

Estimates

Spring 2018



Ministry of
Education



Minister

Estimates Fact Sheets

For Minister
March 2018

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Description:

- The Annual Facility Grant (AFG) is part of the Asset Rehabilitation and Maintenance suite of funding programs which include the Building Envelope Program (BEP), the Carbon Neutral Capital Program (CNCP) and the School Enhancement Program (SEP).
- The AFG amount allocated to an individual School District is based on a formula which factors in student enrolment and average age of facilities, with an adjustment for unique geographic factors.
- AFG funding is provided to boards of education to be used at their discretion to address maintenance priorities and ensure schools are safe and well-functioning.

Statistics:

- All 60 School Districts receive AFG funding each year.
- Approximately 90% of the School Districts are successful in completely spending their AFG funds on required routine maintenance projects each year.

Funding:

- AFG was \$110.5 million in 2017/18, including:
 - \$23.5 million from the ministry’s operating budget
 - \$87 million in provincial capital funding
- AFG funding has not been increased since 2004/05. During the same time, costs have escalated by approximately 18.5%.
- In 2018/19 AFG funding is rising to \$115.5 million (the capital portion is increasing from \$87 million to \$92 million)

Key Facts:

- School Districts are required to provide an AFG project spending plan for review by Capital Branch staff that identifies where the funding will be directed.
- The Ministry of Finance requires boards of education to completely expend the capital portion of AFG, as unspent AFG capital funds may not be carried over into the next fiscal year.
- There are 12 categories of eligible Annual Facility Grant expenditures:
 1. **Roof Replacements** (scheduled roof replacements and major roof repairs)
 2. **Mechanical System Upgrades** (improvements, replacements or provision of heating, ventilation, air conditioning or plumbing systems)
 3. **Electrical System Upgrades** (improvements or replacements of power supply and distribution systems)
 4. **Facility Upgrades** (improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation)
 5. **Loss Prevention** (improvements, replacements or provision of fire protection system)
 6. **Functional Improvements** (improvements of school facilities related to the provision of educational programming)
 7. **Technology Infrastructure Upgrades** (improvements to accommodate computer and telecommunications networks)
 8. **Site Upgrades** (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal)
 9. **Disabled Access** (improvements related to access for persons with physical disabilities)
 10. **Asbestos Abatement** (mitigation and/or remediation of asbestos affected areas)
 11. **Health and Safety Upgrades** (improvements related to indoor air quality, traffic safety, and non-structural upgrades)
 12. **Site Servicing** (improvements, replacements or provision of sewer, drainage or water services; underground irrigation systems)

Key Outcomes:

- In response to the Ministry of Education's *Routine Capital Performance Framework – 2016 Report*, the Deputy Minister's Committee on Capital (DMCC) directed the Ministry of Education (EDUC) to develop a data maintenance plan which was to be presented to DMCC in the 2017 report.
- One aspect of the data maintenance plan was to capture "**retroactive**" AFG projects completed at individual school facilities which could significantly impact the overall Facility Condition Index (FCI), and this would be updated in the Accruent/VFA database providing a more current FCI between the scheduled 5-year assessment cycles of school facilities.
- To streamline school district reporting processes and maximize benefits to FCI scores, EDUC implemented a dollar threshold of greater than \$20,000 for completed AFG projects within three specific major building categories: Substructure (including foundations); Exterior Shell (including roofing); and Services (including plumbing, HVAC, and electrical systems).
- As of November 2017, all 60 school districts submitted AFG work projects completed in the past two years to EDUC, which Capital Branch staff have now validated and forwarded to Accruent/VFA for routine capital data updates in the FCI database.

Description:

- The Building Envelope Program (BEP) was established in 2002 to help B.C. school districts with remediation of schools suffering damage from water ingress due to premature building envelope failure.
- School facilities eligible for BEP funding were built between 1985 and 2000, and have a risk assessment report facilitated by B.C. Housing.
- B.C. Housing has established an industry-accepted repair process, and has an experienced team to effectively assess, prioritize, and project manage repairs to buildings currently affected by moisture ingress, and premature building envelope failure.

Key Facts:

- Government assessed 686 public schools and additions built between 1985 - 2000 and determined that 182 required building envelope remediation. As of Fiscal Year 2016/17, seventy one (71) schools have been completed and there are currently 111 schools remaining to be addressed.
- BC Housing has been retained to manage the BEP since April 1, 2005, with the contract transferring from the Risk Management Branch to the Ministry of Education on April 1, 2009.
- BC Housing’s services include management and administration of the remediation programs of work. This includes the identification, assessment, prioritization, budgeting, and project management of repairs at schools that are eligible within the program protocol.
- The Program is currently funded and administered by the Ministry of Education.
- The Ministry of Education uses BC Housing’s ranking of BEP projects as a guide to plan for funding future BEP projects.
- Given the significant number of schools which still require envelope remediation within the BEP, a greater annual allocation of funding to this program would be required to expedite program completion.

Statistics:

- As of Fiscal Year 2016/17, 71 projects have been completed at a cost of \$107,125,969, and 111 projects still require funding at an estimated cost of \$119,235,000 in today’s dollars.

Key Outcomes:

Schools Built 1985-2000	686	
Schools in BEP	182	
	As of FY 2015/16	As of FY 2016/17
Completed Schools	65	71
Schools in Construction	9	7
Schools in Design	11	5
Schools in Planning	97	99
Total	182	182

- For Fiscal Year 2017/18, the Ministry is forecasting an expenditure of \$7M to complete a further 7 projects.

Funding:

- The Ministry allocates up to \$7M/yr. to address building envelope remediation. At the current rate of program funding, it will take over 20 years to complete the remaining 111 schools enrolled in the BEP.

Delivery Partners:

1. BC Housing

Agreements:

BC Housing has been retained to manage the Program since April 1, 2005, with the contract transferring from the Risk Management Branch to the Ministry of Education on April 1, 2009.

Description:

- The Bus Acquisition Program helps School Districts (SDs) with funding for the purchase of school buses. The program supports the acquisition of buses for new bus routes, as well as the replacement of buses that are of high mileage and/or age, or have significant repair/maintenance issues, or experience an emergent situation.

Statistics:

- Over the last 10 years, the Ministry has provided \$106M to purchase 835 buses.

Key Outcomes:

- For 2018/19, 26 SDs submitted requests for 135 buses valued at \$18,498,867, which with the current \$10M program budget will leave a large dollar value carry-over of remaining demand for the following year(s); **hence the program budget will be increased to \$13M effective Fiscal Year 2018/19.**

Delivery Partners:

- The Association of School Transportation Services of British Columbia (ASTSBC) provides bus procurement services to the ministry by facilitating a Request for Standing Offer opportunity with major school bus manufacturers/vendors for School Districts to purchase new school buses at preferential pricing, and works as a conduit with the manufacturers/vendors to troubleshoot any delivery issues with school districts.

Key Facts:

- The Bus Acquisition Program was launched in 1998 and has had an historic annual program budget of \$10M.
- Of the 60 SDs in the province, only 43 SDs maintain their bus routes and fleets.
- Through provincial bus fleet inventory data analysis, it has been determined there will be an increased demand for replacing high age/mileage buses beginning in the 2018/19 fiscal year. In order for this demand to be met, the **Bus Acquisition Program annual budget will be increased from \$10M to \$13M effective Fiscal Year 2018/19.**

Funding:

- For 2018/19, 26 SDs submitted requests for 135 buses valued at \$18,498,867.
- The annual program budget is being increased to \$13M/year in order to manage increased demand and cost escalation.
- Some 2018/19 requests for replacement will have to be deferred until 2019/20.

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Fiscal Year

2018/19

2019/20

2020/21

2021/22

2022/23

2023/24

2024/25

2025/26

2026/27

Agreements:

- No formal agreement exists between the Ministry and ASTSBC for services ministry related to the Bus Acquisition Program.

Description:

Budget 2018 includes \$1.8B in provincial funding for priority projects over the next three years.

The priorities for capital investment include:

- Making schools safer by accelerating the seismic mitigation program,
- Building and upgrading schools in every region of the province, and
- Building more student spaces in growing communities

Statistics:

- There are 1,566 public schools, owned by 60 school districts in B.C.
- There are 50 major capital projects currently **in progress**
 - 10 new schools,
 - 6 additions/renovations,
 - 12 school replacements, and
 - 22 seismic upgrades
- There are 346 total projects across 33 school districts in the **Seismic Mitigation Program**;
 - 170 schools have been completed,
 - 11 are under construction,
 - 20 are proceeding to construction,
 - 29 are in business case development
 - 116 are future priorities
- 10 school districts have completed all of their high-risk schools,
- 13 school districts have 50% or more of their high-risk schools completed, and
- 10 school districts have less than 50% complete

Key Facts:

- In addition to establishing a new playground fund, Government is accelerating the seismic mitigation program and investing in expansion and replacement projects in school districts across the province
- B.C.'s total capital budget for education is \$483M in fiscal year 2018/19, which is a \$29M increase from the fiscal year 2017/18 forecast in Budget 2018
- The ministry is investing \$508M over 3 years to upgrade and rehabilitate schools throughout the province (via Annual Facilities Grants, School Enhancement Program, Building Envelope Program and Carbon Neutral Capital Program)

Key Outcomes:

- 50 seismic projects approved over the 2017/18 and 2018/19 fiscal years and an additional 20 approvals in both 2019/20 and 2020/21
- Increase capacity in Surrey and other school districts experiencing enrolment growth pressure
- Create an ongoing capital fund for school playgrounds

Funding:

K-12 capital investment is \$1.8B over the fiscal plan and includes:

- Expansion and replacement (\$708M) – includes playgrounds (\$5M per year)
- Seismic Mitigation Program (\$541M)
- Routine Capital (\$508M)

Capital spending by fiscal year includes:

- 2018/19 - \$483M
- 2019/20 - \$622M
- 2020/21 - \$652M

Delivery Partners:

1. School Districts

Description

- The CNCP is an ongoing \$5M/year program up to and including fiscal year 2018/19, which is available to provide specific funding to energy-efficiency projects that lower the school districts carbon emissions.
- The CNCP is one of two main capital programs the Ministry of Education funds that contribute to school energy efficiency upgrading and carbon reduction (with the other being the School Enhancement Program (SEP)).
- The CNCP fund was established to help manage the cost of carbon offsets.

Statistics:

- 2017/18: 14 projects in 14 SDs.
- 2016/17: 15 projects in 15 SDs.
- 2015/16: 24 projects in 24 SDs.
- 2014/15: 28 projects (plus 26 energy audits) in 54 SDs.

- Major benefactors since Fiscal Year 2012/13:
 - Surrey (\$1.8M)
 - Vancouver (\$1.8M)
 - Coquitlam (\$1.5M)
 - Victoria (\$1.5M)
 - Richmond (\$1.4M)

Key Facts

- The value of this grant program compensates school districts for the cost of carbon offsets that they pay in order to be carbon neutral.
- The CNCP is a discretionary application-based capital grant program, not a direct reimbursement for the cost of carbon offsets.
- While the ministry annually awards \$5M under the CNCP, not every school district receives individual project funding each year.
- The primary criteria used by the ministry in evaluating proposed CNCP projects are carbon emissions reductions and operational cost savings.
- Secondary consideration is given to contributions to the project available from school districts and from energy service providers.
- All 60 Boards of Education signed on to the Climate Action Charter, providing eligibility for full reimbursement of their annual expenditures on carbon taxes.
- Boards of education are reimbursed directly with operating funding for every dollar spent on carbon taxes through a different program - the Climate Action Revenue Incentive Program (CARIP).
- The Ministry of Education reports annually to the Ministry of Environment on the accomplishments of the CNCP.

Key Outcomes:

- From Fiscal Year 2012/13 to Fiscal Year 2017/18, approximately \$30M has been provided to School Districts to undertake carbon reduction improvements resulting in an estimated 6,520 tonnes CO2 equivalent and \$2.2M operating savings.

Funding

- \$5M/annually

Description:

- The Ministry is encouraging school districts to accelerate the completion of business cases for new schools and additions projects that are supported in the Ministry capital plan, so they can be reviewed for approval.
- The Ministry has established a Capital Project Office for Surrey to provide them the resources necessary to accelerate projects.
- The Ministry has proposed a new enrolment growth envelope of \$100 million over five years that could begin to reduce the use of portables in all growing communities.
- The funding is intended for additions projects that can be completed quickly, at low cost and with low risk.
- The Ministry is working with Finance to access the funding so that the Ministry can prioritize provincially, and then request that school districts begin working on project business cases.

Key Facts:

- After many years of decline, provincial K-12 student enrolment is increasing.
- School Districts in fast growing regions include Sooke, Burnaby, Chilliwack, Abbotsford, Langley, Peace River North, Central Okanagan and the Conseil Scolaire Francophone (CSF).
- Pressures from enrolment growth are being compounded by the recent Memorandum of Agreement (MOA) with the BCTF that restored language regarding class size and composition.
- Currently, many school districts are relying on portables for educational purposes because the approval and construction of new space has not kept up with the pace of enrolment growth.
- To accommodate growth, the Ministry capital plan will require significant funding in the coming years for property acquisitions, new schools and additions to existing schools.
- In particular, the Ministry expects a very large volume of additions requests in the upcoming school district capital plans, due to be submitted in June 2018.

Statistics:

- Number of portables used for general instructions in all school districts: 1642.
- Number of portables in SD36 Surrey used for general instruction: 295.
- Total value of all high priority additions requests from June 2017 School District Capital Plan submissions, Surrey included: \$346 million (51 projects).
- Total value of all high priority additions requests June 2017 School District Capital Plan submissions, not including Surrey: \$278 million (46 projects).

Key Outcomes:

- Reduce the use of portables being used as permanent instructional spaces across the province, in school districts experiencing capacity pressures, resulting from enrolment growth and the MOA.

Funding:

- Proposed \$100 million over five years.

Description:

- Since 2009, the Ministry of Education has contracted Accruent/VFA Canada Inc. to perform detailed condition inspections of schools every 5 years (approx. 20% of all schools are inspected annually).
- The inspections are used to generate detailed condition reports, to determine a value of “deferred maintenance” by identifying where components parts have exceeded the manufacturer’s suggested replacement period, to create Facility Condition Index (FCI) ratings and to input conditions into a forecasting database used for planning purposes by School Districts and the ministry.

