these responsibilities
  - Foreseen shifts in responsibilities in the future
  - Additional supports that would be required if Ontario chose to add additional responsibility for Early Years/Child Care supervision to the School Board

### Programming

- Determine Board's plans for supporting future Early Years/Child Care programming
- Inquire about any proposed further development of effective practices and programs

### Note:

The Board operates the following programs:

- Full-day Kindergarten
  - Two-year program, 50/50 French/English instruction
- Parenting and Family Literacy Centres (similar to StrongStart BC) in eight elementary schools
- Extended Day Programs (7 am to 6 pm) at any school with a Kindergarten
  - Board can operate its own or work with 3rd-party operators
- Infant/toddler pre-schools at two high schools

**Description:**

- The Early Years program supports early learning programs for children age 0-8 years old. Initiatives are:
  - **StrongStart BC (SSBC):** free, daily drop-in programs for families and their pre-school aged children.
  - **Ready Set Learn (RSL):** funding to offer school orientation events for pre-schoolers (3-5 years).
  - **Full Day Kindergarten (FDK):** available to all children within B.C.
  - **B.C. Early Learning Framework:** a guide to support early learning experiences for children from birth to Kindergarten.

**Statistics (all 2016/17):**

- SSBC:
  - 326 programs in public schools across BC
  - approximately 33,000 children registered
- RSL:
  - 1,160 participating schools
    - 1,053 public
    - 107 independent
  - Over 32,000 participating children
  - Over 30,000 participating adults
- FDK:
  - 45,687 total enrolments
    - 39,264 public school
    - 6,423 independent school
- Nearly one-third of children enter kindergarten vulnerable in one or more areas such as social competencies.

**Key Facts:**

- Responsibility for early childhood education in BC is shared by 3 ministries:
  - Education: early learning programs
  - Health: licencing
  - Children and Family Development: child care funding, early childhood educator certification
- The provincial government has committed to investing in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure childcare is accessible for all families.
- RSL launched in 2004, SSBC launched in 2007, and FDK was introduced in 2010.
- B.C. Early Learning Framework was first published in 2008.
- Kindergarten is optional in B.C. but nearly all children attend (99% of age cohort).

**Key Outcomes:**

- In partnership with MCFD and BC Superintendents Association (BCSSA), delivered 7 regional workshops on Early Years to Kindergarten transitions to SSBC facilitators, Kindergarten teachers, and community-based care providers.
- Launched Changing Results for Young Children (CR4YC), a shared professional development bringing together Kindergarten teachers, SSBC facilitators, and community child care providers to improve social/emotional outcomes for children.

**Funding:**

Funding in 2017/18 for early years:

- Special grants:
  - SSBC: \$10.4M
    - \$32K per location
  - RSL: \$2.75M
- Through annual operating grants to schools:
  - FDK: \$361M
- Other initiatives:
  - Changing Results for Young Children: \$50K (plus matching contribution from United Way)
  - Roots of Empathy: \$400K contribution to MCFD.

**Delivery Partners:**

1. School districts.
2. Independent schools -FDK and RSL delivery.
3. United Way of the Lower Mainland - Changing Results for Young Children.
4. MCFD - Superintendent of the Early Years, Roots of Empathy, and Early Years to Kindergarten Transitions project.
5. BCSSA - Early Years to Kindergarten Transitions

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** January 25, 2018

**CLIFF:** 200416

**PREPARED FOR:** Scott MacDonald, Deputy Minister, and Jennifer McCrea, Assistant Deputy Minister, for **Information**

**SUBJECT:** Background Information on K-12 Assessment in Ontario

**PURPOSE:** Meeting with Dr. Jennifer Adams, Director of Education, Ottawa-Carleton District School Board

**BACKGROUND:**

Provincially, Ontario conducts the following assessments:

- Grade 3 English Language Arts and Math assessment
- Grade 6 English Language Arts and Math assessment
- Grade 9 Math assessment
- Grade 10 Literacy Assessment (Ontario Secondary School Literacy Test - OSSLT)

The Grade 3, 6, and 9 assessments are very similar to BC's FSA and allow for both system level accountability information and information about individual student performance.

The Grade 10 Ontario Secondary School Literacy Test (OSSLT) was introduced in 2001. The grade 10 Literacy assessment is considered a "high stakes" assessment – students must pass it to graduate. Students who are unsuccessful on the OSSLT may be eligible to take the Ontario Secondary School Literacy Course (OSSLC) in order to satisfy this graduation requirement.

**DISCUSSION:**

Until the introduction of the grade 10 literacy assessment, Ontario has not in any recent decades had provincial exams or assessments for graduation, course-based or otherwise.

Ontario assessments are developed and administrated through a third party agency that operates at arms-length to the Ministry of Education. The Education Quality and Accountability Office (EQAO) is an independent agency that creates and administers large-scale assessments to measure Ontario students' achievement in reading, writing and math at key stages of their education. All EQAO assessments are developed by Ontario educators to align with the Ontario Curriculum.

EQAO is currently undertaking a multi-year project to move the provincial assessments online. Note, by comparison, BC has been conducting online assessments since 2006. Ontario Ministry and EQAO staff have frequently reached out to BC for advice on this front.

Ontario is about to embark on some major curriculum reform. A large number of Ontario staff spoke to staff in BC via a teleconference on November 6, 2017 about BC's directions in curriculum and assessment.

## **CONCLUSION:**

Ontario's number of provincial assessments is relatively small. The assessments focus on language arts/literacy and math.

Ontario has traditionally conducted Grade 3, 6, and 9 assessments similar to BC's Foundation Skills Assessments. The grade 10 Literacy test is a fairly recent addition to the assessment suite in Ontario. Ontario has not in recent decades had any provincial course based exams at secondary.

## **Potential Questions for Ontario:**

1. What challenges did you experience when you implemented the OSSLT?
2. Has the introduction of the OSSLT impacted the graduation rates?
3. Do any post-secondary institutes make use of the OSSLT? If so, how?
4. Participation in BC's Foundation Skills Assessment at grade 4 and 7 has declined significantly over time to approximately 76%. How have you managed to maintain high participation rates (in range of 97%) in your elementary assessments over time?
5. What trends are you seeing in your assessment data?
6. What changes and innovation in assessment are on the horizon for Ontario?

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**Program ADM/Branch:** Kim Lacharite, Executive Lead, Learning Transformation

**Program Contact (for content):** Nancy Walt

**Drafter:** Nancy Walt

**Date:** January 18, 2018

**LEARNING AGENDA  
GRADES K-9  
MINISTRY OF EDUCATION**

**OVERVIEW:**

The Transformation Initiative is a high profile, corporate priority representing significant changes to B.C.'s education system. It is a complex, multi-year project that spans Grades K-12 and includes the implementation of a new curriculum and associated changes to assessment, reporting and proposed changes to graduation requirements.

**KEY FACTS:**

**Grade K-9 Curricula**

- The new K-9 curricula became official July 1, 2016. It was mandated for use in the 2016/17 school year. Ministerial Orders and policies have been updated to support curriculum updates.
- Core competencies (e.g., communication, critical and creative thinking) are the centre of the curriculum redesign. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to be successful (e.g., communication, critical and creative thinking).
- Curriculum will be maintained and reviewed on a regular, ongoing cycle.
- A curriculum update addressing FAQs has been posted online and instructional samples and resources have been posted; more to come.
- The Ministry has supported administration and teachers with information, training, and resource materials, to support K-9 curriculum implementation.

**K-9 Assessment**

- The Foundation Skills Assessment (FSA) (administered to students in grade 4 and 7) has been modernized; more engaging format and provides students more choice. It was field tested by 4,000 students in 43 schools (public and independent), and the results proved useful to refine the instrument and assessment questions.
- The modernized FSA was administered between October 2 and November 10, 2017. The administration period changed from Feb/Mar to Oct, allowing earlier identification of students requiring additional supports. The FSA results have been marked and the team is analyzing the results and preparing for standards setting over the next month, with reporting to follow.
- The public reporting of school level results and the subsequent use of data by third parties to rank schools will continue to be an ongoing issue for partner groups.
- Classroom assessment resource materials are being developed to support K-9 teachers.

## **K9 Reporting**

- Student Reporting Policy was updated for 2016/17 school year as an interim measure; gives flexible options for school districts as they implement new K-9 Curricula.
- Many schools have changed their reporting practices towards more frequent reporting, both formal and informal throughout the year, using a number of different methods. In several cases, the schools communicate student progress to parents and students through digital portfolios.
- The Reporting Policy provides flexibility to school districts as they implement new K-9 Curricula. Regardless of the option selected, school districts must communicate with parents a minimum of five times per year. Performance scales are used in K-3 and letter grades are used in grades 4-9.
- The K-9 reporting policy is under review, using research, current practice and province wide parent engagement data. Recommendations will be brought forward in the spring of 2018.

## **K-9 Engagement**

- From October 2016 to February 2017, the Ministry conducted a province-wide parent engagement on K-9 student progress reporting. The purpose was to better understand parents' needs and expectations on their children's progress at school.
- Over 5000 provided feedback through the online survey and close to 400 parents attended 11 community open houses and focus groups. An engagement summary report with key findings and next steps was published in the Fall 2017.

**LEARNING AGENDA  
GRADES 10 - 12  
MINISTRY OF EDUCATION**

**OVERVIEW:**

The Transformation Initiative is a high profile, corporate priority representing significant changes to B.C.'s education system. It is a complex, multi-year initiative that spans Grades K-12 and includes the implementation of a new curriculum and associated changes to assessment, reporting and proposed changes to graduation requirements.

**KEY FACTS:**

**Grade 10-12 Curricula**

- Grade 10 curriculum is being finalized and will be posted in April 2018, and mandated for use in July 2018. Ministerial Orders and policies are being updated to support curriculum updates.
- Grade 11 and 12 curriculum is being finalized and will be posted in June 2018, and available for trial in classroom through the 2018/19 school year. The grade 11 and 12 curriculum will be mandated in July 2019.
- Curriculum Comparison Guides have been established to illustrate how old 10-12 curricula maps to the new.
- Core competencies (e.g., communication, critical and creative thinking) are the centre of the curriculum redesign. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to be successful (e.g., communication, critical and creative thinking).
- The BCTF has requested additional supports for 10-12 implementation. Specifically, additional non-instructional time to assist teachers with understanding the changes being implemented in the graduation years.

**Provincial Graduation Assessments**

- In July 2016, Grade 10/11 provincial exams (Science 10, Math 10, English Language Arts 10, and Socials Studies 11) were discontinued. These classes will now be fully assessed in the classroom.
- Ministry policy does not direct classroom assessment practices but does provide school districts with supporting resources. Classroom assessment practices remain at discretion of teachers.
- Two Graduation Assessments are being introduced, both designed with teachers and measurement experts:
  - Numeracy Assessment is being implemented in January 2018
  - Literacy Assessment will be introduced in January 2020



- It is intended that the provincial Language Arts 12 (LA12) exam will be phased out with implementation of the Literacy Assessment (timing still to be confirmed)

### **Grade 10-12 Reporting**

- Currently, there are no changes in student progress reporting requirements for grades 10-12.
- Student reporting policy is under review, using research, current practice and province wide parent engagement data (on K-9 student progress reporting) to inform potential changes to reporting for grades 10-12.
- Further engagement with parents and post-secondary institutions is required prior to making revisions on the 10-12 Student Reporting Policy.
- The Ministry has proposed the introduction of proficiency scores as part of new Numeracy and Literacy Assessments.
- The Ministry has proposed that the proficiency score will be recorded on students' transcript as a stand-alone score for both the Numeracy and Literacy Assessment (proficiency score will not be blended with a course mark).
- Students continue to receive final report cards (and transcript) with classroom mark (grade and percentage) for LA 12 and all other courses (e.g. math, socials, science, etc.).

### **Graduation Requirements**

- To graduate, students still require 80 credits total; 16 credits at grade 12 level, with 28 elective course credits. 52 credits are required from the following:
  - LA 10, 11 & 12 (12 credits)
  - Math 10 (4 credits), and a Math 11 or 12 (4 credits)
  - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
  - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
  - Two Career Education courses (total 8 credits) (replaces Planning 10 and Graduation Transitions)
  - Physical Health and Education 10 (4 credits)
  - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- In 2018 the new provincial Numeracy Assessment may be required for graduation.
- In 2020 the new provincial Literacy Assessment may be required for graduation.

### **Grade 10-12 Engagement**

- The Ministry is about to embark on an engagement on the proposed changes to the graduation policies with an intent to publish a Graduation Policy document prior to Fall 2018.
- The Ministry is actively engaged with the K-12 sector and post-secondary institutions (PSI) on the changes to the K-12 system.
- With the PSI's, the focus of the engagement has shifted from general awareness to understanding the practical implications for the post-secondary system (e.g., possible changes to admittance and registration processes).
- Further engagement with PSI's and parents is required to ensure successful implementation of changes to grades 10-12.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# 2016-2017 DIRECTOR'S ANNUAL REPORT TO THE COMMUNITY



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# Daily Itinerary

## Tuesday, February 6, 2018

TIME (EST)	EVENT/ACTIVITY	LOCATION	ATTENDEES
9:15 – 9:45am	<i>Travel to pre-brief meeting</i>		
9:45 – 10:15am	Pre-brief meeting	s.15 Gatineau, QC **1 block from DM Tremblay	Scott Jennifer Tyrone McNeil (FNESC) Debbie Jeffrey (FNESC)
10:15 – 10:30am	<i>Travel to meeting</i>		
10:30 – 11:30am	Meeting with DM Tremblay	10 Wellington Avenue Gatineau: s.15 **see Commissionaire Desk	ADM Paula Isaak ----- Scott Jennifer Tyrone McNeil (FNESC) Debbie Jeffrey (FNESC)
11:30 – 12:30pm	<i>Travel to meeting</i>		
12:30 – 1:30pm	Meeting with MP Randy Boissannault (Edmonton Centre), Special Advisor to Prime Minister on LGBTQ2	s.15 – Confederation Building – Parliament Hill, Ottawa	Minister Fleming Veronica Scott Jennifer
1:30 – 2:00pm	<i>Travel to hotel</i>		
2:00 – 3:40pm	Personal time	s.15	All
3:40 – 4:10pm	<i>Travel to pre-brief meeting</i>		
4:10 – 4:40pm	Pre-brief meeting	s.15	Minister Fleming Veronica Scott Jennifer Tyrone McNeil (FNESC) Debbie Jeffrey (FNESC)
4:40 – 5:00pm	<i>Travel to meeting</i>		
5:00 – 6:00pm	Meeting with Minister Jane Philpott	s.15 Centre Block, Parliament Hill, Ottawa	DM Jean-Francois Tremblay Jessica Hayden, Sr Policy Analyst ----- Minister Fleming Veronica Scott Jennifer Tyrone McNeil (FNESC) Debbie Jeffrey (FNESC)
6:00 – 8:00pm	<i>Travel to hotel/Personal</i>		
8:00 – 9:30pm	Meeting with Ross Finnie, University of Ottawa	s.15	Scott Keith

**PRE-BRIEF MEETING FOR:**

**Jean-Francois Tremblay, Deputy Minister  
Indigenous Services**

**9:45 – 10:15am**

s.15

**Gatineau (Hull), QC**

s.15

**Jean-Francois Tremblay, Deputy Minister  
Indigenous Services**

10:30 – 11:30am

s.15

10 Wellington Avenue, s.15  
Gatineau (Hull), QC

***\*\*Instructions:*** Upon arrival, see Commissionaire desk to check in – they will call the DMO and someone will come out to escort you to the meeting.

s.15

# **Jean-François Tremblay – Deputy Minister of Indigenous Services**

Copyright



# DM to DM Meeting

February 6, 2018 11:00 -12:00pm

10 Wellington Avenue, s.15

Gatineau, QC

Meeting Room: s.15

## BC Ministry of Education

- Scott MacDonald, Deputy Minister
- Jennifer McCrea, Assistant Deputy Minister
- Tyrone McNeil, FNEC President
- Debbie Jeffrey, FNEC Executive Director

## Ministry of Indigenous Services

- Jean-Francois Tremblay, Deputy Minister
- Paula Isaak, Assistant Deputy Minister

Duration	Agenda Item	Lead
5 min	Introductions	ALL
10 min	Update on British Columbia Programs and Outcomes	BC
20 min	s.16	
20 min	Jurisdiction for First Nations in BC	BC/Canada
5 min	Next Steps	Canada

# British Columbia Objectives List

February 6, 2018 @ 11:00am EST – DM Jean-Francois Tremblay

## Collaboration and Context

- We have a strong tripartite relationship in BC among the Province, First Nations and Canada; no other region in the country has a relationship established like this. We have accomplished steady improvements in the delivery of education to First Nation students through our tripartite, regional approach.
  - *First Nations leadership and the Province work collaboratively together to improve results for students in all education systems.*
  - *First Nation student graduation rates have continually improved over the last 10 years.*
- Both the Province and Canada have committed to implement the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) and the Truth and Reconciliation Commission (TRC) Calls to Action for reconciliation.

s.16
- Acknowledge federal government commitment (\$11.48M) to bringing broadband access to remote First Nation schools over the next year and to connecting coastal communities (\$42M)
  - *This funding will allow for increased access to educational opportunities, essential for how education is delivered in remote communities and for keeping relevant in today's technological world.*
  - *Encourage federal government to work closely with BC and First Nations as this unfolds.*

s.16

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**Description:**

- The Ministry is committed to improving results for Aboriginal students.
- The Ministry is working to increase the presence of Aboriginal languages, cultures and history for all students.
- These efforts align with government commitments to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the calls to action of the Truth and Reconciliation Commission (TRC).

**Key Outcomes:**

- Embedded Aboriginal perspectives in all subject areas and grade levels including history of residential schools.
- Provided First Nation schools with access to provincial exams and Dogwood certificate.
- Created a public and interactive student performance data tool.
- Developed an equity scanning tool to create learning environments free of racism.
- Accepted all 11 Auditor General recommendations to improve outcomes.
- Supported six Indigenous language curriculum documents in development (17 have already been approved).

**Delivery Partners:**

1. The First Nations Education Steering Committee & First Nations Schools Association
2. Métis Nation British Columbia
3. The K-12 Aboriginal education partners table
4. Department of Indigenous Services Canada
5. School districts

**Key Facts:**

- All education partners have made improving Aboriginal student outcomes a priority.
- Aboriginal children in care are over represented.
- The use of the Evergreen school completion certificate has been restricted to only students with a designated special need and individual education plan; Aboriginal students without a designation were being awarded this recognition instead of supported on a Dogwood completion path.

**Statistics:**

- 70,487 Aboriginal students in B.C. public and independent schools (2017/18)
- 65,269 or 11.6% of public school students self-identified as Aboriginal (2017/18)
- For public schools, the number is stable at approximately 12% since 2006/07.
- Of the 65,269 students, approximately 7,820 were First Nations students living on reserve. (2017/18)
- 3,926 Aboriginal students attending public schools have behaviour disabilities (2017/18)
- 13,100 (20%) of Aboriginal students attending public schools have special needs. It included all special needs except Gifted category (2017/18)
- 2,539 Aboriginal students attending public schools are children in care (2016/17)

**Completion Rate:**

- 65.9% Aboriginal completion rate (2016/17).
- Approximately 27% increase since 1999/00. (The corresponding increase for non-Aboriginal students was 8.6% in public and independent schools, and 9.1% in public schools only.)
- First Nations students living on reserve attending public schools is 57%, up from the 35% in

**Funding:**

- BC invests about \$70M annually in supplemental funding at over \$1,200 per student self-identifying Aboriginal ancestry.
- The Ministry allocated almost \$0.5 million this year for the Equity in Action project to addresses the Auditor General’s finding of “racism of low expectations”.

s.16

<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>Aboriginal language in the K–12 system is a priority for many Aboriginal peoples and communities in this province.</li> <li>B.C. recognizes that all students, particularly those of Aboriginal ancestry, should have the opportunity to learn an Aboriginal language whenever possible, and should do so with the support of the Aboriginal community.</li> <li>The Ministry is committed to support full course offerings in Aboriginal languages. (Note: Boards of education decide which languages will be offered in their school districts.)</li> </ul>	<p><b>Key Facts:</b></p> <ul style="list-style-type: none"> <li>The Ministry continues to support partnerships between school districts and Aboriginal communities developing curriculum documents for Aboriginal languages.</li> <li>Each curriculum document represents a separate Aboriginal language and is the intellectual property of the community partner (i.e. school district, band council, or school district-community partnership) not the Ministry.</li> <li>The ministry is working closely with the Ministry of Indigenous Relations and Reconciliation and First Peoples Cultural Council to enhance language learning supports for teachers in schools.</li> </ul>	
<p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>Sixty Indigenous languages (approx.) in Canada spanning 10 separate and distinct language families.</li> <li>Thirty-four Indigenous languages in B.C.</li> <li>Seven distinct language families, covering 60% of Canada’s First Nations languages.</li> <li>In 2016/17, there were 450 grade 10, 11, and 12 students enrolled in Aboriginal language courses in the province.</li> <li>Seventeen provincially approved Aboriginal language curriculum documents, six more in development.</li> </ul>	<p><b>Key Outcomes:</b></p> <ul style="list-style-type: none"> <li>Engaged the First Nations Education Steering Committee (FNESC) in discussions toward a K–12 provincial Indigenous language learning policy apart from the policy for “second languages.”</li> <li>Approved a curriculum document for the Haida language.</li> </ul>	<p><b>Funding:</b></p> <ul style="list-style-type: none"> <li>s.16</li> <li></li> <li>This Ministry’s Aboriginal education targeted funding can support language learning.</li> <li>Canada announced it will draft an Indigenous Languages Act and invest \$55M a year.</li> </ul>
<p><b>Moving Forward:</b></p> <ul style="list-style-type: none"> <li>Complete a standalone K–12 provincial Indigenous language learning policy.</li> <li>Build a framework with an improved language curriculum document template to better support districts/communities developing curriculum and programs.</li> <li>Find new ways that Indigenous language learning teachers can be trained and certified.</li> </ul>	<p><b>Delivery Partners:</b></p> <ul style="list-style-type: none"> <li>FNESC, First Nations Schools Association, First Peoples’ Cultural Council, Indigenous Adult and Higher Learning Association, New Relationship Trust, Métis Nation British Columbia, and federal departments, including Indigenous Services Canada (DISC).</li> </ul>	<p>s.16</p>

*\*This hasn’t been announced or shared with DISC.*

British Columbia News

## Student success continues to build in B.C.

<https://news.gov.bc.ca/16156>

Thursday, January 11, 2018 11:00 AM

**Victoria** - High-school completion rates continue to improve for all B.C. students, as confirmed by the latest Ministry of Education data released today.

The six-year completion rates from 2016–17 throughout the province show that more students overall are completing high school, with the greatest increases for Indigenous students and students with special needs.

“As a new government, our vision is to boost student achievement and grad rates. High school completion is a key that opens doors for people, no matter what path they choose,” said Education Minister Rob Fleming.

“These consistent increases mean more students are able to take advantage of those opportunities. We will keep working to raise the six-year completion rate. We’ve seen positive improvements for students with diverse needs and Indigenous learners, but there is more work to be done to ensure all students can recognize their full potential.”

The completion rate for Indigenous students in 2016–17 increased 2.1% over 2015–16, to 65.9%. Over the last 10 years, the rate for Indigenous students has increased by 19%, up from 46.9% in 2007–08.

Students with special needs are completing high school at a rate of 69.4%, up 2.4% from the year before. These students have seen a 25.3% increase in completion rates over the last 10 years, up from 44.1% in 2007–08.

Overall completion rates increase steadily each year; 84% this year, up from 83.6% last year. The overall completion rate has increased 5.2% over the past 10 years, from 78.8% in 2007–08.

The six-year completion rate calculates the number of students who graduated within six years from the time they enrolled in Grade 8.

Updated information on high school completion rates can be found online:

<http://www.bced.gov.bc.ca/reporting/systemperformance/?sd=099&evidence=completion-rates>

### Contacts

# Rural and remote communities in coastal British Columbia will benefit from faster Internet

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## News Release

From Innovation, Science and Economic Development Canada



**154 communities along the entire British Columbia Coast to get access to new or faster Internet through \$45-million investment**

**January 17, 2018, Vancouver BC**

Through a combined investment of \$45.4 million, the Government of Canada in partnership with the Government of British Columbia is bringing new or improved high-speed Internet to 154 rural and remote communities, enabling residents to get online. Of these 154 communities, 44 First Nations will benefit.

The funding was announced by the Honourable Jane Philpott, Minister of Indigenous Services, on behalf of the Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development; the Honourable Jinny Sims, British Columbia Minister for Citizens' Services; and Jennifer Rice, British Columbia Parliamentary Secretary for Emergency Preparedness and Member of the Legislative Assembly for the North Coast, at Canada Place in Vancouver.

This investment will help residents of these communities connect with family and friends, do business online, participate in distance education and take advantage of the opportunities afforded by the digital age. It will also help connect schools, hospitals, libraries and businesses to networks that are essential to their services.

Today's investment includes new subsea fibre optic cable that will connect communities between Prince Rupert and Vancouver, as well as around Vancouver Island—a total of 3.5 million metres of cable. Thanks to this investment in high-capacity networks in remote and underserved communities, all British Columbians, including First Nations, will be able to fully participate in the digital economy.

## Quotes

“Access to high-speed Internet is not a luxury; it’s essential. High-speed Internet service is a basic tool that all Canadians should have access to, regardless of their postal code. Canadians need this service to do business, upgrade their education and build stronger communities. Thanks to our Connect to Innovate program, more Canadians will be able to participate fully in the digital economy.”

– The Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development

“Broadband Internet is critical to ensuring quick and reliable access to educational resources, economic development opportunities and telehealth services. The federal government is proud to partner with the Province, First Nations, local communities and the private sector to bring high-speed Internet to unserved and underserved communities, including 44 First Nations, in British Columbia.”

– The Honourable Jane Philpott, Minister of Indigenous Services

“To be global digital economy leaders today and tomorrow, we need to invest in our broadband infrastructure. By partnering with the federal government, First Nations, local governments and the private sector, we will give our rural communities the foundation to grow their economies with fast and reliable Internet connections.”

– The Honourable Jinny Sims, British Columbia Minister of Citizens’ Services

“For too long, people living along B.C.’s coast and Haida Gwaii have been forced to live in technological isolation, which has affected their ability to communicate and do business in a digital world. This important investment will give coastal communities and First Nations better access to key services like healthcare and education, bring new economic opportunities in tourism and other industries, and improve our ability to respond to emergencies throughout the region.”

– Jennifer Rice, British Columbia Parliamentary Secretary for Emergency Preparedness and Member of the Legislative Assembly for the North Coast

“Connectivity is foundational to Indigenous peoples leading and thriving in a digital age. Projects such as this play an important role in addressing the urgent need to achieve full and equitable access, unlocking the potential of the digital domain for generations to come.”

– Denise Williams, Executive Director, First Nations Technology Council

“Reliable high-speed connectivity is critical for rural and remote communities to develop their business opportunities, services and community potential. The Trust is incredibly proud to be a partner in the delivery of this program, supporting the investments the Province and Government of Canada are making in this infrastructure.”

– Joel McKay, Chief Executive Officer, Northern Development Initiative Trust



## Quick Facts

- Connect to Innovate is a program that aims to provide Canadians in underserved communities with access to high-speed Internet by investing in backbone networks, upgrading capacity and extending access.
- Of the \$45.4 million invested in coastal British Columbia:
  - \$22 million will come from the Connect to Innovate program;
  - \$12 million will come from Indigenous Services Canada; and
  - \$11.4 million will come from the Government of British Columbia, through the Connecting British Columbia program.
- The organizations receiving funding are:
  - CityWest Cable and Telephone—\$9.3 million from the federal government and \$3.1 million from the Government of British Columbia to improve high-speed Internet service for 23 communities and 97 institutions
  - Strathcona Regional District—\$24.6 million from the federal government and \$8.4 million from the Government of British Columbia to improve high-speed Internet service for 131 communities and 63 institutions
- The \$45.4 million in funding is for backbone networks that will bring fibre optic cable to 154 communities, connect institutions and indirectly improve Internet connections for an important number of households along the British Columbia Coast.
- The Government of Canada's Connect to Innovate program is investing \$500 million to go toward building the digital backbone of high-speed Internet networks. Backbone networks are the digital highways that move data in and out of communities. These highways carry large amounts of data that are essential for schools, hospitals, libraries and businesses to function in a digital world.
- Connect to Innovate will also fund last-mile connections to households that don't have high-speed Internet.
- Connect to Innovate is part of the Government of Canada's Innovation and Skills Plan, a multi-year strategy to create well-paying jobs for the middle class.

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## ***CMEC Symposium on the Indigenization of Teacher-Education Programs Working Group***

The Symposium on the Indigenization of Teacher Education Programs builds on the results of CMEC's Aboriginal Educators' Symposium on teacher recruitment and retention, which was held in Yellowknife, Northwest Territories on June 29–30, 2015. Discussions will consider the Indigenizing of teacher education programs, as well as the indigenization of K-12 classrooms and post-secondary curricula.