Key Facts:

- Four ministries (EDUC, HLTH, AVED, MTICS) are currently contracting with Accruent/VFA Canada Inc. to do Facility Condition Assessments, using FCI information to assist with funding decisions on the routine maintenance and renewal of the Province’s public sector inventory.
- School Districts submit an Annual Five-Year Capital Plan that includes requests for maintenance needs under the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), and Annual Facilities Grant (AFG), all of which have an impact on FCI.
- Accruent/VFA Canada Inc.’s assessments have identified; immediate deferred maintenance concerns that should be addressed within **one year at a value of \$396M**; short term deferred maintenance concerns that should be addressed in **one-three years at a value of \$354M**; long term deferred maintenance concerns that should be addressed before manufacturers’ **suggested “end of life” date at a value of \$5.5B**. This is based on all school components (e.g. boilers, roofs, floors, etc.) must be replaced at the manufacturers’ suggested “end of life” date, as such, the assessment assumes full replacement costs the year after the “end of life” date.

Statistics:

- There are approximately 1,860 facilities, including 1,566 schools, in the 60 school districts located across the province, with approx. 7 million square feet of area, and with a current estimated replacement value of \$13,000,000,000.
- Average age: ~47 years; average year built: 1970
- Average FCI: 0.43
- Oldest school: 1894 (Southpark Elementary – Victoria, FCI: 0.36)
- Largest school: 1993 (Burnaby South Secondary – Burnaby, FCI 0.69)
- Percent schools 40 years or newer: 35%
- Average FCI for schools 40 years or newer: 0.30 (better than the norm)
- Percent schools greater than 40 years: 65%
- Average FCI for schools greater than 40 years: 0.51 (worse than the norm)

Key Outcomes:

- In February 2017, EDUC added additional scope to the existing Accruent /VFA Canada Inc. contract by implementing two concurrent data maintenance plans that will ultimately capture maintenance projects completed at individual school facilities, which will allow for up-to-date FCI calculations between the scheduled five-year assessment cycles of school facilities. This will better demonstrate the return on investment from EDUC routine capital programs such as SEP, CNCP and AFG, as tracked against changes in FCI for school district facility assets.

Funding:

- In 2018/19, the ministry will provide \$115M in AFG funding to school districts for capital maintenance (AFG has been frozen at \$110/year since 2004 during which inflation increased by approximately 18.5%.
- In 2018/19 SEP is \$65M and CNCP is \$5M.

Agreements:

- Accruent/VFA Canada Inc. is currently in its second five-year contract (expires March 31, 2019) with EDUC on the basis of two five-year assessment cycles to conduct Facility Condition Assessment thereby producing Facility Condition Index (FCI) scores for school district owned assets.

Services to Ministry:

- Accruent/VFA Canada Inc. (as per Agreement information).

Delivery Partners:

1. Accruent/VFA Canada Inc. (as per Agreement information).

Description:

- The Ministry of Education is implementing a new Playground Equipment Program beginning in 2018/19.
- **\$5M** will be available annually for school districts to purchase standard, naturalized, and universally accessible playground equipment.
- Only schools with a majority of elementary Grades are eligible for program funding.
- In March 2018, each school district will inform the ministry of its highest priority schools for new, or replacement playground equipment.
- By May 2018, approved capital funds will be made available to School Districts, allowing the purchase and installation of equipment during summer 2018.
- For Fiscal Year 2019/20 and onward, School Districts will request annual program funding as part of the ministry’s Annual Five-Year Capital Plan process.
- Ministry of Education provided **\$4M** for playground equipment each year of 2011/12 and 2012/13:
 - **\$50,000** for new adventure-style equipment
 - Up to **\$50,000** in PAC reimbursement for playground equipment purchases made prior to the introduction of program
 - **\$25,000** for the partial replacement, repair or upgrade of existing equipment.

Statistics

- **870** potentially eligible schools (i.e., having a majority of elementary grades)
- Max. annual number of projects = **55** schools (i.e., \$5.0 million / \$90,000)
- Min. annual number of projects = **47** schools (i.e., \$5.0 million / \$105,000)

Key Facts:

- Starting in 2018/19, the Playground Equipment Program will be an ongoing program with **\$5M** available to School Districts each year:
 - Basic grant is **\$90,000** for standard equipment, installation and ground cover costs
 - **\$105,000** is available for universal accessible playgrounds
 - Grant amounts will be reviewed annually
- School Districts must prioritize eligible schools requiring new or replacement playground equipment, including universally accessible equipment where need is demonstrated.
- School Districts are expected to consult with PACs and DPACs regarding the prioritization of schools and the types of playground equipment needed.
- Program funding may be enhanced by School Districts using their Annual Facilities Grant or local capital funds and by PACs through fundraising.
- PACs will not be reimbursed for previous or subsequent playground equipment fundraising.
- Partial replacements, upgrades or repairs of existing equipment will also not be funded.
- Districts may choose to make discounted purchases of playground equipment through Government’s Corporate Supply Arrangement (CSA) for Playground Equipment.
- The current CSA for Playground Equipment will be renewed in July 2018 to capture new and diverse types of playground equipment, including naturalized and accessible structures.
- Capital funding for playground site preparation, equipment purchase, and equipment installation will continue to be provided for newly constructed/replacement schools.

Key Outcomes:

- EDUC will review school district funding priorities for 2018/19 and allocate the available \$5M as broadly and equitably as possible.
- EDUC’s highest priority for funding will be schools currently with no playground equipment and with poor access to a community playground.

Funding:

- **\$5M** annual capital program, accessible by all **60** school districts.

Agreements:

- CSA for Playground Equipment, CITZ, as sponsored by EDUC.

Services to Ministry:

- Districts are wholly responsible for the purchase of playground equipment.
- Districts must meet all applicable codes and standards for site preparation and equipment installation.

Delivery Partners

1. All school districts
2. Procurement Services Branch, Ministry of Citizens’ Services

Description:

RAEG Program

- The Release of Assets for Economic Generation (RAEG) Program was introduced in February, 2012.
- The intention of the Program is to facilitate the sale of provincial assets that are surplus to current public sector capital needs.

Property Disposal

- The Disposal of Land and Improvements Order was amended in September 2008 to require Minister of Education approval for the disposal of board-owned properties.
- Disposals include a sale and transfer in fee simple; an exchange; or a lease of greater than 10 years.
- Properties (in whole or in part) include school sites, vacant sites, administrative offices, maintenance yards, teacherages, and residential lots.
- Disposals of property to another board of education (i.e., CSF.) or an independent school. do not require ministerial approval.
- Properties that are the subject of a Crown land grant are exempt from the Order.

Key Facts:

RAEG Program

- School districts are part of the Government Reporting Entity (GRE), which allows net proceeds from the sale of a board of education-owned asset to be booked by the Province as revenue.
- All sales proceeds are retained by individual boards of education for capital reinvestment in their school districts.

Property Disposal

- Prior to seeking ministerial approval for the disposal of a property, a board of education must first undertake a broad public consultation process.
- This process must be conducted in accordance with published policies and procedures established for the school district with respect to disposals of land or improvements.
- Ministerial approval is not granted for a particular sales transaction with a specific purchaser; rather approval allows a board of education to pursue the disposition process for its property.
- The disposal approval form signed by the Minister or designate is required by Land Title Office to allow transfer of title from a board of education to the new property owner.
- When a board disposes of land or improvements, the board must promptly provide the Minister with written notification of the disposition and final proceeds amount.

Key Outcomes:

- GRE reporting for 2017/18 (April 1 - December 31, 2017) shows a total net proceeds amount of **\$11.74M** from the disposal of 12 properties in nine (9) school districts.
- GRE reporting for 2017/18 (April 1 - December 31, 2017) shows a total financial gain of **\$7.01M**, which may be booked by the Province as revenue.

Delivery Partners:

1. Ministry of Citizens' Services
2. New Westminster Land Title Office
(Vancouver/New Westminster Land Title Districts)
3. Kamloops Land Title Office
(Kamloops/Nelson Land Title Districts)
4. Victoria Land Title Office
(Victoria/Prince Rupert/Prince George Land Title Districts)

**GRE - School District Reported Disposals
April 1, 2017 – December 31, 2017**

School District	Property	Purchaser	Net Proceeds	Gain / (Loss)
SD28 (Quesnel)	Richbar Elementary	North Cariboo Christian School	\$300,000	\$291,000
SD28 (Quesnel)	Part of Lot 14	City of Quesnel	\$18,000	\$18,000
SD35 (Langley)	County Line Elementary	Satnam Education Society of BC	\$2,692,250	\$2,637,250
SD43 (Coquitlam)	Part of Leigh Elem Site	City of Coquitlam	\$397,000	\$396,500
SD50 (Haida Gwaii)	Old Teacherage	Eva Lazorek	\$195,451	\$195,451
SD59 (Peace River South)	Tate Creek Elementary	Toms Lake & District Rec Commission	\$1	\$1
SD62 (Sooke)	Metchosin Elementary	District of Metchosin	\$1,440,811	\$1,435,811
SD68 (Nanaimo-Ladysmith)	Lot B	City of Nanaimo	\$4,100,000	\$4,090,000
SD68 (Nanaimo-Ladysmith)	Old Victoria Road	Clay Tree Society	\$750,000	\$750,000
SD70 (Alberni)	Girls Project	Yuho Sekihara	\$112,438	\$112,438
SD70 (Alberni)	4000 Burde Street	District Acquisitions Corporation	\$1,739,000	(\$216,077)
SD74 (Gold Trail)	Clinton Elementary	Village of Clinton	\$1	(\$14,999)
		TOTAL:	\$11,744,952	\$9,695,375

Description:

- The *School Act* provides Boards of Education with the authority to close a school in their school districts, either temporarily or permanently.
- School closures are subject to the School Opening and Closure Order.
- Announced June 2016, the Rural Education Enhancement Fund (REEF) is intended to keep public schools open in small rural communities (population <15,000) where impacts on the community are a concern.

Statistics:

For the 2017/18 school year, three (3) school districts reported the closure of four (4) schools:

- SD8 (Kootenay Lake) (*no REEF application*)
 - Yahk Elementary (*enrolment decline*)
- SD39 (Vancouver)
 - John Henderson Annex (*enrolment decline*)
 - Sir Wilfred Laurier Annex (*enrolment decline*)
- SD No. 79 (Cowichan Valley)
 - Crofton Elementary (*rebuilt on new site*)

Key Outcomes:

- Between 2001/02 and 2017/18:
 - 266 public schools were closed due to declining enrolment
 - 65 public schools were also closed due to facility replacement capital projects.

Key Facts:

School Closure Process:

- The School Opening and Closure Order require each board to develop and implement a school closure policy for its School District, which must be available to the public.
- The policy must include a public consultation process regarding permanent school closures.
- That process must provide an adequate opportunity for the community to respond to a Board’s proposal to close a school, and allow for the fair consideration of the community’s input.
- The proposal must have addressed possible alternative community uses for the school.

REEF Application Process:

- Eligible school districts must apply to the Ministry to access REEF operating funds.
- Approved funding may only be used to help keep a rural school open.
- Eligibility criteria and timelines were revised for **new** 2018/19 applications and include:
 - Community is located outside of the Greater Victoria, Lower Mainland or Kelowna areas;
 - Population of the community is under 15,000 residents;
 - The isolated location of the community poses demonstrable challenges;
 - The school closure would leave the community with no public school;
 - The school closure would have a detrimental educational impact on local students; or a negative social or economic impact on the community;
 - A school closure where the primary driver is facility condition will not be considered.
- Key changes to the eligibility criteria from the 2017/18 application process:
 - To reduce parental and community concerns, a school district may now demonstrate risks from a school closure through its Long-Term Facilities Plan, rather than a formal stakeholder consultation.
 - The loss of “school grades” in a rural community has been reframed to the loss of “a school” in a rural community.
- The 2018/19 application deadline was February 15, 2018 with ministry decisions to be made by March 15, 2018 to align with school district preliminary operating grants.
- School districts do not have to re-apply for schools previously approved for REEF support.
- If additional REEF funding is required to keep a previously-approved school open, the school district may submit updated costing information to the ministry.

School Closure Notification to Ministry

- If a board decides to permanently close a school, it must promptly notify the ministry in writing and provide the following information:
 - the school's name
 - the school's facility number
 - the school's address
 - the date of school closure

REEF Funding (school year)

- REEF is funded outside of the operating block.
- In 2016/17, \$1.76M was allocated for nine (9) schools in six (6) school districts.
- In 2017/18, \$3.37M is being allocated for the same nine (9) schools in the six (6) school districts, plus two (2) additional schools in two (2) other school districts.

Current REEF-Funded Schools

SD No.	SD Name	School	2017/18 Funding
8	Kootenay Lake	Jewett Elementary	\$46,947
8	Kootenay Lake	Winlaw Elementary	\$357,677
22	Vernon	Cherryville Elementary	\$443,320
28	Quesnel	Kersley Elementary	\$282,090
28	Quesnel	Parkland Elementary	\$354,668
47	Powell River	Texada Elementary	\$260,000
53	Okanagan Similkameen	Osoyoos Secondary	\$410,426
62	Sooke	Port Renfrew Elementary	\$230,000
67	Okanagan Skaha	Trout Creek Elementary	\$390,223
67	Okanagan Skaha	West Bench Elementary	\$383,300
83	North Okanagan-Shuswap	Silver Creek Elementary	\$213,353
		TOTAL:	\$3,372,004

Description:

- The School Enhancement Program (SEP) was launched in August 2015 to address investments required for larger maintenance needs in school facilities, in order to contribute to the function of the school and extend the life of the existing asset.
- Eligible projects must be more than \$100,000, but not exceed \$3M.
- SEP projects that are eligible for funding include:
 - Electrical upgrades (power supply, distribution systems)
 - Energy upgrades (LED lighting, high-efficiency boilers)
 - Health and Safety upgrades (fire systems, indoor air quality, water quality)
 - Mechanical upgrades (heating, ventilation, plumbing)
 - Building Enclosure upgrades (roofing, exterior walls, windows)
 - Washroom upgrades
 - Flooring upgrades
- SEP projects must meet Generally Accepted Accounting Principles (GAAP) for capital improvements. Projects not currently eligible for SEP funding include, but are not limited to:
 - Day-to-day wear and tear
 - Painting
 - Parking
 - Driveway repairs
 - Playfield repairs

Key Facts:

- The ministry annually requests submissions from School Districts of board approved Annual Five-Year Capital Plans (rolling). The ministry reviews all 60 School Districts' Capital Plans, compares priorities and determines which projects are eligible for funding in each program area (including SEP), based on available budgeted program amount.
- Consideration is given to whether the project proposals are in schools with unique significant importance to the School District such as those in rural areas with limited alternatives, and where the benefits over the costs of the improvements are positive over the appropriate time horizon for the investment.
- A maximum of five projects can be submitted by each School District annually. Smaller projects for a number of various schools, as part of a wider School District SEP project, may be grouped to form a single project proposal.
- Annually, the overall dollar value of project requests by School Districts far exceeds the available budgeted program amount as shown below.
- Six water quality projects value at \$748,550 were accelerated from the 2018/19 SEP submissions in late 2017 to address lead in water issues in four School Districts. Funding came from slippage in 2017/18.