**WHAT** The Indigenizing of Teacher Education Programs and teaching how to Indigenize K-12 classrooms and teaching.

- The symposium will include keynote presentations, panels of Indigenous education experts, talking circles, and an Elders' tea discussion
- The Symposium will coincide with the 107<sup>th</sup> CMEC meeting and 112 ACDME meeting

**WHO** Deans, department heads and teachers of Teacher Education Programs, Indigenous education experts, Indigenous students and Elders

- A delegation from each province and territory, including an Elder from each jurisdiction
- Education ministers and deputy ministers will be invited for the opening or closing of the Symposium to meet participants and learn about the discussions that

**WHEN** Thursday, July 5, and Friday, July 6, 2018

**WHERE** Vancouver, British Columbia

- The symposium will take place at the Musqueam Culture Pavilion

**WHY** To highlight the importance of, and how to create, learning environments that reflect and respect Indigenous ways of knowing and being, through exploring:

- Innovative work in teaching language, culture, and identity;
- Indigenous holistic perspectives on student well-being, including mental health and wellness;
- Incorporating Indigenous ways of knowing into the curriculum; and
- Productive partnerships

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Ministry of  
Education

## Aboriginal Education Current and Future Work

### Highlights of recent and ongoing projects:

- Over the past year, Ministry representatives have connected with **over 700 representatives of First Nations communities** to hear and address their concerns in education (FNHC, FNEESC regional sessions and community visits).
- The Ministry of Education, together with partners, including the First Nations Education Steering Committee, is **modernizing the education system** by embedding Aboriginal perspectives in BC's curriculum in all subject areas and at all grade levels.
- Acting to implement the Tripartite Education Framework Agreement (TEFA), the Ministry has provided First Nation schools with **access to BC's provincial exam program**.
- In response to BC's Auditor General report on Aboriginal education, the Ministry is developing a **draft Provincial Strategy on Aboriginal education**.
- In response to concerns expressed by FNEESC, BCTF and BCSTA, the Ministry changed the Student Credential Order to **limit the Evergreen school leaving certificate** to students with a special needs designation and an individual education plan.
- The new **Framework for Enhancing Student Learning** will focus on increasing the success of Aboriginal students, children in care, and students with special learning needs.
- The Ministry recently created an interactive **data tool**, now publicly available to allow better access to, and analysis of, School District and Provincial student performance data. Click on [Visit our new reporting tool »](#)
- Also in response to the Auditor General, the Ministry is driving the creation of an **equity scanning tool** to support school districts in creating safe learning environments, free of racism. Six School Districts are assisting in the development.

### Future priorities:

- Working closely with FNEESC, First Nations language representatives, and other language learning stakeholders, the Ministry is developing **an Indigenous language learning policy**.
- The Ministry is committed to **providing First Nations with student achievement information** specific to the students from their communities.
- s.16

**Ministry of Education Report on Actions Taken To Support  
Truth and Reconciliation Commission of Canada's  
Calls to Action**

**Background**

In 2015, after holding national, regional and local hearings on the impact of Indian Residential School era on students, their families and all of Canadian society, the Truth and Reconciliation Commission of Canada (TRC) released 94 Calls to Action to address the legacy of residential schools and advance Canadian reconciliation. These 94 Calls to Action are primarily focused on actions that can be taken by Federal, Provincial and Territorial governments but are also designed to provide direction to all sectors of society on actions that can be taken toward reconciliation with Indigenous peoples.

The Calls to Action were themed into two overarching areas, Legacy and Reconciliation, with subcategories:

Legacy:

- Child Welfare
- Education
- Language and Culture
- Health
- Justice

Reconciliation:

- Canadian governments and United Declaration on the Rights of Indigenous Peoples
- Royal Proclamation and Covenant of Reconciliation
- Settlement Agreement Parties and the UNDRIP
- Equity for Aboriginal People in the Legal System
- National Council for Reconciliation
- Professional Development and Training for Public Servants
- Church Apologies and Reconciliation
- Education for Reconciliation
- Youth Programs
- Museums and Archives
- Missing Children and Burial Information
- National Centre for Truth and Reconciliation
- Commemoration
- Media and Reconciliation
- Sports and Reconciliation
- Business and Reconciliation
- Newcomers and Reconciliation

**Education Calls to Action**

The Ministry of Education, with the overarching guidance of numerous Indigenous experts, organizations and Indigenous government representatives to build an education system that serves Indigenous students well.

Call to Action #62, with four subcomponents, and Call to Action #64 are related reconciliation for education.

Call to Action #62:

1. Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for Kindergarten to Grade 12 students;
2. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
3. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and,
4. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in curriculum.

Call to Action #64:

Asks all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

Prior to the release of the Calls to Action, the Ministry of Education had already begun work on the ones directly related to reconciliation for education and, all but one is complete.

Status - Call to Action #62:

1. Curriculum:

Kindergarten to Grade 9 curriculum, through collaboration with Aboriginal peoples, has been revised and implemented beginning in 2016-17. Grade 10 curriculum will be implemented this September with grades 11 and 12 being implemented at the start of the September 2019/20 school year.

The curriculum contains age appropriate content related to Aboriginal peoples' history, and includes the residential school era. To assist teachers to implement these aspects of the curriculum, the Ministry has also produced a teacher guide, *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, available for order or free download at [https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp\\_moving\\_forward.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf)

As well, the Minister in 2016 designated a non-instructional day solely focused on supporting teachers to implement Aboriginal and provided funding for professional development for teachers to become familiar with the new curriculum.

2. Teacher Education – Post-Secondary

As of September 2012, all teachers graduating from BC teacher education programs must complete three credits related to the historical context of First Nations Inuit and Métis learners.

3. Funding for Aboriginal Schools - Indigenous knowledge and teaching methods in classrooms

While the funding responsibility for First Nations based-operated schools on reserve rests with the federal government, the Province is contributing in several ways:

- The Province, as of 2008/09, pays reciprocal tuition to these schools whenever they serve students otherwise eligible for a free BC public school education.
- BC, Canada, and First Nations, as represented by the First Nations Education Steering Committee (FNESC), are implementing the Tripartite Education Framework Agreement (TEFA), which has, as of 2012/13, provided First Nations on-reserve schools with federal funding comparable to what the Province provides public schools.
- Moreover, through TEFA, BC is sharing expertise and learning resources with the federal government and First Nations to help build capacity in the First Nations education system.
- The Ministry has implemented the Equity in Action project specifically to look at ways to improve Indigenous student results and combat the “racism of low expectations” faced by Indigenous students.

4. Senior-level positions dedicated to Aboriginal content in curriculum.

The Assistant Deputy Minister, Learning Division, and the Executive Lead, Learning Transformation Division, who is responsible for the learning modernization project, share the responsibility of ensuring that Aboriginal content is embedded in all curriculum.

Status - Call to Action #64:

Denominational Schools - curriculum

All faith-based schools in BC follow the BC curriculum, which includes specific aspect and references to Aboriginal cultures, languages, history and spirituality.

**Conclusion**

The Ministry understands that reconciliation goes beyond the Calls to Action and that all areas of the Ministry are responsible for moving the agenda forward. The involvement of Indigenous peoples in decisions that positively support Indigenous students is becoming a broad practice not only at the Ministry level but at the School District and school level and this has resulted in a continuous improvement in the Dogwood Completion rate over the past 10 years.

There is a lot to be proud of in the work we have done and are doing together but there is continued work in front of us. First Nations status students are not meeting with the same level of success, Métis students need to see their history and cultures reflected in our system and we need to address racism in our system more effectively. All of these are pieces of ensuring that our education system is a tool for reconciliation and serves Indigenous students, and all students, well.

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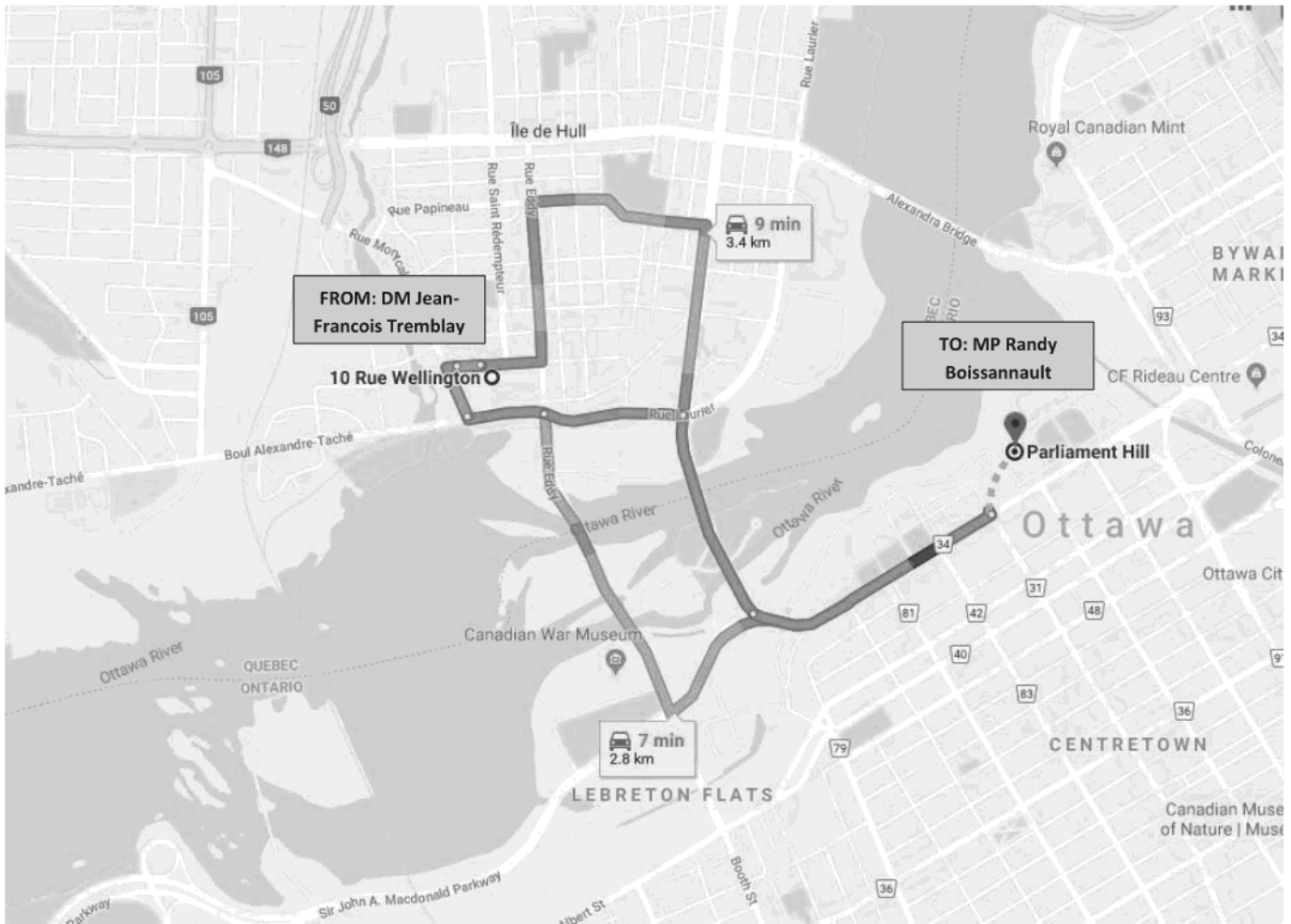
# MP Randy Boissannault (Edmonton Centre) Special Advisor to the Prime Minister on LGBTQ2

12:30 – 1:30pm

s.15 – Confederation Building  
Parliament Hill, Ottawa

**\*\*Instructions:** Check in with Security and advise you are meeting with MP Boissannault. Someone from his office will come to escort you to the office. Note that you will encounter a bag scan and walk-through metal detector at Security.

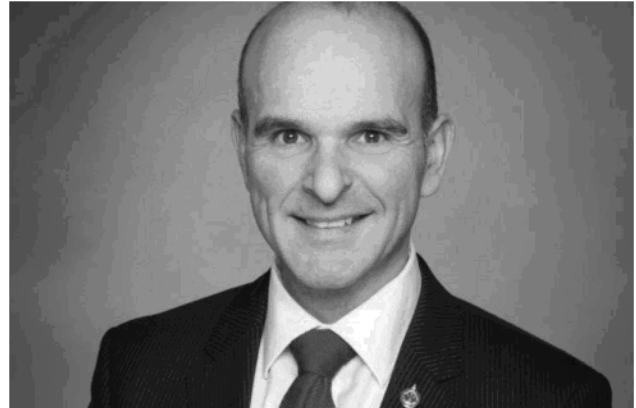
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## **Meet Randy Boissonnault**

Randy Boissonnault is the Member of Parliament for Edmonton Centre and the Special Advisor to the Prime Minister on LGBTQ2 Issues.

Prior to his election, Randy was a successful entrepreneur, community leader, and philanthropist. He has a strong record of leadership in business, in public service, and in the not-for-profit sector.



Randy discovered his passion for leadership and public service at the University of Alberta, where he served as President of the Students' Union. Since studying at the University of Oxford as a Rhodes Scholar, Randy has worked as a lecturer at the University of Alberta's Campus Saint-Jean, and as a journalist and political commentator for CBC Radio-Canada and Les Affaires. Randy also owned and led a consulting business that helped small- and medium-sized businesses overcome their strategy and management challenges.

A proud Rotarian, Randy has a long history of charitable work, both locally in Edmonton and abroad. He founded Literacy Without Borders, an international NGO devoted to promoting literacy for both children and adults in the developing world and in Canada. He has also served as Vice Chair of TEDx Edmonton and Chair of the Board of Directors of the Francophone Economic Council of Alberta, the Francophone Sport Federation of Alberta, and the Canadian Francophone Games. He was one of the 50 founders of Startup Edmonton and was a finisher of the Ironman Canada Triathlon.

## RANDY BOISSONNAULT, MEMBER OF PARLIAMENT (MP) – Additional Info

- Member of Parliament since October 2015
- Named Special Advisor to the Prime Minister on LGBTQ2 Issues on November 15, 2016
  - Advises the Prime Minister on development and co-ordination of federal LGBTQ2 agenda
  - Works with LGBTQ2 organizations nationwide to promote equality for the LGBTQ2 community, protect the rights of its members, and address discrimination against them – both historical and current
  - Mandate to advance sexual minority rights internationally
    - Canada is funding and implementing LGBTQ2-related projects abroad supporting violence-prevention programs, awareness-raising campaigns and advocacy efforts, including initiatives aimed to combat homophobia and transphobia in education
    - Canada is working with the United Kingdom to promote those rights within the Commonwealth
  - Unclear if the Special Advisor position includes budget for directly funding initiatives

s.22

- Randy may mention work with Egale Canada
  - In June 2016, Egale Canada released “The Just Society Report” which documented discrimination against the LGBTQ2 community in Canada.
  - The federal government has committed to work with Egale and other partners to take action against the discrimination outlined in the report

s.22

- In addition to acting as Special Advisor to the Prime Minister on LGBTQ2 Issues:
  - Committee Member of the Standing Committee on Justice and Human Rights
    - The Committee has the power to review and report on the policies, programs, and expenditure plans of the Department of Justice and other Justice related entities such as the Canadian Human Rights Commission and the Supreme Court of Canada
  - Vice-Chair and Member of the Canadian Section of ParlAmericas
    - Mandate is to promote parliamentary participation in the Inter-American System with a focus on topics such and public safety, free trade, external debt, and gender
  - Acted as Parliamentary Secretary to the Minister of Canadian Heritage 12/2015 to 1/2017
  - March 2016, prior to appointment as Special Advisor, Randy coordinated a valentine card signed by the Prime Minister and other MPs for a St Albert, AB man who had received a valentine with a homophobic slur

# British Columbia Objectives List

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**February 6, 2018 @ 12:30pm EST – MP Randy Boissonnault**

## **SOGI**

### **Position BC as a leader in SOGI inclusive education**

- Highlight BC accomplishments to date
- Collaborative and province-wide approach with practical resources for educators
- Alberta now using the SOGI 123 resources developed in BC s.16 s.16

### **Confirm details of federal priorities/plans regarding SOGI that focus on youth and education**

- Clarify allocation of recently announced \$250,000 in funding for projects that will support the anticipated increase in demand for services from LGBTQ2 individuals

### **Explore opportunities to expand SOGI education through federal funding and collaboration**

- Recognize that education is a joint provincial/federal responsibility
- Confirm BC support for federal government LGBTQ2 agenda

## **Sexual Orientation and Gender Identity (SOGI) Inclusive Education in BC**

### **Embedding inclusive practices in BC curriculum:**

- Created new provincial curriculum focused on healthy relationships, valuing diversity and respecting differences, human rights and responses to discrimination
- Developed SOGI 123 lesson plans and teaching resources for educators to address SOGI, and the BC Human Rights Code, throughout various subject areas

### **Providing provincial leadership to support all students:**

- Established the BC SOGI Educator Network – across schools and districts. The network has expanded from 9 school districts in 2016/17 to 51 school districts in 2017/18
- Created a Provincial SOGI Education Lead that provides direct support to school districts, equipping them with the tools and resources to create SOGI inclusive learning environments

### **Establishing strong partnerships to support a collaborative and unified approach:**

- Ministry of Education and provincial K-12 education partners released a joint statement on October 25, 2017 in support of inclusive learning environments
- SOGI 123 provides accessible, high quality, ready-to-use resources available to all learning partners to support all students, regardless of their sexual orientation or gender identity. The initiative was created through collaboration between the Ministry of Education, ARC Foundation, BC Teachers' Federation, University of British Columbia and other provincial partners

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### **Created foundational policy and legislation to support all students:**

- Established legislation on September 7, 2016 compelling all BC Boards of Education and Independent School Authorities to update their codes of conduct and anti-bullying policies to incorporate SOGI. All are now in compliance.

**Description:**

- Leadership and supports to schools/districts to create safe and inclusive learning environments for students of all sexual orientations and gender identities.
- All school districts and independent schools have SOGI inclusive codes of conduct/anti-bullying policies.
- SOGI 123 website provides resources for educators to support classroom instruction and school policy development.

**Key Facts:**

- Ministry formed SOGI Working Group in partnership with BCTF, UBC, ARC and school districts in April 2016.
- BC Human Rights Code amended in July 2016 to prohibit discrimination based on sexual orientation and gender identity/expression.
- On September 7, 2016, the Ministry required all boards and independent schools to have SOGI inclusive codes of conduct/anti-bullying policies through an amendment to the Provincial Standards for Codes of Conduct and Harassment and Bullying Prevention Order.
- Provincial SOGI Education Lead position established in August 2017 - provides subject matter expertise and support to schools/school districts.
- Ministry and K-12 education partners released a joint statement in support of inclusive learning environments on October 25, 2017.

**Statistics:**

- Fifteen percent of male and 23% of female B.C. high school students identify as gay, lesbian, bi or not exclusively heterosexual
- One percent of B.C. high school students identify as transgender and 5% of Aboriginal students identify as Two-Spirit
- Sixty-four percent of queer and transgendered students in B.C. feel unsafe in school because of bullying, violence and homophobic slurs
  - 42% of BC LGBTQ K-12 students report being victims of cyberbullying compared to 14% of non-LGBTQ students
- Lesbian, Gay, Bisexual, Transgender, Two-Spirited, Queer (LGBT2SQ) students are subject to higher levels of bullying, cyberbullying and discrimination, and are at higher risk of mental health issues, including suicide

**Key Outcomes:**

- All 60 Boards of Education and all Independent School Authorities have updated their codes of conduct and anti-bullying policies to incorporate SOGI
- BC SOGI Educator Network now has 51 school districts involved – up from nine last year.
- Provided training to over 350 educators through three SOGI Education Leadership and Policy Summits - October 2016 to October 2017.
- Provided education session to over 60 District Parent Advisory Councils in November 2017.
- SOGI 123 website and resources, including videos, guidelines and lesson plans for teachers established in October 2016 – over 3800 site visits per month.

**Delivery Partners:**

1. ARC Foundation of Vancouver
2. UBC Faculty of Education
3. K-12 Education Partners (incl. BCTF, BCSTA, BCSSA, BCPVPA, BCCPAC, FNEESC and CUPE)

**Funding:**

- 2017/18 - \$150,000
- 2016/17 - \$150,000

**Agreements:**

- MOU between ARC Foundation and MED to September 30, 2018

**Description:**

- Comprehensive provincial safety action plan for the K-12 sector launched in 2012 that includes:
  - A provincial training program for school district staff and community partners.
  - An anonymous online reporting tool to report incidents.
  - A provincial team of subject matter experts who provide direct support school districts and independent schools.
  - An online resources for parents and students.

**Key Facts:**

- ERASE training addresses school connectedness, bullying prevention, Violence and Threat Risk Assessment including digital, cyberbullying, and trauma response.
- Provincial subject matter experts to support schools with complex cases and critical incidents.
- Bullying and online exploitation are linked to harmful mental health consequences, alcohol and substance use, and decreased school connectedness.
- There is a correlation between gang presence in schools and the availability of both guns and drugs in schools.
- Students who have strong connections to school where they feel welcome and safe are healthier and do better academically.

**Funding:**

- \$1.41M for 2017/18
- \$5.07M from 2012 to 2017 (approx. \$1M per year)
- \$275,000 for additional intervention and prevention measures to address gang violence since 2014.

**Key Outcomes:**

- Over 17,000 educators/partners have participated in ERASE training (including Digital Threat Assessment training).
- Dedicated Safe School Coordinators in all 60 school districts and many independent schools
- Codes of conduct/anti-bullying policies in all 60 school districts and all independent schools.
- Provincial threat assessment guidelines and school-community protocols.
- Received the 2016 Premier’s Innovation and Excellence Award

**Work in Progress:**

- Developing School-Police Protocols related to student safety.
- Implementing provincial social media education sessions for parents.

**Statistics:**

- ERASE case consults with schools and school districts (areas include threat to school, self or others):
  - 205 - 2017
  - 80 – 2016
  - 40 - 2015
- Fifty-five percent of BC students report being bullied or subjected to mean behaviour (2016/17 Student Learning Survey).
- Nineteen percent of students have experienced cyberbullying or cyberstalking.
- One third of internet users aged 10-17 have received unwanted sexual material, and about 1 in 10 have been subjected to an unwanted sexual solicitation.
- The average age when youth begin to associate with gangs is 13 years old, and there is a growing percentage of female gang membership in BC
- Over 700 incidents reported via online reporting tool.

**Delivery Partners:**

1. TC Safer Schools Together Incorporated
2. School Districts and Independent Schools
3. Community partners (police, child and youth mental health workers, etc.)
4. Edudata, University of British Columbia

**Agreements:**

- *General Service Agreements with TC Safer Schools Together Inc and UBC Edudata*



**Description:**

- The Ministry leads and promotes a variety of initiatives to support mental health and substance use prevention:
  - Mental health education curriculum;
  - Supplemental funding for students with serious mental illness;
  - Provincial Resource Programs (PRPs) for students with mental health disorders and/or addictions to continue learning while away from school;
  - CommunityLINK and Vulnerable Student Supplement Funding to support vulnerable students; and,
  - substance use and opioid overdose resources for teachers and schools.
- School supports include counselling, prevention and intervention programs, and school-based health centres.

**Key Outcomes:**

- New Physical and Health Education curriculum implemented in September 2016.
- 1,120 students with mental health and addictions needs receive support from PRPs. (2015/16 - PRP Outcomes Reports)
- Approximately 700 FTEs (child and youth workers, social workers, counsellors) funded through CommunityLINK.
- All school districts and independent schools received the naloxone risk assessment tool and teacher resources (including opioid overdose).

**Funding:** \$145M on mental health supports (2016/17):

- \$0.9M ERASE Bullying Strategy
- \$3.8M Provincial Resource Programs
- \$76.6M Supplemental funding to support students with serious mental illness
- \$52.4M CommunityLINK program
- \$11.2M Vulnerable Student Supplement

**Key Facts:**

- The number one determinant of student mental health is school connectedness, higher than family connection (UBC 2014).
- Mental well-being is a key area of the new Physical and Health Education (PHE) curriculum; concepts related to substance use are found in K–9.
- The Ministry is developing a school mental health and addictions framework in alignment with the Ministry of Mental Health and Addictions.
- The Ministry recognizes the impact of trauma on a child’s mental health and is responding to the Representative for Children and Youth’s recommendation for more trauma informed work in BC schools.

**Statistics:**

- Approximately 1 in 8 school-aged children and youth experience mental health disorders. Only 1/3 receives specialized treatment.
- There was a 73% increase in ER visits in B.C. for mental health issues by youth aged 15-19 from 2009 to 2013.

**Mental Health - School Numbers:**

- There are 15,075 (2.3%) students with mental illness/behaviour designations – a 14% increase since 2013/14 in both categories:
  - 8,521 students designated in Intensive Behaviour Interventions/Serious Mental Illness category
  - 6,554 students designated Moderate Behaviour Support/ Mental Illness
- The completion rate for students with mental illness/behaviour designations in 2016/17 was 55.7% - 28.3% below the provincial rate
- Supports in public schools: (*Data is not available for B.C. independent schools*)
  - 3,200 special education resource teachers, 180 educational psychologists (*registered with BC Assoc. of School Psychologists*), 918 school counsellors
- Nineteen of the 43 Provincial Resource Programs (PRPs) provide direct support to students with mental health and addictions needs.
- Over 43% of CommunityLINK funding goes directly to support mental health and provides support to over 60,000 vulnerable students.

**Addictions:**

- Youth overdose death in 2017 was up 0.5% - 21 deaths (10-18 years old) representing 1.7% of all overdoses.
- Forty percent of students with mental health issues also struggle with substance use.

## FEDERAL ANNOUNCEMENTS ON LGBTQ2

### **November 2017:**

- Prime Minister apology for Canada's role in the systemic oppression, criminalization, and violence against the lesbian, gay, bisexual, transgender, queer, and two-spirit communities.
- Agreement-in-Principle to class action lawsuit related to historic discrimination of LGBTQ2 federal Public Servants. The settlement of \$145M includes compensation to class members and an investment of \$15M to memorialize historic events via events and archival projects to build awareness, prevent future discrimination and advance reconciliation.
- Recognizing the harmful impacts of homophobia, transphobia and biphobia, the Government of Canada is providing \$250,000 in funding for projects that will support the anticipated increase in demand for services from LGBTQ2 individuals. Projects can include:
  - LGBTQ2 peer conversations about the lived experience of homophobia, transphobia, and biphobia and how to build resiliency within LGBTQ2 communities
  - Peer-led crisis support for LGBTQ2 communities
  - Community education sessions on the impacts of homophobia, transphobia, and biphobia and how to address them collectively
  - Other activities that provide support, information and awareness on LGBTQ2 issues
- The funding for these projects will be made available through the Social Development Partnership Program. This program works in partnership with not-for-profit and other organizations to help improve life outcomes for people with disabilities, children and families and other vulnerable populations.
- Bill C-66 introduced, the *Expungement of Historically Unjust Convictions Act* the purpose of which is to expunge convictions under the *Criminal Code* and the *National Defence Act* (Status 2nd reading Dec 14, 2017)

### **October 2017:**

- Federal Minister of Health's mandate letter on October 4, 2017 included commitment to work with provinces and territories to develop a long-term vision for blood services that ensures safety and non-discrimination in donation policies.

### **June 2017:**

- Bill C-16 – *An Act to amend the Canadian Human Rights Act and the Criminal Code* given Royal Assent and enacted as law. This enactment amends the Canadian Human Rights Act to add gender identity and gender expression to the list of prohibited grounds of discrimination. It also amends the Criminal Code to extend the protection against hate propaganda.
- *Strong Secure Engaged Defence Policy* announced, it includes such initiatives as the appointment of a Diversity Champion, the integration of Gender-Based Analysis Plus in all defence activities, and a new focus on recruiting and retaining diverse populations.

**Gibbs, Lisa EDUC:EX**

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**Subject:** FW: News Release

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**Prime Minister delivers apology to LGBTQ2 Canadians**

November 28, 2017  
Ottawa, Ontario

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**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: August 22, 2017**

**Date Updated: January 16, 2018**

**Minister Responsible: Rob Fleming**

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

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**BACKGROUND:**

**CURRENT ISSUE:**

In October, 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.

On Nov. 21, Neufeld spoke to a roomful of people at an anti-SOGI rally organized by Culture Guard (an activist group that is anti-LGBTQ).

In late November, a pro-SOGI rally led by parents was held outside the Chilliwack School Board office during a Board meeting, with over 250 people in attendance. At that meeting, Neufeld announced that he was withdrawing from any committee involvement and school liaison duties for the remainder of his term as trustee.

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.

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.

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.

## **SOGI POLICY BACKGROUND:**

On September 8<sup>th</sup>, 2016, then Education Minister Mike Bernier announced that explicit references to sexual orientation and gender identity are being added to codes of conduct and anti-bullying policies that school districts and independent schools are required to have in place

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

There are 2 ministerial orders that require sexual orientation and gender identity to be included in codes of conduct/anti-bullying policies. One applies to the public school system and the other applies to independent schools. As of January 19, 2018, all school districts and independent schools have reported compliance with the orders.

### Public Schools

- Boards of education must establish student codes of conduct in accordance with provincial



standards set by the Minister of Education.

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

### Independent Schools

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

Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
File Created:	Aug 22, 2017	
File Updated:	Jan 16, 2018	
File Location:	n:\education lan\operations\issues notes\school safety\in_sogi.docx	

# MEMORANDUM OF UNDERSTANDING

## BETWEEN:

Her Majesty the Queen in Right of the Province of British Columbia,  
as represented by the Minister of Education (the "Ministry")

## AND:

ARC Foundation

## WHEREAS:

1. The Ministry is responsible for overseeing all aspects of BC's K-12 education system, including setting policies and guidelines for boards of education, allocating funding, establishing curriculum, and governance of boards of education and independent school authorities through the *School Act* and the *Independent School Act*, respectively.
2. ARC Foundation is trust settled on June 3, 2008 to act as a charitable foundation. It supports projects related to awareness, respect and capacity in improving those marginalized in society based on sexual orientation, gender identity, ethnicity or financial status.
3. ARC Foundation's current focus is the Sexual Orientation and Gender Identity (SOGI) Education Initiative, which aims to facilitate collaboration, programming and funding to ensure every school in British Columbia provides a safe and inclusive environment for every child.
4. The parties wish to provide provincial leadership to support SOGI inclusive education, help schools to build inclusive cultures, and provide educators with K-12 tools and resources.

## THE PARTIES AGREE AS FOLLOWS:


5. The Ministry will lead a provincial SOGI strategy the goal of which is to ensure that students of all sexual orientations and gender identities can thrive and live authentic lives throughout their K-12 education journey.
6. ARC Foundation will support the strategy by:
  - a. Creating a SOGI Education Lead position that will support the provincial SOGI strategy. In furtherance of this goal, the Ministry will contribute to ARC Foundation's costs. Details regarding the Ministry's contribution, and key responsibilities and deliverables related to the position that is to be established by ARC Foundation, are described in separate correspondence between ARC Foundation and the Ministry.