Key Outcomes:

- For 2017/18, the Ministry received **458** project requests for SEP funding valued at **\$160,346,862** and approved a total of **119** projects with an overall dollar value of **\$52,990,650**.
- For 2018/19, the Ministry received **412** projects requested for SEP funding valued at **\$143,695,835** and is currently reviewing submissions within the **\$64M** program budget.

Funding:

- SEP has been allocated the following funding in the current budget:
 - 2018/19 - \$64M
 - 2019/20 - \$73M
 - 2020/21 – \$73M
 - Three year total – \$210M

SCHOOL ENHANCEMENT PROGRAM

February 13, 2018

Statistics:

- For 2017/18, the Ministry approved a total of **119** projects with an overall dollar value of **\$52,990,650** in the following categories:

PROJECT TYPE	# OF PROJECTS	TOTAL (\$)
Energy Upgrade	14	\$ 4,557,643
Health and Safety Upgrades	17	\$ 7,072,805
Mechanical Upgrade	64	\$ 29,311,330
Roofing Upgrade	21	\$ 11,447,722
Electrical Upgrade	3	\$ 601,150
TOTAL =	119	\$ 52,990,650

Description:

- The School Protection Program (SPP) is the Government self-insurance program for the public K-12 education system.
- Self-insurance has saved the Province hundreds of millions of dollars in commercial insurance premium costs.
- Risk Management Branch (RMB), FIN, administers SPP in partnership with EDUC.
- SPP was originated by RMB in March 1987, in response to a global liability insurance crisis in the mid-1980s.
- SPP provides all school districts with coverage for the following type of claims:
 - Property
 - Boiler and Machinery
 - Crime
 - Employment Practices Liability
 - General Liability
 - Directors’ & Officers’ Liability
- SPP acquires ICBC coverage on behalf of all school districts for vehicles.
- Districts may purchase Optional Property Program coverage from RMB for vacant buildings or buildings leased out to other parties (e.g., local government, community agencies, post-secondary, Government).

Key Facts:

Liability

- SPP covers all board of education employees against liability claims while performing district duties.
- School trustees, volunteers, parent advisory councils, student teachers, and students are also covered, to the extent that liability arises from participation in board-approved activities.
- Funds are netted by EDUC to purchase indemnity coverage from RMB to fund a Casualty Pool.
- The *pro-rata* cost is based on district enrolment against the total of FTE students in the K-12 system.
- No deductible applies to liability claims, with RMB managing legal representation for Government.

Property

- SPP covers all board of education-owned property used for educational purposes.
- Property premium of **\$2.5M** fund a Property Risk Pool.
- The premium is recovered directly from school districts operating funds by EDUC.
- Each district’s *pro-rata* share is based on the replacement cost of its facilities inventory against the total replacement cost of all facilities in the K-12 system.
- A deductible of **\$10,000** is paid by school districts for each instance of property loss and damage.
- For property loss and damage claims involving existing buildings:
 - if under \$250,000, claims funded from the property pool
 - if equal to or over \$250,000, claims funded as emergent projects in EDUC’s capital plan
- For course of construction property loss and damage claims:
 - if under \$50,000, claims funded from the course of construction pool
 - if equal to or over \$50,000, claims funded as emergent projects in Ministry’s capital plan.

Key Outcomes:

- Successful delivery of SPP in 2017/18 benefitting boards of education, EDUC and Government.
- Creation of new guide for Property Program and Optional Insurance Program.

Statistics:

January 1 to December 31, 2017:

	Claims	Pool	Paid
Construction	4	\$1.23M	\$0.91M
Liability	104	\$0.95M	\$0.30M
Property	204	\$4.35M	\$0.75M
Total:	312	\$6.54M	\$1.97M

Note: Pool and Paid amounts include both indemnity costs and expense costs.

Funding:

- 2017/18 Liability Premium = **\$5,282,872**, including:
 - Indemnity to fund Casualty Pool = **\$4.39M** based on 524,944 provincial student headcount
 - SPP delivery, other insurance costs = **\$890,000**
- 2017/18 Property Premium = **\$2,500,000**, based on Total Facilities Replacement Cost of **\$15.88B**

Delivery Partners:

1. Risk Management Branch, Ministry of Finance

Services to Ministry:

- Claims and underwriting services
- Optional Property Program administration
- Contract review
- Risk management advice

Agreements:

- Memorandum of Understanding between Capital Management Branch, EDUC, and Risk Management Branch. FIN

Description:

- In 2004, the Ministry of Education launched the Seismic Mitigation Program (SMP) in partnership with UBC’s Seismic Research Faculty and the Engineers and Geoscientists of BC (EGBC) (formerly APEGBC) with a commitment to mitigate all seismic high-risk schools by 2020.
- The primary objective of the Seismic Mitigation Program (SMP) is to achieve a life-safety standard for public schools by minimizing the probability of local structural collapse as a result of a seismic event (for assessment purposes, a magnitude 7.0 event is used).
- The Ministry is undertaking a review to determine how much the remaining 155 high-risk schools in the province will cost to mitigate to today’s standards.
- The ministry actively accelerating the approval of projects in the seismic mitigation program.

Statistics:

- There are 346 total projects in the Seismic Mitigation Program, of these:
 - 170 schools completed;
 - 11 under construction;
 - 20 proceeding to construction
 - 29 in business case development; and
 - 116 future priorities
- 58% of the program has been advanced since 2004, which equates to approximately 15 projects / year or 4% of the program annually.

Key Facts:

- In 2017/18 13 seismic projects received funding approval, totaling \$194 million.
- In 2015, Natural Resources Canada updated seismic risk mapping and increased expected magnitude and duration of a Cascadia fault event in BC.
 - Triggered updates to National Building Code of Canada (2015) and Seismic Retrofit Guidelines (SRG) (developed by EGBC), coming into effect as of July 1, 2017.
 - Primarily impacted the seismic ratings of building across Vancouver Island, Haida Gwaii and some areas on the Sunshine Coast.
- In 2016, government made a commitment to seismically mitigate high-risk schools outside the Vancouver School District by 2025, and all schools within the Vancouver school district by 2030.
 - This was based on an assessment of both the number of high-risk schools in the program and the pace over the previous 10 years for completing projects.
 - 10 school districts have completed all of their high-risk schools, 13 school districts have 50% or more of their high-risk schools completed, and 10 school districts have less than 50% completed

Key Outcomes:

- The Ministry has committed to advance 50 high-risk seismic projects through for funding approval by April 2019. This represents 15% of the overall program.

Funding:

- The current fiscal plan provides \$541 million for the SMP.
- To date, government has spent or committed \$1.6 billion to seismically upgrade or replace seismically high-risk schools.

Delivery Partners:

1. Engineers and Geoscientists of BC
2. UBC’s Earthquake Engineering Research Facility

Background/History:

- In March 2004, the Ministry initiated seismic assessments of 877 schools within 37 school districts located in high-risk seismic zones.
- In November 2004, Government committed to a \$1.5 billion plan for the seismic upgrading of 749 schools (Phase 1) over 15 years to make BC schools earthquake safe.
- In 2005, the SMP approved 95 projects (out of the 749) to proceed as part of a 3-year SMP capital plan.
- Since 2005, a technical team with members from the EGBC and UBC's Earthquake Engineering Research Facility has continued to refine the risk assessment and mitigation strategies through experience in actual seismic upgrade projects, extensive laboratory testing at UBC's world-class shake table lab, and peer review by leading international structural experts.
- Although the SMP had been continually worked on with schools being seismically mitigated since 2005, EGBC's work was the basis of a new assessment methodology that led to a reassessment of the remaining high-risk schools in 2010. Schools were categorized as:
 - **High 1 (H1)** - Most vulnerable structures; at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural upgrades required.
 - **High 2 (H2)** - Vulnerable structures; at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural upgrades required.
 - **High 3 (H3)** - Isolated failure to building elements such as walls are expected; building likely not repairable after event. Structural and non-structural upgrades required.
 - **Medium** - Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Buildings to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
 - **Low** - Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.
- In May 2012, EGBC's new reassessment results were made public, along with the role EGBC had been fulfilling under contract with the Ministry. The results reduced the number of projects to be addressed in the SMP from 522 to 152 at that time.
 - The 152 remaining projects were identified as Phase 2 of the SMP with an estimated total cost of \$1.3 billion. 14 projects were supported to proceed at an estimated cost of \$122 million.
- Since 2012, the SMP has focused on addressing schools with high-risk (H1/H2/H3) blocks.
- In May 2013, Government approved a three-year spending plan and announced an additional 45 projects to proceed at an estimated cost of \$584 million.
- By late 2014, feedback from school districts increased the number of remaining Phase 2 projects from 152 to 183. At that point in time there were a total of 342 schools (both Phase 1 and Phase 2) in the SMP. In 2016, feedback from school districts added 4 more high-risk schools to the SMP, for a total of 346.

Description:

- The Ministry of Education’s 2018/19 budget is \$6.3B in operating funding and \$483M in capital to support the K-12 Education sector

Key Facts:

- BC’s total education operating budget is \$6.3B in fiscal 2018/19; a \$241M increase from fiscal 2017/18 (3.9%)
- *Budget 2018* provides an additional \$409M in operating funding over the three-year fiscal plan
- *Budget 2018* also provides \$1.8B in provincial capital funding for priority projects over the next three years

Statistics:

- The Ministry of Education’s **2018/19 operating budget of \$6.3B** includes:
 - \$5.8B for public schools (91%)
 - \$426M for independent schools (7%)
 - \$76M for other partners (1%)
 - \$46M for ministry administration (<1%)
 - \$30M for the BC Training and Education Savings Program (<1%)
 - \$8M for the Teachers Act Special Account (<1%)
- The Ministry of Education’s **2018/19 capital budget of \$483M** includes:
 - \$176M for school expansion and replacement
 - \$119M for the Seismic Mitigation Program
 - \$92M for the Annual Facilities Grant
 - \$65M for The School Enhancement Program
 - \$13M for the Bus Replacement Program
 - \$8M for the Building Envelope Program
 - \$5M for the Carbon Neutral Program
 - \$5M for Playgrounds

Key Outcomes:

- *Budget 2018* fully funds the known costs for implementation of the Memorandum of Agreement with the BC Teachers Federation for the restoration of clauses respecting class size and composition
- *Budget 2018* also fully funds actual enrolment growth in public schools and forecasted enrolment growth through September 2018
- With its capital envelope, Government is committed to accelerating the seismic mitigation program and investing in expansion and replacement projects in school districts
- In October 2017, Government launched a funding model review to fulfil its commitment to ensure BC’s K-12 public education system receives stable and predictable funding. The review is scheduled to take place over the next year, with the new model anticipated to be in place for the 2019/20 school year.

Funding:

- The operating lift of \$409 million in *Budget 2018* includes:
 - \$207 million to fund public school enrolment growth;
 - \$72 million to fund additional hiring costs under the Classroom Enhancement Fund;
 - \$49 million for the *Economic Stability Dividend*;
 - \$70 million for independents school funding requirements;
 - \$9 million for Child Care B.C. new early learning initiatives; and,
 - \$2 million for the *Teachers Act* Special Account.
- The \$1.8 billion three-year capital plan in *Budget 2018* includes:
 - \$541M to accelerate the Seismic Mitigation Program;
 - \$693M to invest in expansion and replacement projects in school districts;
 - \$508M to invest in asset rehabilitation and maintenance (routine capital); and,
 - \$15M to implement the annual \$5M Playground Equipment Program.

Delivery Partners:

1. Boards of Education
2. Federation of Independent Schools Association
3. Public Libraries
4. Other Education Sector Partners (such as FNEsc, BCCPAC, BCSTA, BCPSEA, etc.)

Description:

- SD93 Conseil Scolaire Francophone (CSF) helps ensure those with constitutional rights to minority language education under Section 23 of the Canadian Charter of Rights and Freedoms receive it.
- SD93 is the only school district in the province that serves the entire province.
- SD93 was established in 1996 and is now in its 22nd school year.
- SD93 has its operating funding calculated in the same way as every other Board of Education in the province, but has its allocation increased by 15% in recognition of its unique status in providing services across

Statistics:

- SD93 enrolled 5,970 FTE in Sept 2017, an increase of 264 FTE (4.6%) compared to 2016/17.
- Enrolment has increased in all but one of the 22 years the CSF has been in operation and has nearly quadrupled since the CSF was established in 1996.
- Since inception, CSF’s enrolment has increased by about 1,000 FTE every five years.
- Operating grants in SD93 have increased by an average of \$3.3M annually since its inception in 1996.

Funding:

- SD93 is receiving an estimated \$80M for its 2017/18 enrolment, a \$4.3M increase over the previous year.
- Operating grants in SD93 have increased every year since its inception in 1996.
- The CSF is the only district in the province that receives a supplementary grant to assist cultural and linguistic programs – this is an additional 15% of SD93’s September operating grant, totalling \$10.5M in 2017/18.

Key Facts:

- In 2013 the CSF, together with parents groups, launched a legal action against the BC government alleging breaches of *Section 23 of the Canadian Charter of Rights and Freedoms* for failure to provide equivalent education for the francophone minority in BC.
- Justice Russell found in favour of the CSF on many aspects of their action on capital funding. For operating funding the CSF was awarded Charter damages of \$6M, payable over 10 years, representing the perceived deficit in transportation funding to the CSF for its transportation services between 2002/03 and 2011/12.
- The decision was based on the CSF having a wider dispersion of students and greater transportation needs than other school districts.
- In summer 2016 the Province announced the Student Transportation Fund; \$14.8M of funding to address inflationary pressures since 2002 and remove bussing fees. Once allocations had been made to eliminate fees for eligible riders, funding was allocated according to the Student Location Factor (SLF).
- SD93 has its SLF increased by a factor of five, the only district in the province to which this applies.
- The CSF allocation (\$150,415) was made according to their base SLF, not their factor of five multiple. The CSF has written to the Ministry arguing that it was underfunded because of this and should have been awarded an amount closer to \$750,000.
- SD93 is currently operating 40 schools, one of which is a distributed learning school.
- SD93 is receiving an estimated \$80M for its 2017/18 enrolment, a \$4.3M increase over the previous year.

Key Outcomes:

- SD93 is receiving an estimated \$80M for its 2017/18 enrolment, a \$4.3M increase over the previous year
- SD93 has enrolled 5,970 FTE in Sept 2017, an increase of 264 FTE or 4.6% compared to 2016/17
- SD93 will have its Student Transportation Fund allocation increased by \$600,000 for the 2018/19 school year and beyond to resolve the Charter damages. An additional \$600,000 is also being provided for the 2017/18 school year through Classroom Enhancement Fund (CEF) overhead.

Description:

- The Ministry utilizes services agreements and transfers for assistance with advisory services, education program delivery and evaluation, and subject matter expertise to supplement its responsibility in co-governing the K-12 education system, and to further ministry strategic objectives
- Ministry procurement and contract policies and practices align with core policy requirements

Key Facts - Procurements:

- For FY17-18 (up to Dec 31, 2017), the ministry has awarded a total of 219 new contracts valued at \$20.3M
- 34 contracts valued at \$7.3M were direct award
- 60% of the contracts (132) were awarded using Ministry Qualified Supplier Lists
- Open (28) and limited (6) competitions, corporate supply arrangements (5), appointments/secondments (4), and shared cost arrangements (10) were other procurement processes used

Key Outcomes

- New ministry policy, directives and procedures introduced in 2017-18 were implemented to ensure that all ministry contracts and agreements meet core policy requirements, align with ministry strategic objectives and represent good value for money

Statistics:

- 139 contracts (\$3.6M), which represent 63% of all contracts, are for professional services for operational and regulatory purposes (STOB 60), including 56 audit contracts and 45 inspection contracts that support the ministry in meeting regulatory requirements
- 5 contracts (\$150K) are for professional advisory services (STOB 61)
- 23 are related to information system operational requirements (STOB 63)
- 27 contracts (\$8.6M) are transfers (grants, entitlements or shared cost arrangements)
- 25 contracts (\$1.4M) are for other (capital expenditures and Open School BC cost of goods sold)

Direct Awards:

- 34 contracts valued at \$7.3M were direct award
- Includes a three-year \$3.25M contract to APEGBC to support the Ministry’s ongoing Seismic Mitigation Program
- 7 contracts worth \$2.1M to self-provisioned school district sites for high-speed internet access as part of the Next Generation Network program
- 17 contracts are \$25K or less
- Direct Award Criteria used:
 - 15 to other government
 - 11 sole source (with NOI posted for 3)
 - 8 sole source, less than \$25K

Top 10 Highest Value New Contracts

Value	Supplier	Description
\$3.25M	APEG BC	Seismic Mitigation Program
\$2.85M	CGI	TRAX 2.0
\$874K	S.I. Systems Partnership	Integrated Student Data Portfolio
\$850K	SD39	Education Resource Acquisition Consortium
\$810K	College Educacentre	17-18 French Collegial programs
\$783K	CGI	SDE Design and Development
\$754K	SD73	NGN Self-Provisioned Site
\$711K	BCCIE	International Education Scholarships
\$555K	A. Willock Info Systems	FSA/Grad Assessment electronic administration
\$418K	CGI	TS-Student Transcript Enhancements

Description:

- A summary of the Ministry of Education’s workforce, including a breakdown of the FTEs by division and the number of excluded positions

Key Facts:

- As of January 31, 2018, EDUC has 307 Ministry FTEs and 53 FTEs in the Teacher Regulation Branch (TRB) for a total of 360 FTEs
- EDUC has a ratio of 41% excluded staff compared to 60% bargaining unit staff. This includes TRB positions, which are almost entirely excluded.
- EDUC has 5 Assistant Deputy Ministers (including one acting)
- The number of FTEs at EDUC has increased by 6% since January 2017 (+19 new FTEs)

Statistics

Ministry of Education FTEs - January 31, 2018

Division	FTEs	% of EDUC Total	% Included	% Excluded
Minister’s Office	5.0	1.39%	0.00%	100.00%
Deputy Minister’s Office	25.9	7.20%	74.00%	26.00%
Resource Management and Executive Financial Office	61.5	17.10%	44.00%	56.00%
Governance & Analytics	30.4	8.45%	70.00%	30.00%
Learning Division	40.1	11.15%	66.00%	34.00%
TRB, Independent Schools & Public Libraries	26.6	7.40%	67.00%	33.00%
Services & Technology	85.7	23.83%	85.00%	15.00%
Learning Transformation	32.1	8.92%	60.00%	40.00%
Ministry	307.3	85.43%	69.00%	31.00%
Teacher Regulation Branch	52.4	14.57%	1.00%	99.00%
EDUC Total	359.7	100%	59.00%	41.00%

Funding:

- Current FTE complement will be funded from within the ministry’s 2018/19 Executive and Support Services appropriation of \$45,540,000
- 5 incremental FTEs have been identified as required to support Budget 2018 decisions (AO24 for CEF Reporting; Two AO27 Capital Planning Officer; AO21 and AO24 for child care and early learning initiatives)

Ministry Excluded Staff, by position - January 2018

Position	FTEs
Deputy Minister	1
Assistant Deputy Minister	5
Inspector – Independent Schools	1
Executive Directors	19
All other excluded employees	71
Ministry	97

TRB Excluded Staff, by position - January 2018

Position	FTEs
Special Advisor – TRB	1
Executive Director – TRB	1
All other excluded – TRB	49
TRB total	51
EDUC Total	148

Description:

- On March 3, 2017, the BC Public School Employers Association (BCPSEA), the Public Sector Employers Council (PSEC), Ministry of Education, and the BC Teachers Federation (BCTF) signed a Memorandum of Agreement (MoA) that fully and finally resolves all matters related to the implementation of the Supreme Court of Canada’s decision regarding restoration of class size and composition language in effect before 2002.
- In order to be compliant with the MoA – and the Supreme Court decision – the province’s 60 school districts must meet class size and composition requirements as specified in the MoA and their respective local teacher collective agreements. Government has committed to fully funding the staffing and overhead/administration required for full compliance with the MoA through the Classroom Enhancement Fund (CEF).

Key Facts:

- The MoA implements the restoration of over 1,600 clauses to collective agreements across the province, together with process around the interpretation of the restored clauses.
- In spring and summer 2017, the ministry conducted a rigorous review of the funding required to implement the MoA, including a multi-disciplinary team of experts to review school district applications.
- Funding is based on actual hiring and costs as reported to the ministry in fall 2017, based on actual hiring as of September 30, 2017, and actual remedy costs for October, 2017
- This funding has been supplemented by additional funding for unfilled non-enrolling (specialist) positions; as per the MoA school districts have a duty to continue to fill these positions after September 30.
- All school districts have received what they asked for in their fall submissions.
- As CEF is based on actual costs reported by districts in September, any reported underspend will be reclaimed by the ministry, beginning April 1st.

Key Outcomes:

- 3,700 teacher FTEs are in B.C.’s classrooms.

Statistics:

- For the 2017/18 school year the CEF will total \$419.7M:
 - Hiring of 3,726 Teacher FTEs at a cost of \$340.6M:
 - 2,429 enrolling teacher FTE
 - 1,297 non-enrolling (specialist) teacher FTE
 - \$55.4M of Overhead Funding for the ancillary costs of employing these teachers, including support staff dictated by collective agreement language
 - \$23.8M for remedies where school districts have been unable to implement the restored language despite best efforts
- These costs are offset by \$9.74M of unused Priority Measures funding from the 2016/18 SY that will be applied against MoA implementation costs

Delivery Partners:

1. BCPSEA has advised the Ministry on the interpretation of the restored collective agreement language in their position as official bargaining agent.

Agreements / Funding:

- BCSPEA is administering the Rural and Remote Workforce Sustainability Fund on behalf of the Ministry to assist with recruitment challenges in rural and remote school districts which have been exacerbated by the implementation of the MoA.

Description:

- Launched in October 2017
- Objective is to develop a sustainable model for the K-12 public education system.
- Guiding principles (established in conjunction with BCSTA) are:
 1. Responsive
 2. Equitable
 3. Stable and Predictable
 4. Flexible
 5. Transparent
 6. Accountable
- Capital funding and Independent School Funding are not in scope.

Status Update:

- Completed cross-jurisdictional analysis of funding models across Canada and in-depth reviews of ministry program areas to identify the need for changes in the funding model to align with future educational direction.
- Compiled a range of financial and operational analytics, as well as student outcome data, to support future modelling of options.
- Concluded a technical survey and a perspectives survey of over 350 key stakeholders
- Invited key sector partners and stakeholders to provide written submissions.
- Held initial one-on-one meetings with executives and regional chapters of BCSTA, BC School Superintendents Association (BCSSA), BC Association of School Business Officials (BCASBO), BC Council of Administrators of Special Education (BC-CASE) and the Technical Review Committee.
- The research and feedback is summarized into emerging themes included in a discussion paper for stakeholders in late February. This paper will be used by the Independent Review Panel as the basis for the next phase of research and regional technical working sessions.
- Panel members announced at the end of February 2018.

Statistics:

- The current model was first implemented in 2002.
- The model has been substantially unchanged since then, despite declining student enrolment and changing educational practice.
- For the first time in 18 years, public school enrolment increased provincially in 2015, and again in 2016 and 2017.
- Trend is expected to continue. However, some districts are continuing to see declining, or flat-lined enrolment.

Next Steps:

- Regional Sessions:
 - The Panel will conduct 11 regional technical working sessions
 - Trustees and senior district staff will provide input
- Panel Report: submitted to the Minister in July 2018.

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Funding:

- Project Budget \$600K.
- Costs include independent expert to prepare a final report, travel, and engagement expenses.
- Budget does not include current internal staffing costs.

Regional Meetings:

12 March	Nanaimo (SD68)
16 March	Victoria (SD61)
05 April	Abbotsford (SD34)
09 April	North Vancouver (SD44)
10 April	Burnaby (SD41)
13 April	Kamloops (SD73)
16 April	Kelowna (SD23)
24 April	Prince George (SD57)
30 April	Nelson (SD8)
04 May	Smithers (SD54)
08 May	Video Conference

Panel Members:

- Chris Trumpy, former DM-Ministry of Finance
- Philip Steenkamp, Vice-President External Relations, UBC
- Piet Langstraat, Superintendent, SD61 Greater Victoria
- Angus Wilson, Superintendent, SD75 Mission
- Lynda Minnabarriet, Secretary-Treasurer, SD74 Gold Trail
- Flavia Coughlan, Secretary-Treasurer, SD42 Maple Ridge-Pitt Meadows

Description:

- The Ministry of Education allocates operating grants to boards of education.
- Operating funding is primarily based on the number of full-time equivalent (FTE) students determined by course registration.
- Each year, operating grants are recalculated following the September and February enrolment count and finalised following the May enrolment count.

Key Facts:

- 80% of operating grant funding is based on enrolment (per student amount).
- 20% is distributed through a series of supplements for students with special needs, English Language Learning, Aboriginal Education, vulnerable students, educator salary differentials, and geographic factors.
- Estimated operating grants are released by March 15 before the school year begins, based on estimated enrolment submitted by school districts.
- Funding is adjusted throughout the school year as actual enrolment is counted:
 - July (Summer Learning);
 - September (all students);
 - February (continuing education (CE), distributed learning (DL), refugees, special needs growth); and
 - May (CE and DL).
- \$4.99B of the \$5.04B in 2017/18) is allocated based on September enrolment.
- Other enrolment counts occur in July (Summer Learning), February (continuing education (CE), distributed learning (DL), refugees, special needs growth), and May (CE and DL)

Statistics:

- Operating grants total \$5.03B (an increase of \$107M over 2016/17).
- Outside of operating grants \$589M of supplemental funding goes to boards, including \$399M for the Classroom Enhancement Fund
- Student enrolment has increased this year for the third year in a row following 17 consecutive years of enrolment decline
- Sept school-age enrolment has increased by 4,974 FTE this year and by a combined 15,000 over the past three years.
- 43 of BC’s 60 school districts are serving more school-age students as at September 2017 compared to the previous September.

Key Outcomes:

- December 2017 recalculation included \$41M in increased funding over the initial March estimate.

Agreements:

- Tripartite Education Framework Agreement (TEFA) for \$90M/year. Of this \$60M offsets the costs of school district operating funding and \$30M flows to the Provincial Treasury

Description:

- Aimed to explore the challenges and opportunities (educational, operational, financial, etc.) facing school districts and communities with respect to the operation of schools and educational programs in rural British Columbia.
- Extensive engagement process resulted in a completed, but not released, draft report.
- Government decision to use the draft rural report and supporting materials to help inform a full review of the K-12 public education funding allocation system.

Statistics:

- Approximately 140 communities throughout B.C. with one school.
- Engagement Process:
 - 32 school districts were represented and more than 400 stakeholders attended Regional Open Houses;
 - Over 8,000 visits to the Rural Education Review website, and almost 370 comments in the online forum;
 - More than 100 school district employees completed a technical survey; and
 - Received > 50 formal submissions from stakeholder groups.
- Statistics indicate there is an educational outcomes gap between rural and urban students, e.g. 2011/12 - 2015/16 completion rates were between 7.9% and 10.3% lower. The gap is larger for Aboriginal and Non-Aboriginal Students.