- b. Providing the Ministry and the SOGI Education Lead position with access to SOGI expertise and resources, to support boards of education and independent school authorities in developing and implementing policies and procedures that are inclusive of sexual orientation and gender identity.
7. This Memorandum of Understanding is not intended to be legally binding on the parties. It is intended to express their mutual goals, in particular in respect of the 18 month period that begins on April 1, 2017 and ends on September 30, 2018. The parties may, in their discretion, enter into a new memorandum of understanding in respect of a subsequent period.

## CONTACTS

8. The Ministry representatives are: Scott Beddall, Lisa Dominato
9. ARC Foundation representatives are: Brad Beattie, Lizzie Gross

**Signed on May 1, 2017 by**



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Jennifer McCrea,  
Assistant Deputy Minister  
Ministry of Education



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Brad Beattie,  
Executive Director  
ARC Foundation

## Opportunities to Grow SOGI Inclusive Education in BC

- Establish Education Partner SOGI Advisory Committee
- Translate the SOGI 123 website into French and translate SOGI 123 resources into French and other languages
- Develop SOGI resources for Indigenous schools and students
- Develop SOGI workshops for parents and community partners
- Establish student scholarship and educator recognition awards for Diversity and Inclusion
- Host annual Provincial SOGI Youth/GSA Forums
- Host regional sessions for school districts and district parent advisory councils
- Expand the BC SOGI Educator Network to include all 60 school districts and all independent schools
- Create Provincial K-12 Guidelines for SOGI inclusive education

**PRE-BRIEF MEETING FOR:**

**Honourable Jane Philpott  
Minister of Indigenous Services**

**4:10 – 4:40pm**

s.15

**Ottawa, ON**

s.15

**Honourable Jane Philpott**  
**Minister of Indigenous Services**

5:00 – 6:00pm

s.15 Centre Block

Parliament Hill, Ottawa

s.15

***\*\*Instructions:*** *Check in with Security – your names will be flagged as “VIP”. One of the Minister’s staffers will greet you and escort to the meeting room.*

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# Honourable Jane Philpott

## Minister of Indigenous Services

(Markham—Stouffville)

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Jane Philpott was first elected as Member of Parliament for Markham-Stouffville in October 2015. She served as Minister of Health between 2015 and 2017, and was appointed Minister of Indigenous Services in August 2017. Jane became a doctor more than 30 years ago to improve people's lives. She entered politics to build a healthier society. For her, a seat in the House of Commons is not the target, but a tool – a tool she could use to improve her community and her country.

Jane spent the first decade of her career as a doctor in Niger, West Africa. In 1998, she and her family moved to Stouffville, Ontario, where she served for 17 years as a family physician. She was Chief of Family Medicine at Markham Stouffville Hospital and Associate Professor in the University of Toronto's Faculty of Medicine. Jane led the opening of the Health for All Family Health Team and the Markham Family Medicine Teaching Unit. In 2012, she completed a Master of Public Health degree at the University of Toronto.



Jane's work to promote global health includes founding Give a Day to World AIDS in 2004 to raise money for people affected by HIV. She also helped launch Ethiopia's first training program in Family Medicine through the Toronto Addis Ababa Academic Collaboration.

Jane's greatest happiness and motivation comes from working in genuine partnership with others to address social inequities so that every Canadian has a fair opportunity to enjoy a life of dignity, wellness and peace.

## Jean-François Tremblay – Deputy Minister of Indigenous Services



Jean-François Tremblay was appointed Deputy Minister of Indigenous Services on September 25th, 2017.

Prior to this appointment, Jean-François Tremblay served as Deputy Minister for Infrastructure and Communities from 2016 to 2017 and he was the Deputy Minister of Transport, Infrastructure and Communities (TIC) from 2015 to 2016.

Before joining the TIC portfolio, Mr. Tremblay was Deputy Secretary to the Cabinet (Operations), Privy Council Office, since April 2013.

Previously, he was with Aboriginal Affairs and Northern Development Canada, where he held the position of Senior Assistant Deputy Minister, Treaties and Aboriginal Government, from 2012 to 2013. From 2010 to 2012, he was Senior Assistant Deputy Minister, Policy and Strategic Direction.

Before joining Aboriginal Affairs and Northern Development, Mr. Tremblay worked with the Privy Council Office, serving as Assistant Secretary to the Cabinet, Priorities and Planning, from 2007 to 2010. Between 2006 and 2007, he worked in the Intergovernmental Affairs Secretariat, where he held the positions of Director General, Sectoral Analysis, followed by Assistant Deputy Minister, Intergovernmental Operations.

Between 2003 and 2006, Mr. Tremblay held several positions at Health Canada, including Director General, Policy Coordination and Planning in the Health Care Policy Directorate, and Executive Director, Health System Development, Strategic Policy, Planning and Analysis Directorate in the First Nations and Inuit Health Branch.

Mr. Tremblay joined the federal public service in 2000 as a policy analyst with the Privy Council Office, holding a variety of responsibilities with Intergovernmental Affairs and the Social Development Policy Secretariat.

Mr. Tremblay holds a Ph.D. in Political Science from Université Laval.



## BC / Canada

### First Nations Education

February 6, 2018 5:00 – 6:00pm

S.15, Centre Block

Parliament Hill, Ottawa

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#### BC Ministry of Education

- Honourable Rob Fleming, Minister of Education
- Scott MacDonald, Deputy Minister
- Jennifer McCrea, Assistant Deputy Minister
- Veronica Harrison, Sr. Ministerial Assistant
- Tyrone McNeil, FNEESC President
- Debbie Jeffrey, FNEESC Executive Director

#### Ministry of Indigenous Services

- Honourable Jane Philpott, Minister
- Jean-Francois Tremblay, Deputy Minister
- Jessica Hayden, Sr. Policy Analyst

Duration	Agenda Item	Lead
5 min	Introductions	ALL
10 min	Update on British Columbia Programs and Outcomes	BC
20 min	s.16	
20 min	Jurisdiction for First Nations in BC	BC/Canada
5 min	Next Steps	Canada

# British Columbia Objectives List

February 6, 2018 @ 5:00pm EST – Honourable Jane Philpott

## Collaboration and Context

- We have a strong tripartite relationship in BC among the Province, First Nations and Canada; no other region in the country has a relationship established like this. We have accomplished steady improvements in the delivery of education to First Nation students through our tripartite, regional approach.
  - *First Nations leadership and the Province work collaboratively together to improve results for students in all education systems.*
  - *First Nation student graduation rates have continually improved over the last 10 years.*
- Both the Province and Canada have committed to implement the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) and the Truth and Reconciliation Commission (TRC) Calls to Action for reconciliation.

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- Acknowledge federal government commitment (\$11.48M) to bringing broadband access to remote First Nation schools over the next year and to connecting coastal communities (\$42M)
  - *This funding will allow for increased access to educational opportunities, essential for how education is delivered in remote communities and for keeping relevant in today's technological world.*
  - *Encourage federal government to work closely with BC and First Nations as this unfolds.*

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**Description:**

- The Ministry is committed to improving results for Aboriginal students.
- The Ministry is working to increase the presence of Aboriginal languages, cultures and history for all students.
- These efforts align with government commitments to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the calls to action of the Truth and Reconciliation Commission (TRC).

**Key Outcomes:**

- Embedded Aboriginal perspectives in all subject areas and grade levels including history of residential schools.
- Provided First Nation schools with access to provincial exams and Dogwood certificate.
- Created a public and interactive student performance data tool.
- Developed an equity scanning tool to create learning environments free of racism.
- Accepted all 11 Auditor General recommendations to improve outcomes.
- Supported six Indigenous language curriculum documents in development (17 have already been approved).

**Delivery Partners:**

1. The First Nations Education Steering Committee & First Nations Schools Association
2. Métis Nation British Columbia
3. The K-12 Aboriginal education partners table
4. Department of Indigenous Services Canada
5. School districts

**Key Facts:**

- All education partners have made improving Aboriginal student outcomes a priority.
- Aboriginal children in care are over represented.
- The use of the Evergreen school completion certificate has been restricted to only students with a designated special need and individual education plan; Aboriginal students without a designation were being awarded this recognition instead of supported on a Dogwood completion path.

**Statistics:**

- 70,487 Aboriginal students in B.C. public and independent schools (2017/18)
- 65,269 or 11.6% of public school students self-identified as Aboriginal (2017/18)
- For public schools, the number is stable at approximately 12% since 2006/07.
- Of the 65,269 students, approximately 7,820 were First Nations students living on reserve. (2017/18)
- 3,926 Aboriginal students attending public schools have behaviour disabilities (2017/18)
- 13,100 (20%) of Aboriginal students attending public schools have special needs. It included all special needs except Gifted category (2017/18)
- 2,539 Aboriginal students attending public schools are children in care (2016/17)

**Completion Rate:**

- 65.9% Aboriginal completion rate (2016/17).
- Approximately 27% increase since 1999/00. (The corresponding increase for non-Aboriginal students was 8.6% in public and independent schools, and 9.1% in public schools only.)
- First Nations students living on reserve attending public schools is 57%, up from the 35% in

**Funding:**

- BC invests about \$70M annually in supplemental funding at over \$1,200 per student self-identifying Aboriginal ancestry.
- The Ministry allocated almost \$0.5 million this year for the Equity in Action project to addresses the Auditor General’s finding of “racism of low expectations”.

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**Description:**

- Aboriginal language in the K–12 system is a priority for many Aboriginal peoples and communities in this province.
- B.C. recognizes that all students, particularly those of Aboriginal ancestry, should have the opportunity to learn an Aboriginal language whenever possible, and should do so with the support of the Aboriginal community.
- The Ministry is committed to support full course offerings in Aboriginal languages. (Note: Boards of education decide which languages will be offered in their school districts.)

**Key Facts:**

- The Ministry continues to support partnerships between school districts and Aboriginal communities developing curriculum documents for Aboriginal languages.
- Each curriculum document represents a separate Aboriginal language and is the intellectual property of the community partner (i.e. school district, band council, or school district-community partnership) not the Ministry.
- The ministry is working closely with the Ministry of Indigenous Relations and Reconciliation and First Peoples Cultural Council to enhance language learning supports for teachers in schools.

**Key Outcomes:**

- Engaged the First Nations Education Steering Committee (FNESC) in discussions toward a K–12 provincial Indigenous language learning policy apart from the policy for “second languages.”
- Approved a curriculum document for the Haida language.

**Statistics:**

- Sixty Indigenous languages (approx.) in Canada spanning 10 separate and distinct language families.
- Thirty-four Indigenous languages in B.C.
- Seven distinct language families, covering 60% of Canada’s First Nations languages.
- In 2016/17, there were 450 grade 10, 11, and 12 students enrolled in Aboriginal language courses in the province.
- Seventeen provincially approved Aboriginal language curriculum documents, six more in development.

**Funding:**

- s.16
- 
- This Ministry’s Aboriginal education targeted funding can support language learning.
- Canada announced it will draft an Indigenous Languages Act and invest \$55M a year.

**Moving Forward:**

- Complete a standalone K–12 provincial Indigenous language learning policy.
- Build a framework with an improved language curriculum document template to better support districts/communities developing curriculum and programs.
- Find new ways that Indigenous language learning teachers can be trained and certified.

**Delivery Partners:**

- FNESC, First Nations Schools Association, First Peoples’ Cultural Council, Indigenous Adult and Higher Learning Association, New Relationship Trust, Métis Nation British Columbia, and federal departments, including Indigenous Services Canada (DISC).

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*\*This hasn’t been announced or shared with DISC.*

British Columbia News

## Student success continues to build in B.C.

<https://news.gov.bc.ca/16156>

Thursday, January 11, 2018 11:00 AM

**Victoria** - High-school completion rates continue to improve for all B.C. students, as confirmed by the latest Ministry of Education data released today.

The six-year completion rates from 2016–17 throughout the province show that more students overall are completing high school, with the greatest increases for Indigenous students and students with special needs.

“As a new government, our vision is to boost student achievement and grad rates. High school completion is a key that opens doors for people, no matter what path they choose,” said Education Minister Rob Fleming.

“These consistent increases mean more students are able to take advantage of those opportunities. We will keep working to raise the six-year completion rate. We’ve seen positive improvements for students with diverse needs and Indigenous learners, but there is more work to be done to ensure all students can recognize their full potential.”

The completion rate for Indigenous students in 2016–17 increased 2.1% over 2015–16, to 65.9%. Over the last 10 years, the rate for Indigenous students has increased by 19%, up from 46.9% in 2007–08.

Students with special needs are completing high school at a rate of 69.4%, up 2.4% from the year before. These students have seen a 25.3% increase in completion rates over the last 10 years, up from 44.1% in 2007–08.

Overall completion rates increase steadily each year; 84% this year, up from 83.6% last year. The overall completion rate has increased 5.2% over the past 10 years, from 78.8% in 2007–08.

The six-year completion rate calculates the number of students who graduated within six years from the time they enrolled in Grade 8.

Updated information on high school completion rates can be found online:

<http://www.bced.gov.bc.ca/reporting/systemperformance/?sd=099&evidence=completion-rates>

### Contacts

# Rural and remote communities in coastal British Columbia will benefit from faster Internet

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## News Release

From Innovation, Science and Economic Development Canada



### **154 communities along the entire British Columbia Coast to get access to new or faster Internet through \$45-million investment**

**January 17, 2018, Vancouver BC**

Through a combined investment of \$45.4 million, the Government of Canada in partnership with the Government of British Columbia is bringing new or improved high-speed Internet to 154 rural and remote communities, enabling residents to get online. Of these 154 communities, 44 First Nations will benefit.

The funding was announced by the Honourable Jane Philpott, Minister of Indigenous Services, on behalf of the Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development; the Honourable Jinny Sims, British Columbia Minister for Citizens' Services; and Jennifer Rice, British Columbia Parliamentary Secretary for Emergency Preparedness and Member of the Legislative Assembly for the North Coast, at Canada Place in Vancouver.

This investment will help residents of these communities connect with family and friends, do business online, participate in distance education and take advantage of the opportunities afforded by the digital age. It will also help connect schools, hospitals, libraries and businesses to networks that are essential to their services.

Today's investment includes new subsea fibre optic cable that will connect communities between Prince Rupert and Vancouver, as well as around Vancouver Island—a total of 3.5 million metres of cable. Thanks to this investment in high-capacity networks in remote and underserved communities, all British Columbians, including First Nations, will be able to fully participate in the digital economy.

## Quotes

“Access to high-speed Internet is not a luxury; it’s essential. High-speed Internet service is a basic tool that all Canadians should have access to, regardless of their postal code. Canadians need this service to do business, upgrade their education and build stronger communities. Thanks to our Connect to Innovate program, more Canadians will be able to participate fully in the digital economy.”

– The Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development

“Broadband Internet is critical to ensuring quick and reliable access to educational resources, economic development opportunities and telehealth services. The federal government is proud to partner with the Province, First Nations, local communities and the private sector to bring high-speed Internet to unserved and underserved communities, including 44 First Nations, in British Columbia.”