Key Facts:

Why was there a rural education review?

- Approximately 32% of B.C. students attend schools located outside of the Greater Victoria, Lower Mainland, and Kelowna areas.
- Outside of these regions, there is a wide variation in communities ranging from cities the size of Kamloops with satellite communities such as Barriere; small towns like Terrace and Nelson acting as regional centres; and remote communities like Port Renfrew operating small schools.
- As a result, the Ministry of Education recognized that rural schools and communities have different needs than highly-populated areas, and the government launched a rural education review to better understand those needs and the challenges facing rural education.

What was the scope of the review?

- The Rural Review examined challenges in rural education, including public school funding, facilities, and the role education and schools play in rural communities.

What was the engagement process?

- The Rural Education Review worked with the K-12 education sector, the public, and community stakeholders to identify challenges in rural education, including funding related issues.
- The Rural Education Review included a comprehensive two-phase engagement process.
 - Phase 1: Online Discussion, Formal Submissions, Technical Survey
 - Phase 2: Summary Report of Online Discussion, 9 Regional Open Houses

What was the draft report?

- Will be used as a part of funding review
- 13 page draft report plus appendices to substantiate the findings and recommendations, including: data and interpretation of the School District Staff Technical Survey, Summaries of Regional Open House Meetings and Written Submissions, & Educational Attainment Statistics

Key Outcomes:

- Draft rural report and supporting materials will help inform the review of the K-12 public education funding allocation system.
- Rural and Remote Workforce Sustainability Fund—one-time \$1.5M fund to address recruitment and retention issues in rural school districts, plus \$0.5M provided to the BC Public School Employers’ Association to offer centrally-coordinated recruitment supports to rural school districts, such as regional marketing and recruitment fairs.
- Recommendations from the task force on recruitment and retentions are now final.
- Measures to reduce pressures on rural school districts have been maintained:
 - Student transportation fund—on-going \$14.8M grant outside of the general operating block aims to eliminate busing fees and improve transportation services.
 - An additional \$1M to assist districts with shared services in school transportation to establish shared planning tools, bus optimization, and software products.
- Rural Education Enhancement Fund (REEF) keeps rural schools open where closure would result in substantial community impacts. \$3.4M (2017/8 SY): 11 schools, 8 school districts.

Description:

- Government’s current Cash Management Strategy requires school districts to cost-share new capital projects (excluding seismic upgrades) by using their surplus cash reserves.
- Suggested target of 50% cost-sharing set by Treasury Board staff, to be assessed on a case-by-case basis, with lesser proportions requiring justification by the ministry.
- An Auditor General’s report in 2010 found there was too much cash being held by a variety of public sector agencies – including school districts.
- In 2014, the Ministry of Finance launched the Cash Management Strategy which required school districts to cost-share capital projects. This initiative was launched with the rationale that this would lower the Province’s overall debt costs by utilizing cash deposited by school districts into Provincial Treasury’s Central Deposit Program (CDP) to offset external borrowing requirements.

Statistics:

- As at June 30, 2017, school districts had a combined total of \$1.58B in cash and short-term investments.
- For the 2016/17 fiscal year, the estimated savings to the Province in debt service costs that could be attributed to school district participation in the CDP was \$9.6 million.
- The Central Deposit Program (CDP) was launched by Provincial Treasury in February 2013. Since February 2013, deposits to the program have grown from \$40M to a current total of \$783.6M (January 29, 2018) deposited from fifty-nine school districts.

Key Facts:

- Ministry of Finance piloted the CDP in 2011 and 2012.
- During the 2011 school year, the timing of grant payments to school districts was adjusted to more closely match spending patterns.
- Balance sheet management involves the review of existing cash balances across all government organizations to identify amounts not required for ongoing operational needs.
- Ongoing balance sheet management will involve discussions with school districts on the eventual use of their surplus cash, if any, to address jointly-determined objectives.
- Government pays school districts 2.45% interest (current Prime of 3.45% less 1%) on their deposits in the CDP.

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- Government funds both operating and capital spending requirements for school districts. Under the current process, school districts are expected to contribute surplus cash to upcoming non-seismic capital project budgets, thereby reducing provincial capital requirements. Capital grants are still anticipated to fund the majority of capital projects in the K-12 sector.
- When a school district is directed to utilize available cash for a capital project, it may require the cancellation of pre-established plans for these funds, such as:
 - IT systems upgrades;
 - minor capital maintenance projects to be funded from local capital;
 - other capital priorities not funded by the Ministry (e.g. administration offices or maintenance facilities)

Key Outcomes:

- After accounting for cash held to meet short-term obligations (ie. payroll and accounts payable), contributions restricted by an external contributor (ie. tuition paid in advance by non-resident students), school generated funds, and cash restricted for capital projects, school districts had a combined total of approximately \$560M in available cash and short-term investments as at June 30, 2017.
- School districts have set aside some of the available cash for future self-financed capital projects (\$194M as at June 30, 2017). A component of cash balances is represented by the accumulated Operating surplus (\$298M as at June 30, 2017), a portion of which (\$227M) has been restricted by Boards of Education for specific future uses.

Available Cash Balance for Cost Sharing - June 30, 2017

SD99 (Provincial Composite)

Reported Cash & Short-Term Investments as at June 30, 2017 (Audited)		1,584,269,436
Current Receivables	82,824,050	
Prepaid Expenses & Other Assets	23,251,018	
Accounts Payable and Accrued Liabilities	(189,961,692)	
Salaries, Benefits, Vacation Pay Payable	(338,646,963)	
Unearned Revenue	(205,218,141)	
Less: Working Capital requirements		(627,751,728)
Unspent Annual Facility Grants	(3,089,974)	
Deferred Contributions - Ministry of Education	(31,266,592)	
Deferred Contributions - Other Provincial	(13,764,482)	
Deferred Contributions - Other	(16,857,685)	
Deferred Contributions - Federal	(298,000)	
Scholarships & Bursaries	(10,576,654)	
School Generated Funds	(82,103,444)	
Endowments	(2,123,835)	
Less: External Contributions for a specific use		(160,080,666)
Less: Bylaw Capital (received but not spent)		(35,716,959)
Less: Municipal Land Capital		(53,552,613)
Less: Other Provincial Capital (ITA - Youth Trades)		(5,628,110)
Less: Other Capital		(6,258,499)
Less: Long-Term Liabilities (ie. Employee Future Benefits)		(214,663,249)
Plus: Long-Term Investments		79,658,915
Less: Previously Committed Cost sharing obligations		0
Cash Before Board of Education Priorities	\$ 560,276,527	
Less: Local Capital Priorities		(194,202,467)
Less: Accumulated Operating Surplus Priorities		(227,560,502)
Total School District Priorities (operating and capital)	\$ (421,762,969)	
Available Cash Balance for Cost Sharing	\$ 138,513,558	
Percentage of Ministry of Education Operating Grant	2.81%	
CDP Balance as at January 29, 2018	\$ 783,390,688	

Description:

- An accumulated surplus indicates that a school district has net resources that can be used to provide future services in a consistent and stable manner. It is achieved by spending less than the revenue it earns. The accumulated surplus is the sum of its net financial performance – good and bad – since Day 1.
- Boards of Education are required by legislation to prepare balanced annual operating budgets, which may include use of prior year accumulated surplus.
- During a school year, Boards may experience exceptional circumstances such as unforeseen expenditures, or reduced revenue due to unexpected enrolment declines. Surpluses can help buffer fluctuations in revenues and expenditures.
- Boards expecting to incur a deficit must seek the Minister’s approval to incur a deficit. Audited financial statements must be submitted by September 30.
- Boards of Education must retire the deficit from future operations, and the ministry provides no additional funding.

Key Facts:

- Operating Fund surpluses are one component of overall school district cash balances (currently at approximately \$1.6B), but there are other components as well, such as short-term and long-term accounts payable, school-generated funds, etc.
- The balance of Operating Fund surpluses and deficits for all school districts totaled more than \$298M as at June 30, 2017, of which Boards have internally restricted \$226M of the Operating Fund surpluses to be used in years 2017/18 and beyond.
- School districts have historically managed their finances in a prudent manner. Accumulating surpluses in some years permits flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to unexpected enrolment declines. School districts’ use of accumulated surpluses from prior years, which is permitted by the *School Act*, results in minor pressure to the overall fiscal plan.
- School districts collectively appropriated \$58M of accumulated surplus from prior school years to balance their 2017/18 annual budgets. This is normal and accepted practice for school districts.

Statistics:

- Since 2007/08, the cumulative Operating Fund surplus increased by \$145.5M
 - 42 districts increased surplus – \$174.1M
 - Remaining 18 districts decreased cumulative surplus – \$28.6M

Key Outcomes:

- As at July 1, 2017, there are no school districts in an accumulated deficit position.

History of School District Operating Fund Surplus/(Deficit) Positions at June 30 each year

School District	2017																School District
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	
	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances
5 South East Kootenay	3,907,666	4,142,603	3,314,606	2,224,416	2,076,883	2,690,993	3,642,115	2,244,213	2,341,663	2,454,595	0	2,241,410	2,241,410	0	4,091,602	4,091,602	5 South East Kootenay
6 Rocky Mountain	2,280,785	3,239,776	3,245,992	3,196,575	3,245,775	2,874,974	2,670,616	3,084,371	3,588,063	3,115,646	0	2,419,917	2,419,917	0	2,710,279	2,710,279	6 Rocky Mountain
8 Kootenay Lake	(2,336,423)	(946,668)	(334,474)	252,965	346,904	529,120	596,871	1,891,413	2,373,090	2,302,905	0	2,194,191	2,194,191	0	2,028,857	2,028,857	8 Kootenay Lake
10 Arrow Lakes	665,188	869,789	697,334	504,826	877,991	1,317,191	1,466,078	1,611,694	1,863,389	1,813,314	0	1,433,093	1,433,093	0	1,559,621	1,559,621	10 Arrow Lakes
19 Revelstoke	388,449	450,792	229,492	223,028	194,607	198,107	248,801	357,380	639,057	723,585	0	852,180	852,180	0	921,451	921,451	19 Revelstoke
20 Kootenay-Columbia	1,031,007	2,081,608	1,770,670	2,245,168	1,707,910	657,963	803,845	1,379,275	2,718,345	1,910,854	0	1,854,860	1,854,860	0	2,714,376	2,714,376	20 Kootenay-Columbia
22 Vernon	2,559,702	4,030,960	3,973,167	2,327,515	2,654,342	4,160,258	6,403,759	6,167,409	4,814,249	4,285,027	0	2,373,697	2,373,697	0	1,602,957	1,602,957	22 Vernon
23 Central Okanagan	6,311,272	7,293,953	6,617,999	5,878,207	6,483,847	9,733,945	11,701,217	8,794,562	7,678,629	6,352,608	0	5,563,459	5,563,459	0	7,898,559	7,898,559	23 Central Okanagan
27 Cariboo-Chilcotin	1,291,197	2,474,858	3,130,486	2,426,529	2,131,911	2,763,688	3,204,510	3,161,174	4,154,870	3,604,485	0	3,738,428	3,738,428	0	2,375,090	2,375,090	27 Cariboo-Chilcotin
28 Quesnel	1,042,441	880,434	468,189	176,365	113,443	282,215	718,746	673,430	661,863	662,430	0	663,969	663,969	0	1,370,891	1,370,891	28 Quesnel
33 Chilliwack	5,366,162	6,017,440	6,316,014	2,817,766	3,968,919	6,017,660	5,564,645	3,621,808	3,075,665	4,529,677	0	6,632,110	6,632,110	0	7,665,339	7,665,339	33 Chilliwack
34 Abbotsford	6,193,177	10,975,645	10,821,541	9,337,576	6,075,743	12,204,741	12,327,785	12,544,553	14,606,426	12,106,598	0	8,732,963	8,732,963	0	11,880,499	11,880,499	34 Abbotsford
35 Langley	5,397,131	4,187,458	1,766,028	(8,194,138)	(13,470,940)	(7,065,701)	839,206	9,812,343	12,295,877	13,669,909	0	14,139,650	14,139,650	0	16,895,718	16,895,718	35 Langley
36 Surrey	7,853,484	11,318,284	10,418,739	11,150,844	13,744,409	21,861,965	25,549,554	20,022,402	23,361,593	18,804,248	0	21,408,660	21,408,660	0	36,102,107	36,102,107	36 Surrey
37 Delta	7,368,584	8,395,612	6,855,127	5,251,702	6,260,378	7,312,913	11,598,682	14,713,132	14,760,886	11,349,991	0	9,831,474	9,831,474	0	11,996,498	11,996,498	37 Delta
38 Richmond	2,027,108	4,426,023	5,678,119	1,499,164	(405,604)	1,645,487	3,079,794	5,365,619	6,766,700	9,790,949	(147,795)	7,464,591	7,316,796	0	7,868,506	7,868,506	38 Richmond
39 Vancouver	(4,537,048)	2,093,655	12,266,982	13,938,986	7,424,011	10,371,193	15,915,448	22,100,636	28,429,726	24,056,254	(976,611)	11,372,700	10,396,089	(843,847)	10,798,182	9,954,335	39 Vancouver
40 New Westminster	(371,082)	106,581	(516,263)	(1,468,811)	(779,123)	(1,090,760)	(3,354,575)	(4,150,431)	(341,510)	1,856,771	0	3,157,784	3,157,784	0	4,034,903	4,034,903	40 New Westminster
41 Burnaby	5,215,451	5,052,421	7,019,570	5,230,934	4,920,005	6,094,958	7,891,968	8,032,466	9,596,459	9,976,949	0	9,066,403	9,066,403	0	11,204,901	11,204,901	41 Burnaby
42 Maple Ridge	3,873,388	4,975,954	3,935,455	3,595,642	2,914,948	2,674,114	4,142,456	2,521,986	2,684,619	4,165,899	0	5,302,514	5,302,514	0	5,186,468	5,186,468	42 Maple Ridge
43 Coquitlam	(36,566,871)	(36,796,896)	(37,627,614)	(38,783,010)	(38,460,259)	(37,900,490)	(38,413,676)	(36,854,908)	(31,554,575)	(24,473,860)	(23,239,888)	8,881,276	(14,358,612)	0	21,301,123	21,301,123	43 Coquitlam
44 North Vancouver	5,391,723	6,030,638	2,941,439	36,550	1,047,313	4,448,462	4,772,047	5,134,753	7,357,283	8,502,533	0	8,856,089	8,856,089	0	6,162,327	6,162,327	44 North Vancouver
45 West Vancouver	2,165,817	3,759,093	1,824,337	864,407	1,907,922	3,406,515	4,568,963	4,494,229	4,102,643	3,817,569	0	2,652,547	2,652,547	0	2,571,950	2,571,950	45 West Vancouver
46 Sunshine Coast	1,829,234	2,416,580	2,476,082	1,793,927	1,216,038	2,321,872	2,417,462	3,130,150	3,722,709	3,123,052	(511,406)	3,026,909	2,515,503	(511,406)	3,477,618	2,966,212	46 Sunshine Coast
47 Powell River	697,150	591,829	903,861	699,726	661,457	555,134	646,850	534,399	622,297	1,483,666	0	1,350,744	1,350,744	0	829,957	829,957	47 Powell River
48 Sea to Sky	2,401,161	2,804,158	2,722,693	2,306,873	1,536,861	1,840,466	2,116,047	2,208,765	2,511,900	2,154,327	0	1,671,351	1,671,351	0	2,756,743	2,756,743	48 Sea to Sky
49 Central Coast	351,150	225,286	1,113,829	1,426,617	1,607,136	1,729,262	1,356,073	1,159,059	1,788,034	1,688,834	0	1,475,841	1,475,841	0	1,681,729	1,681,729	49 Central Coast
50 Haida Gwaii	831,851	940,149	127,580	(205,879)	(42,106)	(24,904)	(41,501)	331,520	370,652	59,109	0	1,711	1,711	0	350,672	350,672	50 Haida Gwaii
51 Boundary	2,206,403	2,373,907	1,563,610	1,251,676	1,157,471	986,634	1,034,848	1,410,058	1,720,930	1,727,291	0	1,478,598	1,478,598	0	1,504,342	1,504,342	51 Boundary
52 Prince Rupert	1,342,774	1,029,315	433,189	707,587	757,862	952,598	1,405,052	1,555,744	1,786,305	1,675,339	(69,685)	575,675	505,990	(62,272)	1,956,622	1,894,350	52 Prince Rupert
53 Okanagan-Similkameen	971,865	1,212,888	1,158,426	470,693	592,311	1,133,693	1,352,918	1,324,192	2,125,004	1,431,263	0	980,951	980,951	0	2,306,583	2,306,583	53 Okanagan-Similkameen
54 Bulkley Valley	2,455,890	2,529,440	1,679,783	1,660,801	1,455,961	1,002,636	1,446,435	1,787,279	1,979,072	1,876,519	0	1,631,186	1,631,186	0	2,153,533	2,153,533	54 Bulkley Valley
57 Prince George	11,921,465	14,256,026	14,724,948	12,137,732	9,330,718	11,122,940	13,152,011	13,872,164	13,408,531	14,317,615	0	11,977,503	11,977,503	0	15,124,398	15,124,398	57 Prince George
58 Nicola-Similkameen	3,383,973	5,162,528	5,854,315	5,445,289	5,458,763	5,183,785	5,748,251	6,470,275	6,436,949	6,436,949	0	5,640,769	5,640,769	0	4,999,628	4,999,628	58 Nicola-Similkameen
59 Peace River South	1,091,175	1,169,493	2,078,199	3,557,100	3,143,802	2,896,519	3,624,843	3,878,605	4,886,753	5,676,814	0	5,950,838	5,950,838	0	6,652,388	6,652,388	59 Peace River South
60 Peace River North	1,647,568	2,388,810	2,566,367	2,156,665	2,352,420	2,728,548	3,274,159	2,794,080	3,950,503	3,971,388	0	4,206,210	4,206,210	0	4,638,287	4,638,287	60 Peace River North
61 Greater Victoria	15,500,643	18,403,451	19,987,903	17,668,766	17,814,706	18,284,471	18,887,387	17,350,653	18,555,980	21,775,666	0	22,800,427	22,800,427	0	19,769,564	19,769,564	61 Greater Victoria

History of School District Operating Fund Surplus/(Deficit) Positions at June 30 each year

School District	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017		School District
	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	Unfunded Liabilities	
62 Sooke	946,007	1,150,236	1,813,247	1,796,075	346,947	420,120	1,061,286	1,201,789	48,012	568,518		0	(573,046)	(573,046)		0	1,187,618	1,187,618	62 Sooke						
63 Saanich	4,735,677	9,484,517	10,159,086	7,642,462	6,503,026	4,396,035	3,925,876	2,525,996	2,797,861	1,666,531		0	1,428,565	1,428,565		0	2,096,208	2,096,208	63 Saanich						
64 Gulf Islands	(419,522)	(449,243)	(347,286)	103,174	441,163	304,530	410,341	784,787	816,949	1,249,015		0	928,351	928,351		0	273,131	273,131	64 Gulf Islands						
67 Okanagan-Skaha	521,010	591,938	791,367	513,272	1,427,879	2,001,608	1,994,328	1,463,588	2,439,910	1,978,384		0	620,600	620,600		0	900,022	900,022	67 Okanagan-Skaha						
68 Nanaimo-Ladysmith	1,200,639	1,400,390	1,724,979	1,022,936	746,021	1,239,685	3,217,366	4,582,994	7,837,609	5,123,143		0	5,224,350	5,224,350		0	5,364,699	5,364,699	68 Nanaimo-Ladysmith						
69 Qualicum	(1,006,572)	(660,191)	(931,983)	(1,904,556)	(1,845,401)	(902,460)	102,215	615,658	795,120	1,257,148		0	1,005,156	1,005,156		0	1,266,993	1,266,993	69 Qualicum						
70 Alberni	789,063	734,807	197,896	4,204	626,709	726,121	42,296	1,134,376	2,062,097	2,104,761		0	1,005,601	1,005,601		0	131,449	131,449	70 Alberni						
71 Comox Valley	1,795,081	3,844,831	3,087,582	1,682,785	2,027,618	2,472,333	2,406,543	2,690,113	1,575,060	704,641		0	585,582	585,582		0	2,656,789	2,656,789	71 Comox Valley						
72 Campbell River	3,750,305	4,239,740	4,035,938	3,286,780	2,482,661	2,561,456	3,536,866	5,271,898	6,589,406	7,474,981		0	7,126,904	7,126,904		0	7,759,140	7,759,140	72 Campbell River						
73 Kamloops/Thompson	2,213,783	3,333,970	1,389,425	882,163	2,191,449	3,134,013	3,612,315	5,323,770	7,441,410	7,256,624		0	5,163,821	5,163,821		0	6,195,717	6,195,717	73 Kamloops/Thompson						
74 Gold Trail	(1,783,590)	(726,804)	(165,939)	127,289	1,036,795	1,102,901	1,613,287	2,222,956	1,237,114	844,698		0	556,930	556,930		0	854,722	854,722	74 Gold Trail						
75 Mission	1,046,510	420,390	245,221	143,637	(355,395)	(972,975)	(1,455,249)	(122,176)	812,235	1,507,249		0	1,526,408	1,526,408		0	2,629,279	2,629,279	75 Mission						
78 Fraser-Cascade	(583,476)	(282,117)	(65,232)	311,986	870,979	1,870,824	2,753,314	4,267,383	4,829,212	4,986,103		0	5,083,264	5,083,264		0	5,110,637	5,110,637	78 Fraser-Cascade						
79 Cowichan Valley	(1,696,276)	(1,099,599)	(364,489)	(635,617)	(458,792)	(222,512)	561,190	426,641	869,654	2,036,346		(217,014)	2,248,646	2,031,632		(167,014)	4,019,597	3,852,583	79 Cowichan Valley						
81 Fort Nelson	227,756	1,162,340	740,781	553,691	638,526	1,043,091	1,177,404	900,159	922,884	537,896		0	257,940	257,940		0	473,087	473,087	81 Fort Nelson						
82 Coast Mountains	1,139,240	419,113	1,422,513	1,500,093	0	0	478,104	381,726	472,443	1,066,701		0	0	0		0	554,527	554,527	82 Coast Mountains						
83 North Okanagan-Shuswap	163,894	556,021	483,557	1,296,389	2,956,107	1,887,091	508,268	1,057,245	1,460,485	1,200,935		0	1,493,693	1,493,693		0	1,279,663	1,279,663	83 North Okanagan-Shuswap						
84 Vancouver Island West	808,538	717,822	845,333	972,532	988,064	908,458	751,463	1,078,865	1,052,832	1,035,406		0	1,091,870	1,091,870		0	1,047,807	1,047,807	84 Vancouver Island West						
85 Vancouver Island North	779,093	1,412,912	1,647,873	1,902,899	1,610,517	1,815,265	1,829,280	1,731,171	1,790,704	1,819,196		0	1,176,005	1,176,005		0	859,027	859,027	85 Vancouver Island North						
87 Stikine	501,250	542,452	868,831	1,199,591	1,280,879	1,982,573	2,398,593	2,496,135	2,597,018	2,621,628		0	2,986,443	2,986,443		0	3,401,758	3,401,758	87 Stikine						
91 Nechako Lakes	4,641,722	6,086,042	5,219,364	3,381,681	2,112,048	2,318,163	3,179,444	4,041,507	4,658,554	2,983,967		0	2,353,598	2,353,598		0	1,057,338	1,057,338	91 Nechako Lakes						
92 Nisga'a	684,325	961,113	727,720	429,869	441,647	504,365	403,165	40,192	66,775	513,655		0	107,014	107,014		0	8,850	8,850	92 Nisga'a						
93 Conseil Scolaire Francophone	5,769,360	8,860,586	7,132,335	5,793,403	4,242,349	1,853,493	2,680,336	1,837,208	1,058,719	1,278,216		0	2,131,403	2,131,403		0	1,727,361	1,727,361	93 Conseil Scolaire Francophone						
Total	99,374,427	153,265,139	152,861,839	107,817,517	92,336,531	136,347,343	179,547,721	200,484,433	244,072,692	244,592,510			(25,162,399)	247,131,776	221,969,377		(1,584,539)	299,999,687	298,415,148	Total					
# Districts with Accumulated Deficits	2	2	2	3	3	3	3	3	3	2	1		2	2			0	0							

Data Source: School District Audited Financial Statements

SD43 (Coquitlam) has permission to incur an Operating Fund deficit in 2013.
SD43 has a multi-year deficit retirement plan:
Deficit to be retired by June 30, 2019.
SD43 Deficit -- \$0 (\$2,482,288 in 2015/16)

SD62 (Sooke) has permission to incur an Operating Fund deficit in 2016.
Deficit to be retired by June 30, 2017.
SD62 Deficit -- \$0 (\$573,046 in 2015/16)

Description:

- In the 2017/18 school year, the interim operating grant (as at December 2017) is calculated at \$5.0 billion. In addition, more than \$560 million is provided in special purpose grants such as the Classroom Enhancement Funding and CommunityLINK.
- School districts across the province face challenging budgetary decisions. Despite pressures that have been created over the past 10 years of approximately \$300 million (cumulative), school districts have managed their financial affairs well.
- Through the Funding Model review and ongoing assessment of financial pressures, the Ministry of Education will be able to chart the best way forward to create a sustainable fiscal environment that supports well-performing school districts.

Statistics:

- 2016/17 year end results for the public education system are as follows:
 - Accumulated operating surplus increased by \$76M to end the year at \$298M
 - \$194.2M local capital (\$201M in 2015/16)
 - Cash and s-t investments increased by \$134M to end the year at \$1.58B
 - Administration spending as a % of total operating expenses declined for the 3rd consecutive year to 6.50% (6.68% in 2015/16)
 - No districts in an accumulated operating deficit position

Key Facts:

Cost pressures school districts are facing, now and/or in the future:

- The BC Association of School Business Officials (BCASBO) and other sector stakeholder organizations have been working with Ministry of Education staff to identify and prioritize the pressures being managed by school districts across the Province.
- Inflationary pressures continue to be an area of concern for school districts – inflation, benefit plan rate increases, utilities, etc. The current funding model, and the processes that support it, do not account for these increasing pressures.
- School districts continue to voice opposition to the downloading of NGN costs (\$13.6M), year one of administrative savings (\$29M), and exempt compensation (approx. \$10M to get all exempt employees to step 0 on the new salary grids).
- Deferred maintenance is another area of pressure for school districts, with aging school facilities.
- Many growing districts have to reduce operating expenditures (i.e. on educational programming) in order to fund portables to accommodate their growing student populations. For example, Surrey is spending approximately \$4M/year on portables.
- One emerging issue that the ministry is monitoring is mental health, both in terms of services to students as well as WorkSafe requirements for employers. School districts report being ill-prepared and under-resourced to manage growing mental health program requirements and some are receiving fines from WorkSafeBC as a result of their inability to accommodate employees.
- Parents often complain about subsidizing costs for transportation, field trips, sports teams, supplies, etc. Teachers also complain about having to pay for classroom supplies on their own.

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Statistics (Continued):

- School districts collectively appropriated \$58M of accumulated surplus to balance their 2017/18 budgets.

Key Outcomes:

- School districts have historically managed their finances in a prudent manner. Accumulating surpluses in some years permits flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to unexpected enrolment declines.
- Provincially, administration spending as a % of districts' operating budgets is 6.50% – it's lean, and districts continue to maintain a very lean mindset around administration spending.