– The Honourable Jane Philpott, Minister of Indigenous Services

“To be global digital economy leaders today and tomorrow, we need to invest in our broadband infrastructure. By partnering with the federal government, First Nations, local governments and the private sector, we will give our rural communities the foundation to grow their economies with fast and reliable Internet connections.”

– The Honourable Jinny Sims, British Columbia Minister of Citizens’ Services

“For too long, people living along B.C.’s coast and Haida Gwaii have been forced to live in technological isolation, which has affected their ability to communicate and do business in a digital world. This important investment will give coastal communities and First Nations better access to key services like healthcare and education, bring new economic opportunities in tourism and other industries, and improve our ability to respond to emergencies throughout the region.”

– Jennifer Rice, British Columbia Parliamentary Secretary for Emergency Preparedness and Member of the Legislative Assembly for the North Coast

“Connectivity is foundational to Indigenous peoples leading and thriving in a digital age. Projects such as this play an important role in addressing the urgent need to achieve full and equitable access, unlocking the potential of the digital domain for generations to come.”

– Denise Williams, Executive Director, First Nations Technology Council

“Reliable high-speed connectivity is critical for rural and remote communities to develop their business opportunities, services and community potential. The Trust is incredibly proud to be a partner in the delivery of this program, supporting the investments the Province and Government of Canada are making in this infrastructure.”

– Joel McKay, Chief Executive Officer, Northern Development Initiative Trust



## Quick Facts

- Connect to Innovate is a program that aims to provide Canadians in underserved communities with access to high-speed Internet by investing in backbone networks, upgrading capacity and extending access.
- Of the \$45.4 million invested in coastal British Columbia:
  - \$22 million will come from the Connect to Innovate program;
  - \$12 million will come from Indigenous Services Canada; and
  - \$11.4 million will come from the Government of British Columbia, through the Connecting British Columbia program.
- The organizations receiving funding are:
  - CityWest Cable and Telephone—\$9.3 million from the federal government and \$3.1 million from the Government of British Columbia to improve high-speed Internet service for 23 communities and 97 institutions
  - Strathcona Regional District—\$24.6 million from the federal government and \$8.4 million from the Government of British Columbia to improve high-speed Internet service for 131 communities and 63 institutions
- The \$45.4 million in funding is for backbone networks that will bring fibre optic cable to 154 communities, connect institutions and indirectly improve Internet connections for an important number of households along the British Columbia Coast.
- The Government of Canada's Connect to Innovate program is investing \$500 million to go toward building the digital backbone of high-speed Internet networks. Backbone networks are the digital highways that move data in and out of communities. These highways carry large amounts of data that are essential for schools, hospitals, libraries and businesses to function in a digital world.
- Connect to Innovate will also fund last-mile connections to households that don't have high-speed Internet.
- Connect to Innovate is part of the Government of Canada's Innovation and Skills Plan, a multi-year strategy to create well-paying jobs for the middle class.

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## ***CMEC Symposium on the Indigenization of Teacher-Education Programs Working Group***

The Symposium on the Indigenization of Teacher Education Programs builds on the results of CMEC's Aboriginal Educators' Symposium on teacher recruitment and retention, which was held in Yellowknife, Northwest Territories on June 29–30, 2015. Discussions will consider the Indigenizing of teacher education programs, as well as the indigenization of K-12 classrooms and post-secondary curricula.

**WHAT** The Indigenizing of Teacher Education Programs and teaching how to Indigenize K-12 classrooms and teaching.

- The symposium will include keynote presentations, panels of Indigenous education experts, talking circles, and an Elders' tea discussion
- The Symposium will coincide with the 107<sup>th</sup> CMEC meeting and 112 ACDME meeting

**WHO** Deans, department heads and teachers of Teacher Education Programs, Indigenous education experts, Indigenous students and Elders

- A delegation from each province and territory, including an Elder from each jurisdiction
- Education ministers and deputy ministers will be invited for the opening or closing of the Symposium to meet participants and learn about the discussions that

**WHEN** Thursday, July 5, and Friday, July 6, 2018

**WHERE** Vancouver, British Columbia

- The symposium will take place at the Musqueam Culture Pavilion

**WHY** To highlight the importance of, and how to create, learning environments that reflect and respect Indigenous ways of knowing and being, through exploring:

- Innovative work in teaching language, culture, and identity;
- Indigenous holistic perspectives on student well-being, including mental health and wellness;
- Incorporating Indigenous ways of knowing into the curriculum; and
- Productive partnerships

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Ministry of  
Education

## Aboriginal Education Current and Future Work

### Highlights of recent and ongoing projects:

- Over the past year, Ministry representatives have connected with **over 700 representatives of First Nations communities** to hear and address their concerns in education (FNHC, FNEC regional sessions and community visits).
- The Ministry of Education, together with partners, including the First Nations Education Steering Committee, is **modernizing the education system** by embedding Aboriginal perspectives in BC's curriculum in all subject areas and at all grade levels.
- Acting to implement the Tripartite Education Framework Agreement (TEFA), the Ministry has provided First Nation schools with **access to BC's provincial exam program**.
- In response to BC's Auditor General report on Aboriginal education, the Ministry is developing a **draft Provincial Strategy on Aboriginal education**.
- In response to concerns expressed by FNEC, BCTF and BCSTA, the Ministry changed the Student Credential Order to **limit the Evergreen school leaving certificate** to students with a special needs designation and an individual education plan.
- The new **Framework for Enhancing Student Learning** will focus on increasing the success of Aboriginal students, children in care, and students with special learning needs.
- The Ministry recently created an interactive **data tool**, now publicly available to allow better access to, and analysis of, School District and Provincial student performance data. Click on [Visit our new reporting tool »](#)
- Also in response to the Auditor General, the Ministry is driving the creation of an **equity scanning tool** to support school districts in creating safe learning environments, free of racism. Six School Districts are assisting in the development.

### Future priorities:

- Working closely with FNEESC, First Nations language representatives, and other language learning stakeholders, the Ministry is developing **an Indigenous language learning policy**.
- The Ministry is committed to **providing First Nations with student achievement information** specific to the students from their communities.
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**Ministry of Education Report on Actions Taken To Support  
Truth and Reconciliation Commission of Canada's  
Calls to Action**

**Background**

In 2015, after holding national, regional and local hearings on the impact of Indian Residential School era on students, their families and all of Canadian society, the Truth and Reconciliation Commission of Canada (TRC) released 94 Calls to Action to address the legacy of residential schools and advance Canadian reconciliation. These 94 Calls to Action are primarily focused on actions that can be taken by Federal, Provincial and Territorial governments but are also designed to provide direction to all sectors of society on actions that can be taken toward reconciliation with Indigenous peoples.

The Calls to Action were themed into two overarching areas, Legacy and Reconciliation, with subcategories:

Legacy:

- Child Welfare
- Education
- Language and Culture
- Health
- Justice

Reconciliation:

- Canadian governments and United Declaration on the Rights of Indigenous Peoples
- Royal Proclamation and Covenant of Reconciliation
- Settlement Agreement Parties and the UNDRIP
- Equity for Aboriginal People in the Legal System
- National Council for Reconciliation
- Professional Development and Training for Public Servants
- Church Apologies and Reconciliation
- Education for Reconciliation
- Youth Programs
- Museums and Archives
- Missing Children and Burial Information
- National Centre for Truth and Reconciliation
- Commemoration
- Media and Reconciliation
- Sports and Reconciliation
- Business and Reconciliation
- Newcomers and Reconciliation

**Education Calls to Action**

The Ministry of Education, with the overarching guidance of numerous Indigenous experts, organizations and Indigenous government representatives to build an education system that serves Indigenous students well.

Call to Action #62, with four subcomponents, and Call to Action #64 are related reconciliation for education.

Call to Action #62:

1. Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for Kindergarten to Grade 12 students;
2. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
3. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and,
4. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in curriculum.

Call to Action #64:

Asks all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

Prior to the release of the Calls to Action, the Ministry of Education had already begun work on the ones directly related to reconciliation for education and, all but one is complete.

Status - Call to Action #62:

1. Curriculum:

Kindergarten to Grade 9 curriculum, through collaboration with Aboriginal peoples, has been revised and implemented beginning in 2016-17. Grade 10 curriculum will be implemented this September with grades 11 and 12 being implemented at the start of the September 2019/20 school year.

The curriculum contains age appropriate content related to Aboriginal peoples' history, and includes the residential school era. To assist teachers to implement these aspects of the curriculum, the Ministry has also produced a teacher guide, *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, available for order or free download at [https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp\\_moving\\_forward.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf)

As well, the Minister in 2016 designated a non-instructional day solely focused on supporting teachers to implement Aboriginal and provided funding for professional development for teachers to become familiar with the new curriculum.

2. Teacher Education – Post-Secondary

As of September 2012, all teachers graduating from BC teacher education programs must complete three credits related to the historical context of First Nations Inuit and Métis learners.

3. Funding for Aboriginal Schools - Indigenous knowledge and teaching methods in classrooms

While the funding responsibility for First Nations based-operated schools on reserve rests with the federal government, the Province is contributing in several ways:

- The Province, as of 2008/09, pays reciprocal tuition to these schools whenever they serve students otherwise eligible for a free BC public school education.
- BC, Canada, and First Nations, as represented by the First Nations Education Steering Committee (FNESC), are implementing the Tripartite Education Framework Agreement (TEFA), which has, as of 2012/13, provided First Nations on-reserve schools with federal funding comparable to what the Province provides public schools.
- Moreover, through TEFA, BC is sharing expertise and learning resources with the federal government and First Nations to help build capacity in the First Nations education system.
- The Ministry has implemented the Equity in Action project specifically to look at ways to improve Indigenous student results and combat the “racism of low expectations” faced by Indigenous students.

4. Senior-level positions dedicated to Aboriginal content in curriculum.

The Assistant Deputy Minister, Learning Division, and the Executive Lead, Learning Transformation Division, who is responsible for the learning modernization project, share the responsibility of ensuring that Aboriginal content is embedded in all curriculum.

Status - Call to Action #64:

Denominational Schools - curriculum

All faith-based schools in BC follow the BC curriculum, which includes specific aspect and references to Aboriginal cultures, languages, history and spirituality.

**Conclusion**

The Ministry understands that reconciliation goes beyond the Calls to Action and that all areas of the Ministry are responsible for moving the agenda forward. The involvement of Indigenous peoples in decisions that positively support Indigenous students is becoming a broad practice not only at the Ministry level but at the School District and school level and this has resulted in a continuous improvement in the Dogwood Completion rate over the past 10 years.

There is a lot to be proud of in the work we have done and are doing together but there is continued work in front of us. First Nations status students are not meeting with the same level of success, Métis students need to see their history and cultures reflected in our system and we need to address racism in our system more effectively. All of these are pieces of ensuring that our education system is a tool for reconciliation and serves Indigenous students, and all students, well.

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# Daily Itinerary

**Wednesday, February 7, 2018**

TIME (EST)	EVENT/ACTIVITY	LOCATION	ATTENDEES
tbd	<i>Travel to airport</i>		
11:00am	Depart Ottawa to Toronto	Ottawa International	All
12:06pm	Arrive Toronto	Pearson International	All
12:15 – 4:30pm	<i>Travel to meeting/Personal</i>		
4:30 – 5:30pm	Meeting with Minister Indira Naidoo-Harris - Ontario Minister of Education, Early Years and Child Care	900 Bay Street, 22nd Floor, Mowat Block, Macdonald Complex, Toronto	DM Bruce Rodrigues CoS Sam Andrey (Educ) CoS Josie Verilli (Early Years/Child Care) ----- Minister Fleming Veronica Scott Jennifer
5:30 – 6:00pm	<i>Travel to airport</i>		
8:10pm	Depart Toronto to Victoria	Pearson International	All
10:23pm PST	Arrive Victoria	Victoria International	All

**Honourable Indira Naidoo-Harris**  
**Minister of Education, Early Years and Child Care (Ontario)**

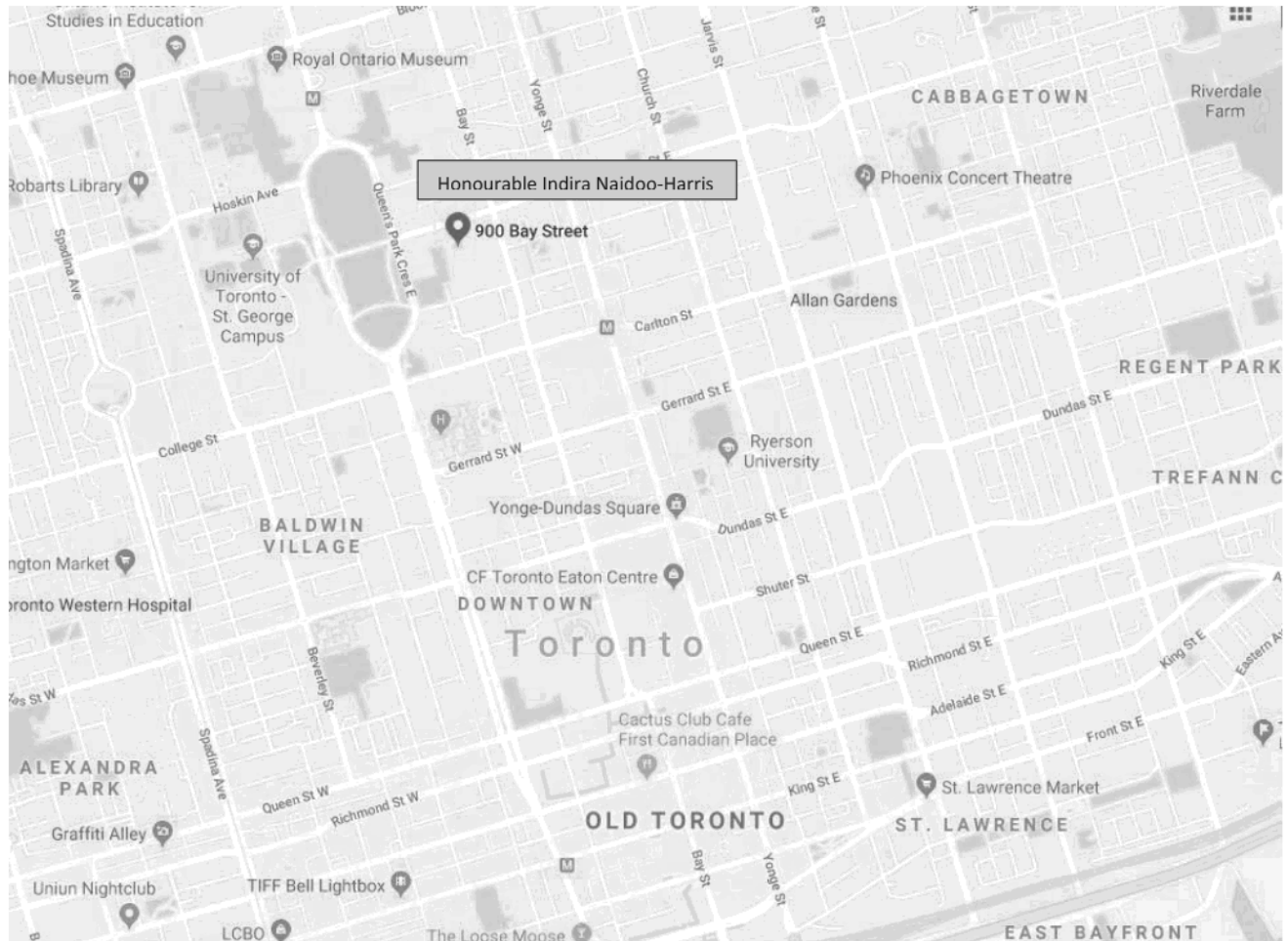
4:30 – 5:30pm

900 Bay Street, 22<sup>nd</sup> Floor

Mowat Block, MacDonald Complex

Toronto, ON

**\*\*Instructions:** None



## Indira Naidoo-Harris—Minister of Education & Minister Responsible for Early Years and Child Care

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Indira Naidoo-Harris was first elected to the Ontario legislature in 2014 as the MPP for Halton.