Key Facts:

Assessment of unfunded cost pressures for 2017/18:
s.13,s.17

Page 040

Withheld pursuant to/removed as

s.13;s.17

Description

- The Service Delivery Initiative (SDI) is collaboration between the Ministry of Education, school districts and other partners to build sector capacity and find efficiencies.
- SDI involves coordination and shared delivery of services across British Columbia's (B.C.) 60 public school districts, supported by the Sector Resourcing and Service Delivery Branch.
- The initiative is helping to create a self-sufficient, effective and efficient system that benefits students and enables the long-term sustainability of the education sector.
- School district input and participation in this initiative is critical to success.
- Key objectives:
 - Find efficiencies
 - Build sector capacity
 - Implement effective and economical solutions
 - Achieve service consistency

Key Facts

- SDI started in 2012 by evaluating 14 of 25 cost savings opportunities identified by Deloitte & Touche LLP, and has since evolved into an initiative that goes far beyond cost savings.
- School districts have shown leadership and support for moving this work forward.
- School districts have been sharing services and realizing efficiencies for many years.
- The SDI is currently focused on:
 - implementing provincial programs and services in the areas of procurement; legal services; attendance support and wellness; vehicle insurance; and bus route optimization, and
 - initiating pilot projects and establishing best practices in the areas of HR/payroll; energy management; custodial; enterprise risk management; and enrolment projections.

Key Outcomes/Accomplishments

- BC Education Marketplace - 19 agreements (17 new) negotiated for 9 different commodities including portables, student furniture, bus route optimization software and computers.
- Employment Practices Liability Program - School districts continued to benefit from controlled legal costs both for EPLP cases as well as their other labour and employment matters assigned to counsel.
- Vehicle Insurance - school district vehicles and buses pooled into a single provincial fleet; reduced rates
- HR/Payroll - Completed an in-depth review of manual HR/payroll tasks and have steering committee approval to implement recommendations.

Statistics: (2016/17 Benefits Summary)

- Almost 50 staff from over 30 different school districts participated in SDI working groups and committees
- 99.8% of public school students have access to the Next Generation Network
- Estimated 2016/17 total cost savings/avoidance = \$33M
 - Attendance Support & Wellness Initiative: \$5M
 - Purchasing card rebates: \$649,000
 - Reduced white fleet vehicle and bus insurance premiums: \$1.14M
 - LED lighting rebate savings: \$180,000
 - EPLP: \$2.3M
 - BCEM purchasing power: \$2.3M
 - Other shared services: \$21.7M
- **Total cost savings/avoidance over 2015/16 and 2016/17 = \$64M**

Benefits Tracking & Annual Report:

- Benefits are realized across five areas: student experience; service quality, efficiency, and coordination; financial gains and predictability; work environment and staff engagement; and risk management.
- The SDI Annual Report demonstrates quantitative and qualitative ways in which the K-12 sector has realized on these benefits, and also keeps both the sector and public apprised of progress.

Delivery Partners:

- 60 school districts
- BC School Trustees Association
- BC School Superintendents Association
- BC Association of School Business Officials
- British Columbia Public School Employers Association
- Association of School Transportation Supervisors of BC

Programs/Services to School Districts:

- Procurement through BC Education Marketplace
- Labour litigation through BC Public School Employers' Association (BCPSEA)
- Staff attendance and wellness support, recruitment and retention through BCPSEA
- Vehicle insurance through Ministry of Finance, Risk Management Branch, ICBC, ARI Fleet Management and Hub International
- Bus route optimization through Association of School Transportation Supervisors of BC

Agreements:

- Various Memorandums of Understanding and Transfers Under Agreement exist for the above programs

Description:

- BC’s Framework for Enhancing Student Learning is the accountability framework to improve student success in districts and public schools across British Columbia.
- The Framework consists of:
 - a system-wide focus on intellectual, human and social, and career development;
 - multi-year district and school plans, updated annually;
 - evidence, reported at least annually by districts and province;
 - system-wide capacity building focused on continuous improvement; and
 - linkages with existing local agreements to support of Aboriginal students.

Key Facts:

- Over the past two decades, the Ministry of Education has employed a variety of approaches towards public school accountability – e.g. school accreditation, district reviews, extensive reporting to the ministry, and visits by ministry superintendents of achievement.
- Although well-intended, these approaches were widely viewed by education partners as not working as effectively as they should to ensure student success, and created a culture of compliance, instead of continuous improvement.
- Since 2014, the ministry has worked in close collaboration with provincial education partners to develop a more meaningful accountability framework that is owned by them all.

Key Outcomes:

- Public release of a highly-praised Web site that effectively communicates the performance of BC’s education system and each district on key province-wide measures.
- In October 2017 the ministry formally launched system-wide capacity building activities that focus on (1) success for each student, (2) cohesive data and reporting systems, (3) strategic planning and supports, and (4) Indigenous student success.
- Full implementation has now begun.

Funding:

- BC’s Framework for Enhancing Student Learning was developed in 2014 at a cost of \$25k.
- 2017/18 budget to support system-wide capacity building for success of each student, cohesive data and reporting systems, strategic planning and supports, and Indigenous student success is \$160K.

Delivery Partners:

1. All districts and schools
2. BC School Trustees Association
3. BC School Superintendents Association
4. BC Principals’ and Vice-Principals’ Association
5. BC Association of School Business Officials
6. BC Teachers’ Federation

Agreements:

- The Framework formalizes school district and school planning and reporting requirements of boards of education for improving student outcomes in B.C.’s public school system.

Services to Ministry:

- The ministry’s Accountability Branch has worked closely with all education partners in the development and implementation of BC’s Framework for Enhancing Student Learning.
- Districts and partners welcome ongoing collaboration to ensure the long term success of this Framework.

Statistics:

- Results for the province and each district in the areas of intellectual, human and social, and career development are now publicly reported at www.bced.gov.bc.ca/reporting/systemperformance/

Description

- Boards are required, under section 75.1 of the Act, to set catchment areas for their schools consisting of the geographical area around the school that includes part, or all, of the district.
- Boards are also responsible for enrolling students in particular education programs and assigning them to schools.

Statistics:

- The Ministry of Education does not have data about the number of students who attend schools outside of their catchment areas, or the number of students who are not able to attend their catchment schools because of a lack of space and facilities.

Key Facts

- A school-aged student, resident in BC, is entitled to enroll with a board in the school district in which they live. They are also entitled to enroll with a different board and attend an educational program of their choice, subject to space and facilities being available.
- Locally elected boards of education determine if space and facilities are available, and assign students to schools based on the order of priority established in legislation.
- Under section 74.1 of the Act, as long as a student's application is received before a board's application deadline, the board is required to enrol students in the following order of priority:
 - 1) a catchment area child who, in the previous school year, attended the school at which the educational program is made available;
 - 2) a catchment area child;
 - 3) a non-catchment area child; and
 - 4) a non-school district child.
- Boards may also choose to give priority to non-catchment area children who attended the school in the previous year, as well as siblings of those children.
- Questions about catchment areas and enrollment are best addressed at the local level.

Description:

- Student success is measured across two major domains:
 - The Educated Citizen, which encompasses intellectual; human/social; career domains
 - Outcomes along the K-12 pathway including pre-entry, Kindergarten, middle years, graduation, entry to workforce
- Pre-entry (Inputs) include student characteristics, demographics, EDI,
- Middle year (Through-puts): FSA, Student Learning Survey, grade-to-grade, MDI
- Graduation (Outputs): Completion rates, exams, PISA
- Career (Outcomes): grad, post-sec transition, employment

Key Actions:

1. Complete two major research projects into determinants of student success.
2. Launch Research Strategy projects.
3. Complete Student Learning Survey 2.0.
4. Implement Data Governance and centralize data assets and evaluations.
5. Facilitate and complete Ministry's STIR project to develop better way for getting more and better data and analysis to school districts.
6. Implement four sector-based capacity building teams (student success, indigenous, data systems, and strategic planning).
7. Identify individual students at-risk assessments with at least six school districts.

Key Facts:

- The Ministry leads and facilitates continuous improvement for every student through the Framework for Enhancing Student Learning (see related Factsheet).
- Continuous improvement is predicated on having robust empirical information to guide decisions; this is at the core of the Ministry's strategic plan.
- BC has one of the best datasets on K-12 students in the world, characterized by rigorous and standardized measures through-out students' K-12 experience.

Statistics:

Foundation Skills Assessment (Grade 4 Reading):

- The provincial rate for all students in meeting or exceeding expectations remains the same at 82% since 2007/08.
- Indigenous students – decreased from 68% in 2007/08 to 65% in 2016/17.
- Students with Special Needs – increased from 63% in 2007/08 to 65% in 2016/17.

Grade to Grade Transitions (entering Grade 12):

- The provincial rate for all students entering Grade 12 increased from 84% in 2007/08 to 90% in 2016/17.
- Indigenous students – increased from 67% in 2007/08 to 84% in 2016/17.
- Students with Special Needs – increased from 71% in 2007/08 to 88% in 2016/17.

Six-Year Completion Rate:

- The provincial rate for all students increased from 78.8% in 2007/08 to 84.0% in 2016/17.
- B.C. Residents – increased from 80.5% in 2007/08 to 87.7% in 2016/17
- Indigenous students – increased from 46.9% in 2007/08 to 65.9% in 2016/17.
- Students with Special Needs – increased from 44.1% in 2007/08 to 69.4% in 2016/17.
- English Language Learners – increased from 81.7% in 2007/08 to 87.0% in 2016/17.
- French Immersion students – increased from 90.2% in 2007/08 to 95.7% in 2016/17.

Funding:

- The total education budget for public and independent schools is \$5.9 billion in 2017/18.
- The total budget for Education Analytics is \$2.8 million in 2017/18.
- This includes \$670,900 in project funding and administration, and \$500,000 in government transfers for EDI and other analytics (the remaining \$1,602,306 is allocated to salaries).

Description:

- The Early Development Instrument (EDI) is a questionnaire used by the University of British Columbia (UBC)- based Human Early Learning Partnership (HELP) to improve understanding of how different environments including families, neighbourhoods, schools, and other government programs interact to produce a diverse range of outcomes for children.
- Funded by the provincial government, the project has been used across B.C. since 2001 to gather data about children's development at age five.
- The EDI data provides a common measure of children's developmental readiness for school.
- EDI questionnaires are completed by kindergarten teachers from across British Columbia for all children in their classes.

Key Facts:

- While data collection goes back to 2004, ministry access to the EDI began in 2015/16, when HELP agreed to provide individual level student data to the ministries of Education (EDUC), Children and Families (MCFD), and Health.
- Once the ministry has at least three years of data, it will link the data to other student-level performance and outcome measures and student characteristics, such as FSA scores, exam scores, Special Needs designations, Aboriginality, *etcetera*.
- Education may collaborate with MCFD on shared research projects that would link and report on EDI data, EDUC data and MCFD data.
- The data from the 2016/17 collection will be added to the EDW in the coming months.
- EDUC is working with HELP to reduce current limitations on the data's use.

Key Outcomes:

- The analysis of EDI data supports the development of education policy and programs at the local, school district and provincial level.
- The information gathered is also examined to reveal any population trends in the development of children that could lead to better early learning education policies, programs and practices.
- Individual level EDI data will be linked with other social, economic, demographic, and administrative ministry program data and other data when possible to help isolate and explain factors that contribute to student achievement.

Statistics:

- Since 2004 (the baseline year) the EDI data of 266,000 kindergarten students has been collected and shared with schools and school districts
- All 60 public school districts are represented
- The EDI data sets contain about 325 variables on each student

Funding:

- EDI is funded through the Ministries of Children & Family Development, Education, and Health
- EDUC provides \$400,000, MCFD; \$1.7 million; Health, \$200,000
- Of the total 2.3 million Health spends about \$500,000 with school districts to pay teacher-on-call costs

Agreements:

Information Sharing Agreement

- The Ministry of Education led a process to create a data sharing agreement which allowed HELP to share individual identifiable results with HELP, EDUC, Health, and MCFD.
- The agreement was signed in 2016 and is a three-year term.

Delivery Partners:

1. Kindergarten Teachers

Description:

The ministry measures student enrolment by both headcount and funded full time equivalent (FTE) students in the public and independent school systems and relies on enrolment to calculate funding amounts to schools. Funded FTE is the number of students funded based on the Ministry’s Operating Grants Manual. Headcount is a count of unique individuals, and is not always the same as FTE.

Key Facts:

- As of September 2017/2018 there are 538,159 funded FTE students attending B.C. public schools, and 75,752 students attending independent schools.
- In September 2017/2018 public student enrolment increased by 4,802 funded FTE (4,972 school-aged, -171 adults), independent by 1236 FTE (1207 school-aged, 29 adults).
- Student enrolment is forecast to continue to increase as result of:
 - Migration: an increase in the number of people moving to B.C. from other provinces;
 - Demographics: a birth rate that has been increasing;
 - Transition: of students from independent to public schools;
 - Retention: students remaining in the system longer.

Statistics:

Sub populations 2017/2018 (headcount Public school):

Indigenous: 65,269 students

Special Needs: 61,908 students

French Immersion: 54,063 students

Top Enrolment Growth 2018/2019 (forecast):

- Surrey grew by 922 (FTE) for a total of 70,472 students in 2017/2018. In 2018/2019 growth of 722 is forecast.
- Langley grew by 439 (FTE) for a total of 20,394 students in 2017/2018. In 2018/2019 growth of 398 is forecast.
- Central Okanagan grew by 13 (FTE) for a total of 22,091 students in 2017/2018. In 2018/2019 growth of 377 is forecast.

Top Enrolment Decline 2018/2019 (forecast):

- Vancouver declined by 399 (FTE) for a total of 49,219 students in 2017/2018. In 2018/2019 a decline of 373 is forecast.
- Richmond declined by 56 (FTE) for a total of 19,400 students in 2017/2018. In 2018/2019 a decline of 164 is forecast.
- Kootenay Lake increased by 11 (FTE) for a total of 4,781 students in 2017/2018. In 2018/2019 a decline of 79 is forecast.

Key Outcomes:

- Enrolment is expected to continue increasing over the next three years
- It is forecast that by September of the 2018/2019 school year there will be 542,986 funded full time equivalent (FTE) students enrolled in the public system, an increase of over 4,827 students (0.9% growth) over 2017/2018.
- + 3,044 additional school-aged students enrolled in the 2019/2020 school year
- + 4,945 additional school-aged students enrolled in the 2020/2021 school year

Background:

- Enrolment in public schools in BC had been trending downward over the past 17 years, going from an annual enrolment high of 639,997 students in 1997/1998 (headcount, September enrolment) down to a low of 552,786 students in September 2014/2015.
- Over the same time period independent school enrolment has been increasing by 2% per year on average over the past 10 years.
- The 2015/2016 school year saw a large and unanticipated increase in student enrolment (+4,847 student FTEs, .9%). This increase was unanticipated by the school districts which had estimated an enrolment decline in 2015/2016.