Naidoo-Harris currently serves as Minister of Education, as well as Minister Responsible for Early Years and Child Care. She was previously Minister of the Status of Women, Minister of Women's Issues and prior to that Associate Minister of Education, focusing on Early Years and Child Care. Before that, she was Associate Minister of Finance, focusing on the Ontario Retirement Pension Plan, and Parliamentary Assistant to the Minister of Health and Long-Term Care, focusing on Long-Term Care.



Naidoo-Harris was born in Durban, South Africa. Her family immigrated to Canada to pursue the dreams they could not achieve under apartheid. They settled in central Alberta, where Naidoo-Harris grew up in a small rural town. She later earned a B.A. in Political Science at the University of Lethbridge.

After graduate work at the University of Alberta, Naidoo-Harris moved to the U.S. for two years, where she began a career in journalism by working briefly for NBC and PBS. She went on to build a career as a writer, reporter, producer and news anchor at the international, national and regional levels.

She moved to Ontario in the 1990s to work for CBC-TV's The National and Midday News, and since then she has anchored for CBC Newsworld, CBC's The National and CTV Newsnet, as well as for local stations CBC Toronto, CBC Ottawa, TVO and OMNI Television. She has also anchored for CBC Radio regional and national programs, including World Report and The World at Six, and hosted the current affairs shows Cross Country Check-Up and The Current. Naidoo-Harris has won numerous awards for her work and volunteerism in national and international causes.

Naidoo-Harris has lived in Halton for more than 20 years, and has sat on the Board of Directors for the Reel World Film Festival, the Nelson Mandela Children's Fund of Canada and the Journalism Advisory Council at the University of Western Ontario.

# **Bruce Rodrigues, Deputy Minister of Education**

Bruce Rodrigues was appointed Deputy Minister of Education, effective October 17, 2016.

Bruce has more than 30 years of experience in the education sector, and was most recently the Chief Executive Officer of the Education Quality and Accountability Office (EQAO). He joined EQAO in 2013 and led the establishment of a new strategic plan for the organization.

Before joining EQAO, Bruce held several senior leadership portfolios in Ontario's publicly funded education system, including Director of Education for the Toronto Catholic District School Board and Associate Director of Education for the Waterloo Catholic District School Board. He began his career in education as a math teacher.

Bruce holds a Master of Divinity and Bachelor of Education from the University of Toronto, and prior to that earned a Bachelor of Mathematics from the University of Waterloo.

Bruce and his wife live in Waterloo. He has a daughter and two sons, and enjoys running in his spare time.



# BC & Ontario

February 7, 2018 4:30pm – 5:30pm

900 Bay Street, 22<sup>nd</sup> Floor, Mowat Block, MacDonald Complex  
Toronto, Ontario

## BC Ministry of Education

- Honourable Rob Fleming, Minister of Education
- Scott MacDonald, Deputy Minister
- Jennifer McCrea, Assistant Deputy Minister
- Veronica Harrison, Sr. Ministerial Assistant

## Ontario Ministry of Education

- Honourable Indira Naidoo-Harris, Minister of Education, Early Years and Child Care
- Bruce Rodrigues, Deputy Minister
- Sam Andrey, Chief of Staff (Education)
- Josie Verrilli, Chief of Staff (Early Years/Child Care)

Duration	Agenda Item
5 minutes	<b>Introductions</b>
10 minutes	<b>Funding Reviews</b>
15 minutes	<b>Early Years/ Child Care</b> <ul style="list-style-type: none"><li>• Portfolios within a Single Ministry</li><li>• Role of Boards of Education</li><li>• Effective Practices and Opportunities</li></ul>
15 minutes	<b>Students with Diverse Needs/ELL</b> <ul style="list-style-type: none"><li>• Funding Allocations</li><li>• Trends and Emerging Themes</li><li>• Recent Immigrants</li></ul>
10 minutes	<b>Education Transformation</b> <ul style="list-style-type: none"><li>• Curriculum Changes</li><li>• Graduation Programs</li></ul>
5 minutes	<b>CMEC</b> <ul style="list-style-type: none"><li>• Vancouver, July 2018</li></ul>

# British Columbia Objectives List

February 7, 2018 @ 4:30pm EST – Minister Indira Naidoo-Harris

## EARLY YEARS AND CHILD CARE

### Education and Early Years/Child Care portfolios within a single ministry

- Coordination between the two portfolios
- Anticipated areas of future coordination
- Lessons learned regarding combination of both portfolios

### Role of Boards of Education in Early Years/Child Care

- Areas of direct responsibility for Boards
- Anticipated changes in Board of Education responsibilities and what that would look like

### Early Years/Child Care practices and opportunities

- Early years/child care practices or policies identified as being effective
- How these practices make a difference

### Improved outcomes

- Potential opportunities identified for improving early years/child care in Ontario

## EDUCATION

### Inclusive Education

- Support in the Ontario school system for students with diverse needs
- Support for children with diverse needs in the early years/child care programs
- Potential opportunities to further align or integrate supports

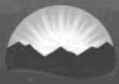
### Transitions to post-secondary and the labour market

- Policies and pathways available for secondary students (in addition to traditional transition pathways from Grade 12 graduation to post-secondary education)
- Dual credit – generally available or restricted to certain programs or students?
- Apprenticeship – apprenticeship hours count towards graduation?
- Work experience – required of all students? Do hours count towards graduation?

### Education transformation

# BC K-12 Public Sector Education Funding Review

*January 2018 Update*



## K-12 Funding - \$6.6B

<b>In Scope</b>	<b>Operating Grants</b> <i>School Act S.106.3</i> <b>\$5.0B</b>	<b>Special Grants</b> <i>School Act S.115(1)(a)</i> <b>\$0.65B</b>
<b>Out of Scope</b>	<b>Capital Funding</b> <i>School Act S.141 to S.146</i> <b>\$550M</b>	<b>Independent School Funding</b> <i>Independent School Act S.12 &amp; S.13</i> <b>\$400M</b>





# Operating Grant Allocations

## \$5.0B in 2017/18

### Provincial Totals

79% allocated through the Basic Allocation

13% allocated to recognize unique student enrolment

Basic Allocation	
Common per student amount for every FTE student enrolled by school type	
<b>Standard School:</b> \$7,301 per school age FTE	<b>Continuing Education:</b> \$7,301 per school age FTE
<b>Alternate School:</b> \$7,301 per school age FTE	<b>Distributed Learning:</b> \$6,100 per school age FTE

Unique Student		
Additional per student funding to address uniqueness of district enrolment and support additional programming		
<b>Level 1 Special Needs:</b> \$38,140 per student	<b>Level 2 Special Needs:</b> \$19,070 per student	<b>Level 3 Special Needs:</b> \$9,610 per student
<b>English/French Language Learning:</b> \$1,395 per student	<b>Aboriginal Education:</b> \$1,210 per student	<b>Adult Education:</b> \$4,618 per FTE
<b>Vulnerable Students:</b> in addition to CommunityLINK		

Unique District				
Additional funding to address uniqueness of district factors				
<b>Small Community:</b> for small schools located a distance away from the next nearest school	<b>Low Enrolment:</b> for districts with low total enrolment	<b>Rural Factor:</b> located some distance from Vancouver and the nearest large regional population centre	<b>Climate Factor:</b> operate schools in colder/ warmer climates additional heating or cooling requirements	<b>Sparseness Factor:</b> operate schools that are spread over a wide geographic area
<b>Student Location Factor:</b> based on population density of school communities		<b>Supplemental Student Location:</b> Level 1 and 2 special needs enrolment		
<b>Salary Differential:</b> Funding to districts that have higher average educator salaries				
Funding Protection / Enrolment Decline				
<b>Enrolment Decline:</b> funding to districts experiencing enrolment decline of at least 1% when compared to the previous year		<b>Funding Protection:</b> funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September		
<b>CSF Supplement</b> – district receives a 15% funding premium on allocated funding				

7.5% allocated to recognize unique district factors

0.5% allocated to buffer the effects of declining enrolment



# Elements of the Current Model

## 1 Funding

Operating grant (quantum) must increase with increasing enrollment to maintain published funding rates; determined by the Treasury Board

## 2 Per-Pupil

Average per-pupil funding varies by district (based on unique student and/or unique district allocations)

## 3 Indep. Schools

Public and independent school funding are linked by legislation; average per-pupil funding in each district determines independent schools funding

## 4 Capital

Capital funding and operating funding are allocated to Boards of Education independently of each other

## 5 First Nations

Tripartite Education Framework Agreement connects the public school funding allocation formula to federal funding for First Nations schools

## 6 March 15

Preliminary operating funding are announced on March 15 each year



# Challenges of the Current Model

## 1 Inflation

No automatic mechanism within the formula to recognize inflationary costs

## 2 Equity

Can disadvantage districts with declining or flat enrolment

## 3 Short-term

Lack of multi-year funding to support long-term financial planning

## 4 Period of growth

Designed in an era of enrolment decline; enrolment now increasing

## 5 Link to costs

Ability to decrease costs or increase spending does not match with funding changes driven by enrolment

## 6 Fixes

Increasing number of Special Grants as 'fixes' to the model

## 7 Link to outcomes

Investment in education is not linked to educational success



# Scope of the Review

## Focus:

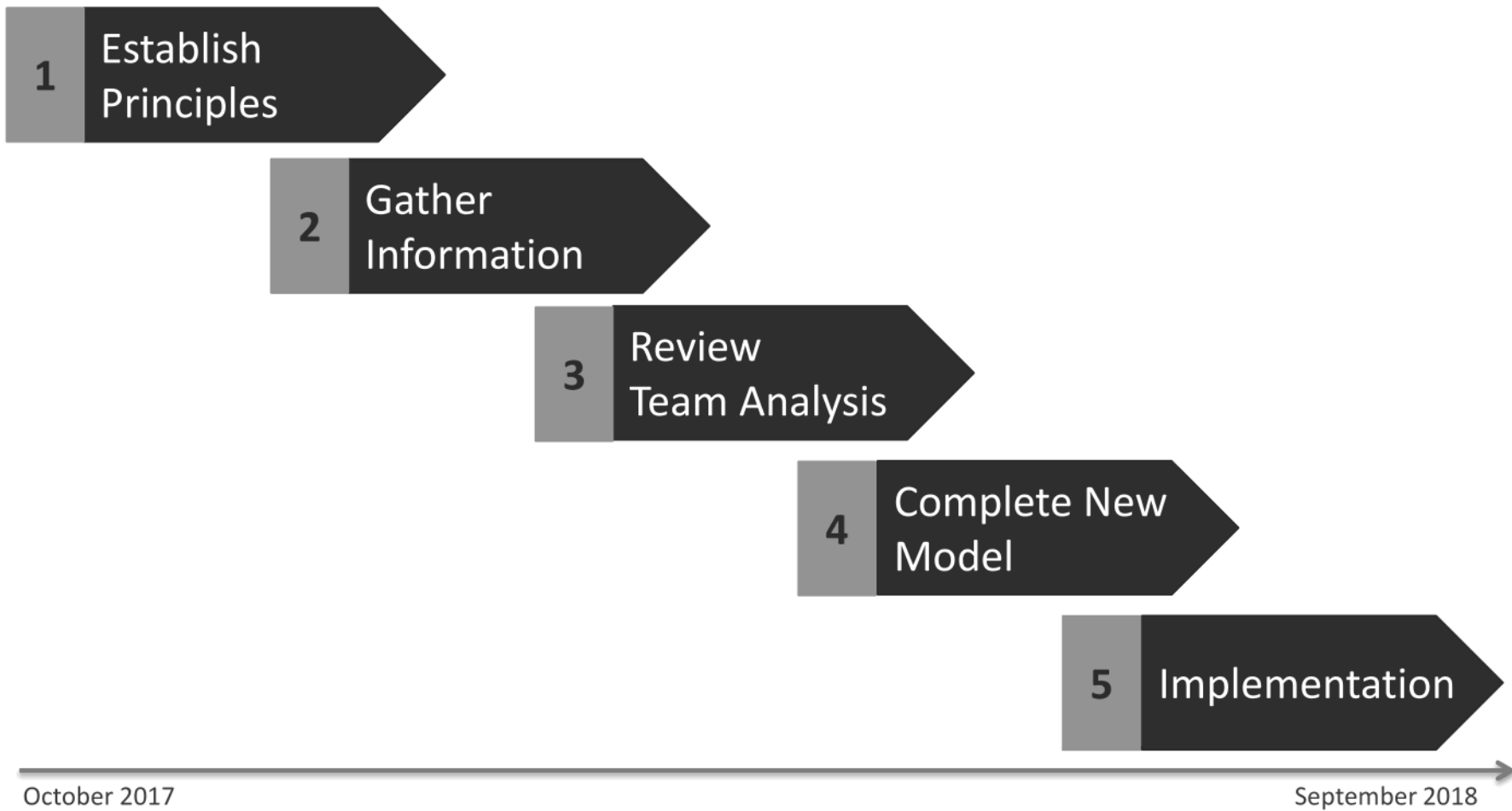
Model for allocating funding to public Boards of Education

## Key areas:

- Balance between cost-based and per-pupil based funding
- District enrolment dynamics
- Targeted vs general purpose funding
- The differing challenges of rural, urban and metro school districts
- Vulnerable student populations such as students with special needs
- Relative outcomes from educational investments



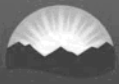
# Five Phase Proposed Approach





## Status and Next Steps

- Principles established with school trustees, cross-jurisdictional research completed
- Independent Review Panel to undertake further research and consultations and make recommendations (July)
- Modelling and costing (November)
- Features of model announced (spring 2019)
- New model in place, with transitional measures (2019/20 school year)



BRITISH  
COLUMBIA

Ministry of  
Education

# Appendix – Emerging Themes

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BRITISH  
COLUMBIA

Ministry of  
Education

# Questions?

**Description:**

- The Early Years program supports early learning programs for children age 0-8 years old. Initiatives are:
  - **StrongStart BC (SSBC):** free, daily drop-in programs for families and their pre-school aged children.
  - **Ready Set Learn (RSL):** funding to offer school orientation events for pre-schoolers (3-5 years).
  - **Full Day Kindergarten (FDK):** available to all children within B.C.
  - **B.C. Early Learning Framework:** a guide to support early learning experiences for children from birth to Kindergarten.

**Statistics (all 2016/17):**

- SSBC:
  - 326 programs in public schools across BC
  - approximately 33,000 children registered
- RSL:
  - 1,160 participating schools
    - 1,053 public
    - 107 independent
  - Over 32,000 participating children
  - Over 30,000 participating adults
- FDK:
  - 45,687 total enrolments
    - 39,264 public school
    - 6,423 independent school
- Nearly one-third of children enter kindergarten vulnerable in one or more areas such as social competencies.

**Key Facts:**

- Responsibility for early childhood education in BC is shared by 3 ministries:
  - Education: early learning programs
  - Health: licencing
  - Children and Family Development: child care funding, early childhood educator certification
- The provincial government has committed to investing in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure childcare is accessible for all families.
- RSL launched in 2004, SSBC launched in 2007, and FDK was introduced in 2010.
- B.C. Early Learning Framework was first published in 2008.
- Kindergarten is optional in B.C. but nearly all children attend (99% of age cohort).

**Key Outcomes:**

- In partnership with MCFD and BC Superintendents Association (BCSSA), delivered 7 regional workshops on Early Years to Kindergarten transitions to SSBC facilitators, Kindergarten teachers, and community-based care providers.
- Launched Changing Results for Young Children (CR4YC), a shared professional development bringing together Kindergarten teachers, SSBC facilitators, and community child care providers to improve social/emotional outcomes for children.

**Funding:**

Funding in 2017/18 for early years:

- Special grants:
  - SSBC: \$10.4M
    - \$32K per location
  - RSL: \$2.75M
- Through annual operating grants to schools:
  - FDK: \$361M
- Other initiatives:
  - Changing Results for Young Children: \$50K (plus matching contribution from United Way)
  - Roots of Empathy: \$400K contribution to MCFD.

**Delivery Partners:**

1. School districts.
2. Independent schools -FDK and RSL delivery.
3. United Way of the Lower Mainland - Changing Results for Young Children.
4. MCFD - Superintendent of the Early Years, Roots of Empathy, and Early Years to Kindergarten Transitions project.
5. BCSSA - Early Years to Kindergarten Transitions

**LEARNING AGENDA  
GRADES K-9  
MINISTRY OF EDUCATION**

**OVERVIEW:**

The Transformation Initiative is a high profile, corporate priority representing significant changes to B.C.'s education system. It is a complex, multi-year project that spans Grades K-12 and includes the implementation of a new curriculum and associated changes to assessment, reporting and proposed changes to graduation requirements.

**KEY FACTS:**

**Grade K-9 Curricula**

- The new K-9 curricula became official July 1, 2016. It was mandated for use in the 2016/17 school year. Ministerial Orders and policies have been updated to support curriculum updates.
- Core competencies (e.g., communication, critical and creative thinking) are the centre of the curriculum redesign. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to be successful (e.g., communication, critical and creative thinking).
- Curriculum will be maintained and reviewed on a regular, ongoing cycle.
- A curriculum update addressing FAQs has been posted online and instructional samples and resources have been posted; more to come.
- The Ministry has supported administration and teachers with information, training, and resource materials, to support K-9 curriculum implementation.

**K-9 Assessment**

- The Foundation Skills Assessment (FSA) (administered to students in grade 4 and 7) has been modernized; more engaging format and provides students more choice. It was field tested by 4,000 students in 43 schools (public and independent), and the results proved useful to refine the instrument and assessment questions.
- The modernized FSA was administered between October 2 and November 10, 2017. The administration period changed from Feb/Mar to Oct, allowing earlier identification of students requiring additional supports. The FSA results have been marked and the team is analyzing the results and preparing for standards setting over the next month, with reporting to follow.
- The public reporting of school level results and the subsequent use of data by third parties to rank schools will continue to be an ongoing issue for partner groups.
- Classroom assessment resource materials are being developed to support K-9 teachers.

## **K9 Reporting**

- Student Reporting Policy was updated for 2016/17 school year as an interim measure; gives flexible options for school districts as they implement new K-9 Curricula.
- Many schools have changed their reporting practices towards more frequent reporting, both formal and informal throughout the year, using a number of different methods. In several cases, the schools communicate student progress to parents and students through digital portfolios.
- The Reporting Policy provides flexibility to school districts as they implement new K-9 Curricula. Regardless of the option selected, school districts must communicate with parents a minimum of five times per year. Performance scales are used in K-3 and letter grades are used in grades 4-9.
- The K-9 reporting policy is under review, using research, current practice and province wide parent engagement data. Recommendations will be brought forward in the spring of 2018.

## **K-9 Engagement**

- From October 2016 to February 2017, the Ministry conducted a province-wide parent engagement on K-9 student progress reporting. The purpose was to better understand parents' needs and expectations on their children's progress at school.
- Over 5000 provided feedback through the online survey and close to 400 parents attended 11 community open houses and focus groups. An engagement summary report with key findings and next steps was published in the Fall 2017.

**LEARNING AGENDA  
GRADES 10 - 12  
MINISTRY OF EDUCATION**

**OVERVIEW:**

The Transformation Initiative is a high profile, corporate priority representing significant changes to B.C.'s education system. It is a complex, multi-year initiative that spans Grades K-12 and includes the implementation of a new curriculum and associated changes to assessment, reporting and proposed changes to graduation requirements.

**KEY FACTS:**

**Grade 10-12 Curricula**

- Grade 10 curriculum is being finalized and will be posted in April 2018, and mandated for use in July 2018. Ministerial Orders and policies are being updated to support curriculum updates.
- Grade 11 and 12 curriculum is being finalized and will be posted in June 2018, and available for trial in classroom through the 2018/19 school year. The grade 11 and 12 curriculum will be mandated in July 2019.
- Curriculum Comparison Guides have been established to illustrate how old 10-12 curricula maps to the new.
- Core competencies (e.g., communication, critical and creative thinking) are the centre of the curriculum redesign. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to be successful (e.g., communication, critical and creative thinking).
- The BCTF has requested additional supports for 10-12 implementation. Specifically, additional non-instructional time to assist teachers with understanding the changes being implemented in the graduation years.

**Provincial Graduation Assessments**

- In July 2016, Grade 10/11 provincial exams (Science 10, Math 10, English Language Arts 10, and Socials Studies 11) were discontinued. These classes will now be fully assessed in the classroom.
- Ministry policy does not direct classroom assessment practices but does provide school districts with supporting resources. Classroom assessment practices remain at discretion of teachers.
- Two Graduation Assessments are being introduced, both designed with teachers and measurement experts:
  - Numeracy Assessment is being implemented in January 2018
  - Literacy Assessment will be introduced in January 2020

- It is intended that the provincial Language Arts 12 (LA12) exam will be phased out with implementation of the Literacy Assessment (timing still to be confirmed)

### **Grade 10-12 Reporting**

- Currently, there are no changes in student progress reporting requirements for grades 10-12.
- Student reporting policy is under review, using research, current practice and province wide parent engagement data (on K-9 student progress reporting) to inform potential changes to reporting for grades 10-12.
- Further engagement with parents and post-secondary institutions is required prior to making revisions on the 10-12 Student Reporting Policy.
- The Ministry has proposed the introduction of proficiency scores as part of new Numeracy and Literacy Assessments.
- The Ministry has proposed that the proficiency score will be recorded on students' transcript as a stand-alone score for both the Numeracy and Literacy Assessment (proficiency score will not be blended with a course mark).
- Students continue to receive final report cards (and transcript) with classroom mark (grade and percentage) for LA 12 and all other courses (e.g. math, socials, science, etc.).

### **Graduation Requirements**

- To graduate, students still require 80 credits total; 16 credits at grade 12 level, with 28 elective course credits. 52 credits are required from the following:
  - LA 10, 11 & 12 (12 credits)
  - Math 10 (4 credits), and a Math 11 or 12 (4 credits)
  - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
  - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
  - Two Career Education courses (total 8 credits) (replaces Planning 10 and Graduation Transitions)
  - Physical Health and Education 10 (4 credits)
  - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- In 2018 the new provincial Numeracy Assessment may be required for graduation.
- In 2020 the new provincial Literacy Assessment may be required for graduation.

### **Grade 10-12 Engagement**

- The Ministry is about to embark on an engagement on the proposed changes to the graduation policies with an intent to publish a Graduation Policy document prior to Fall 2018.
- The Ministry is actively engaged with the K-12 sector and post-secondary institutions (PSI) on the changes to the K-12 system.
- With the PSI's, the focus of the engagement has shifted from general awareness to understanding the practical implications for the post-secondary system (e.g., possible changes to admittance and registration processes).
- Further engagement with PSI's and parents is required to ensure successful implementation of changes to grades 10-12.

## Ontario Child Care Summary

<b>Child Pop. 0 to 12 yrs. (2014)</b>	1,878,900
<b>Budget (annually)</b>	\$967.1M regulated child care
<b># of Regulated Child Care Spaces (0-12)</b>	Centre-based spaces: 317,868 Family child care spaces: 16,142
<b>Regulated spaces to # of children (0-12)</b>	18 percent
<b>Labour Force Participation (families with youngest child &lt; 3)</b>	66 percent
<b>Children Vulnerable<sup>1</sup></b>	24.3 percent
<b>Regulated Fees?</b>	No
<b>Median Parent Fees (2014/15)</b>	Infants: \$1,152/month Toddlers : \$925/month Preschool: \$835/month
<b>Child Care Funding Type</b>	Mix of demand-led (subsidies for parents paid to providers), and cost share supply-side funding (municipalities cover 20% of the funding). Provincial funding is provided to municipalities using a funding formula. Local Service Managers determine how to spend their child care allocation within 16 program categories.
<b>Accessibility Strategies</b>	<ul style="list-style-type: none"> <li>One-time grants include school-based capital funding to school boards to retrofit and build new spaces.</li> </ul>
<b>Affordability Strategies</b>	<ul style="list-style-type: none"> <li><i>Fee subsidies</i>: eligibility based on child care costs and family income. No upper income cut-off. There are waiting lists for fee subsidies.</li> <li>Full subsidy eligibility (up to full cost of care, or a maximum set by municipality) for family net income of up to \$20,000. Above \$20,000, parental contribution is as follows: <ul style="list-style-type: none"> <li>10 percent of income over \$20K up to \$40K, and</li> <li>30 percent of any amount over \$40K.</li> </ul> </li> </ul>
<b>Quality &amp; Workforce Strategies</b>	<ul style="list-style-type: none"> <li>Curriculum frameworks for learning and development and for licensed child care settings. Programs are required to be consistent with these approaches.</li> <li>Operating funding for salaries, benefits and special needs resourcing.</li> <li>Wage grants for eligible child care caregivers in regulated settings.</li> </ul>

<sup>1</sup> Offord Centre for Child Studies, McMaster University (2014). *Children vulnerable in at least one area of development at age 5.*



**New Plans/  
Expected Changes**

**Ontario's Child Care Action Plan (ELCC Bilateral agreement)**

Quality early learning and child care opportunities, with consideration for those more in need.

- **High Quality Child Care:** in 2017-18
  - Increased subsidies and/or community based capital for children aged 0-6.
  - Support system access to affordable child care based on local priorities.
- **Quality Early Learning:** in 2017-18:
  - Support access to no cost, high quality early years experiences through the expansion of Ontario Early Years Child and Family Centres.
  - Support approaches that provide access to high quality training and professional development opportunities for early years and child care workforce. This includes:
    - Increasing number of students accessing ECE Qualifications Upgrade program: supports individuals in need, already working in sector, to obtain an ECE diploma; provides opportunities for leadership development for existing Registered ECEs already working, or hoping to work, in supervisory roles.
    - Regional Centres of Excellence, which will support a continuum of learning for ECEs from pre-service to in-serving learning and development.

**Provincial Implementation of Early Years and Child Care Policy Framework**

- Creation of 100,000 new licensed child care spaces for children aged 0-4 over five years and expansion of before and after school care.
- Develop a workforce strategy to support recruitment and retention of early years and child care professionals.
- Research and develop a mechanism for measuring program quality as part of our outcomes and measurement strategy.
- Develop a five-year outcomes and measurement strategy to best measure system effectiveness.

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** January 25, 2018

**CLIFF:** 200416

**PREPARED FOR:** Scott MacDonald, Deputy Minister, and Jennifer McCrea, Assistant Deputy Minister, for **Information**

**SUBJECT:** Background Information on K-12 Assessment in Ontario

**PURPOSE:** Meeting with Dr. Jennifer Adams, Director of Education, Ottawa-Carleton District School Board

**BACKGROUND:**

Provincially, Ontario conducts the following assessments:

- Grade 3 English Language Arts and Math assessment
- Grade 6 English Language Arts and Math assessment
- Grade 9 Math assessment
- Grade 10 Literacy Assessment (Ontario Secondary School Literacy Test - OSSLT)

The Grade 3, 6, and 9 assessments are very similar to BC's FSA and allow for both system level accountability information and information about individual student performance.

The Grade 10 Ontario Secondary School Literacy Test (OSSLT) was introduced in 2001. The grade 10 Literacy assessment is considered a "high stakes" assessment – students must pass it to graduate. Students who are unsuccessful on the OSSLT may be eligible to take the Ontario Secondary School Literacy Course (OSSLC) in order to satisfy this graduation requirement.

**DISCUSSION:**

Until the introduction of the grade 10 literacy assessment, Ontario has not in any recent decades had provincial exams or assessments for graduation, course-based or otherwise.

Ontario assessments are developed and administrated through a third party agency that operates at arms-length to the Ministry of Education. The Education Quality and Accountability Office (EQAO) is an independent agency that creates and administers large-scale assessments to measure Ontario students' achievement in reading, writing and math at key stages of their education. All EQAO assessments are developed by Ontario educators to align with the Ontario Curriculum.

EQAO is currently undertaking a multi-year project to move the provincial assessments online. Note, by comparison, BC has been conducting online assessments since 2006. Ontario Ministry and EQAO staff have frequently reached out to BC for advice on this front.

Ontario is about to embark on some major curriculum reform. A large number of Ontario staff spoke to staff in BC via a teleconference on November 6, 2017 about BC's directions in curriculum and assessment.

## **CONCLUSION:**

Ontario's number of provincial assessments is relatively small. The assessments focus on language arts/literacy and math.

Ontario has traditionally conducted Grade 3, 6, and 9 assessments similar to BC's Foundation Skills Assessments. The grade 10 Literacy test is a fairly recent addition to the assessment suite in Ontario. Ontario has not in recent decades had any provincial course based exams at secondary.

## **Potential Questions for Ontario:**

1. What challenges did you experience when you implemented the OSSLT?
2. Has the introduction of the OSSLT impacted the graduation rates?
3. Do any post-secondary institutes make use of the OSSLT? If so, how?
4. Participation in BC's Foundation Skills Assessment at grade 4 and 7 has declined significantly over time to approximately 76%. How have you managed to maintain high participation rates (in range of 97%) in your elementary assessments over time?
5. What trends are you seeing in your assessment data?
6. What changes and innovation in assessment are on the horizon for Ontario?

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**Date:** January 18, 2018