Enrolment Drivers:

- Birth rates peaked at 47,000 births in 1995, before declining to a low of 39,900 births in 2001, then rebounded to 44,700 in 2008, and have continued to rise since. This rebound in the birth rate has created cumulatively larger enrolment volumes in the lower grades.
- A change in interprovincial migration was another factor that caused the unanticipated increase in enrolment in 2015/2016. Rebounding from a net outflow of 2,700 individuals from the province in 2011/2012, the net interprovincial migration reached a high of a 23,000 net inflow to the province in 2015/2016 followed by (an estimated) 16,000 net inflow in 2016/2017.

FORECASTING STUDENT ENROLLMENT

updated February 26, 2018

Student Enrollment 2016/17, 2017/18 (funded FTE): Includes BC public schools, funded school aged and adult FTE students, September enrollment

School District	2016/17	2017/18	Change
5 - Southeast Kootenay	5,419	5,453	34
6 - Rocky Mountain	3,120	3,190	70
8 - Kootenay Lake	4,771	4,781	11
10 - Arrow Lakes	442	435	-7
19 - Revelstoke	955	970	15
20 - Kootenay-Columbia	3,842	3,945	103
22 - Vernon	8,277	8,388	111
23 - Central Okanagan	22,078	22,091	13
27 - Cariboo-Chilcotin	4,567	4,640	74
28 - Quesnel	3,048	2,990	-58
33 - Chilliwack	13,241	13,484	243
34 - Abbotsford	19,438	19,315	-123
35 - Langley	19,955	20,394	439
36 - Surrey	69,550	70,472	922
37 - Delta	15,368	15,368	0
38 - Richmond	19,456	19,400	-56
39 - Vancouver	49,618	49,219	-399
40 - New Westminster	6,681	6,806	124
41 - Burnaby	23,348	23,493	144
42 - Maple Ridge-Pitt Meadows	14,299	14,424	125
43 - Coquitlam	30,665	30,660	-5
44 - North Vancouver	15,066	15,125	60
45 - West Vancouver	6,811	6,898	87
46 - Sunshine Coast	3,141	3,159	18
47 - Powell River	1,926	2,049	123
48 - Sea to Sky	4,721	4,905	184
49 - Central Coast	221	235	14
50 - Haida Gwaii	523	517	-6
51 - Boundary	1,287	1,284	-3
52 - Prince Rupert	1,980	1,961	-19

School District	2016/17	2017/18	Change
53 - Okanagan Similkameen	2,317	2,332	16
54 - Bulkley Valley	2,009	1,971	-38
57 - Prince George	12,841	13,017	176
58 - Nicola-Similkameen	2,100	2,045	-56
59 - Peace River South	3,467	3,488	21
60 - Peace River North	5,894	6,053	159
61 - Greater Victoria	18,899	19,142	243
62 - Sooke	10,110	10,471	361
63 - Saanich	6,952	7,040	88
64 - Gulf Islands	1,742	1,704	-38
67 - Okanagan Skaha	5,693	5,751	58
68 - Nanaimo-Ladysmith	13,427	13,728	301
69 - Qualicum	4,015	4,042	27
70 - Alberni	3,768	3,746	-22
71 - Comox Valley	7,813	8,237	424
72 - Campbell River	5,348	5,403	55
73 - Kamloops/Thompson	14,128	14,384	256
74 - Gold Trail	1,109	1,110	1
75 - Mission	5,933	6,060	127
78 - Fraser-Cascade	1,687	1,667	-19
79 - Cowichan Valley	7,594	7,798	204
81 - Fort Nelson	728	721	-7
82 - Coast Mountains	4,131	4,111	-19
83 - North Okanagan-Shuswap	6,059	6,168	108
84 - Vancouver Island West	415	417	2
85 - Vancouver Island North	1,367	1,360	-8
87 - Stikine	180	189	8
91 - Nechako Lakes	3,730	3,597	-133
92 - Nisga'a	384	387	3
93 - Conseil scolaire francophone	5,706	5,970	264
99 - Provincial Totals	533,357	538,159	4,802

<p>Description: The litigation involving the Ministry of Education can be organized into five general categories:</p> <ol style="list-style-type: none">1. s.14,s.16 2. s.14 3.4.5.	<p>Key Facts/Outcomes: s.14,s.16,s.17</p>
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<p>Funding:</p> <ul style="list-style-type: none">• The estimated cost of legal services relates to routine legal matters and includes an allowance for major litigation cases. Cost projections are revised throughout the year as necessary.• The Ministry’s current budget for legal services from the Ministry of Attorney General for 2017/18 is \$1,100,000.
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<p>Services to Ministry:</p> <ul style="list-style-type: none">• Solicitors’ advice is provided by the Ministry of Attorney General on any matters arising in the Ministry of Education’s work, including advice on matters concerning public and independent schools and provincial libraries.
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<p>Delivery Partners: Ministry of Attorney General</p>

Description:

- Cabinet has the authority under section 172 of the *School Act* to remove a board of education and replace it with an official trustee in certain circumstances, including the following:
 - the board is in serious financial jeopardy;
 - there is substantial non-compliance with the *School Act*;
 - there is substantial non-performance of the duties of the board.
- An official trustee has all the powers and duties of a board of education to conduct the affairs of a school district, including powers over staffing, budgets, and opening and closing of schools.

Key Facts:

- Mike McKay is currently serving as official trustee to the North Okanagan-Shuswap School District.
- Mr. McKay was appointed as official trustee in June 2016, following a report by special advisor Elizabeth Watson that found a number of significant issues with the Board of Education.
- Mr. McKay has extensive experience in school district leadership, having served as the superintendent of the Surrey School District as well as official trustee for the Cowichan Valley School District from 2012 to 2014.
- If Cabinet takes no further action, Mr. McKay’s term as official trustee will end after the next general local election on October 20, 2018.

Key Outcomes:

- Mike McKay is responsible for implementing the recommendations of special advisor Elizabeth Watson in her 2016 report. Examples include proposing a reduction in the number of elected trustees for the North Okanagan-Shuswap School District and developing a District Strategic Plan.

Statistics:

- Official trustee appointments are infrequent (only five appointments since 1985).
- 2016 --School District No. 39 (Vancouver)
- 2016 - School District No. 83 (North Okanagan Shuswap)
- 2012 - School District No. 79 (Cowichan Valley)
- 1996 – School District No. 44 (North Vancouver)
- 1985 – School District No. 39 (Vancouver)

Funding:

- The North Okanagan-Shuswap School District is responsible for Mike McKay’s remuneration as official trustee.

Services to Ministry:

- As official trustee, Mike McKay has all the powers and duties of a board of education and therefore does not provide services directly to the Ministry.

Description:

- In 2011, B.C. launched DataBC, the first provincial Open Data program in Canada. Citizens can access thousands of government datasets that are easily discoverable, machine-readable and under the Open Government License (OGL).
- DataBC catalogue datasets maintained by the Ministry of Education (EDUC) include school, district, and/or provincial-level information about students (e.g. enrolment, assessments and graduation); educators (FTE counts and certification types); schools and programs; class size, funding and B.C. public libraries.

Key Facts:

- Open Data policy is maintained by DataBC (Ministry of Jobs, Training and Technology).
- OGL provides free and public use or re-purpose of the data, with only a few conditions or requirements.
- Ministries complete and submit an Open Data Assessment to DataBC before making any new data available under OGL, to ensure that data comply with privacy, security, copyright, legal and other Open Data policy requirements.
- Data is not licensed for use as Open Data if it includes:
 - Personal Information;
 - Information or Records that are not accessible pursuant to FOIPPA;
 - Third-party rights the government is not authorized to license; and
 - Information subject to other intellectual property rights, including patents, trade-marks and official marks, and design rights.

Statistics:

- EDUC maintains a total of 43 resources in the DataBC catalogue.
- Forty-one of these resources are under the open government license (OGL), two are Access Only.
- Thirty-five of the 43 resources are regular datasets, five are geographic datasets and one is an application
- Since December 2014, the top five resources by download are:
 - Satisfaction Survey (669)
 - Six Year Completion Rate (611)
 - Student Headcount (509)
 - Student Enrolment/FTE (435)
 - FSA (411)

Key Outcomes:

- Enhanced accessibility of data to users. In 2017, EDUC published nine new datasets
 1. Projection of Public School-aged Headcount Enrolments
 2. Headcount of Homeschooled Children
 3. Enrolments in Student Programs
 4. Enrolments by School Calendar Type
 5. Student Headcount by Home Language
 6. Student Headcount by Special Needs Category
 7. Student Headcount by Grade Range
 8. Class size by Composition
 9. Class size by Grade
- Enhanced usability of data for users. In 2017, EDUC drafted definition documents to accompany eleven of its datasets. These will be made available pending approvals to update the existing data sets with the most recently available school year information. An additional seven definition documents are also in progress.

Services to Ministry:

- DataBC Catalogue application and services are managed by DataBC (Jobs, Training and Technology)

Description:

- Data collected by the Ministry of Education (EDUC) is a valuable asset that can enable important research and analysis. However, much of this data contains *personal information*, which means that its collection, use and disclosure is governed by the B.C. government Freedom of Information and Protection of Privacy Act (FOIPPA).
- The Ministry of Education makes data available for research purposes, in accordance with FOIPPA.
- On average, the Ministry processes 2-4 research agreements each year.

Key Facts:

- By default, only EDUC data that is already *partially de-identified* is provided to and used by researchers. Any requests for direct identifiers (e.g. names or unencrypted Personal Education Numbers) would require additional consultation with EDUC and government’s central office responsible for privacy compliance.
- EDUC applies the same conditions of access defined by FOIPPA to partially de-identified data.
- *Anonymized Data*, or information otherwise classified as Public (according to government’s Information Security Classification Framework), is not subject to these conditions, and is made available in accordance with Freedom of Information requests or Open Data policy etc.
- However, anonymized Open Data is typically not granular enough to support research purposes.
- In 2017 the Ministry updated its Research Agreement process to facilitate shorter turnaround times for research agreements, amendments, and publication reviews.

Services to Ministry:

- EDUC contracts out most of its research access management to two service providers from the University of British Columbia (UBC):
 1. Edudata Canada (Edudata) for requests involving EDUC data *only*.
 2. Population DataBC (PopData) for requests involving linkages between EDUC and other public sector data sets.

Funding:

- The current General Service Agreements (GSAs) with Edudata and PopData cost \$1/year. Both organizations charge service fees directly to researchers.
- <0.5 FTE within EDUC is dedicated to managing this portfolio.

Statistics:

- Twenty-five third-party research agreements currently at EDUC
- In 2017, EDUC processed:
 - Four new research agreements
 - Eight amendments to existing agreements
 - Four publication reviews

Agreements:

- GSA with Edudata (expires April 2018, renewal options currently under consideration and discussion).
- GSA with Pop Data (expires May 2018, renewal options currently under consideration and discussion).
- EDUC has twenty-five active research agreements with third-party researchers.

Description:

- The *School Act* establishes a governance framework for the public education system in which responsibility is shared by government and 60 locally elected boards of education.

Key Facts:

- The Minister of Education:
 - establishes standards and policy direction for the system;
 - provides operating and capital funding to boards of education;
 - sets the provincial curriculum;
 - establishes the requirements for graduation and issues graduation certificates;
 - Assesses the effectiveness of educational programs through assessments such as the Foundation Skills Assessment (FSA).
- Boards of education:
 - set local policy for the effective and efficient operation of schools in their districts;
 - employ all district staff;
 - acquire, own and dispose of school property;
 - prepare and approve the district’s operating budget and capital plans;
 - approve annual school plans;
 - establish policies governing student conduct and discipline;
 - hear appeals from parents and students.

Statistics:

- There are 1,574 public schools operated by 60 locally elected boards of education in BC.
- Of the 414 elected school trustees in the province:
 - 304 are elected from trustee electoral areas, and
 - 110 are elected at large.

Funding:

- The Ministry provides operating and capital funding to boards of education. Please see separate fact sheet on “K-12 Operating Funding” (Funding and Allocation Branch).

Delivery Partners:

1. Boards of education

Agreements:

- There is a co-governance Memorandum of Understanding in place between the BC School Trustees Association and the Ministry of Education.

<p>Description</p> <ul style="list-style-type: none"> • Section 82 of the <i>School Act</i> requires boards of education to provide students with an education program and required educational resource materials free of charge. • However, boards can charge fees for some items, including fees associated with: <ul style="list-style-type: none"> ○ the extra costs of offering specialty academies or International Baccalaureate programs, ○ the purchase or rental of musical instruments or tools used in trades programs, and ○ other “goods and services” (as defined in the School Regulation), such as school supplies for a student’s personal use and non-mandatory field trips. • Boards may only charge fees if they establish policies to facilitate participation by students who would otherwise be excluded from a course or program due to financial hardship. 	<p>Key Facts</p> <ul style="list-style-type: none"> • All school-aged students who are resident in British Columbia are entitled to receive, free of charge, an education program that leads to graduation. • Boards may charge fees in certain circumstances. • Boards must have “financial hardship” policies in place for any fees they charge. • Government has committed to providing additional annual funding to the school system to ensure that students have the school supplies they need to succeed.
<p>Statistics:</p> <ul style="list-style-type: none"> • The Ministry of Education does not maintain data on fees charged by schools. 	<p>Key Outcomes:</p> <ul style="list-style-type: none"> • All school-aged students resident in B.C. are eligible to receive, free of charge, instruction in an education program sufficient to meet graduation requirements, as well resource materials.
	<p>Funding</p> <p>The Ministry of Education provides funding to boards to provide education programs to students.</p>
	<p>Delivery Partners:</p> <ol style="list-style-type: none"> 1. Boards of education

Description:

- The Minister has authority under section 171.1 of the *School Act* to appoint a special advisor or special advisory committee to one or more school districts for specified purposes, including:
 - (a) to review the board’s progress with respect to the improvement of student performance or to “inspect and evaluate any other matters as directed by the Minister”, and
 - (b) to assist the board in the conduct of the district’s affairs in respect of any educational, financial, or community matters.
- There is currently one special advisor appointed to the Vancouver School District to provide support to the new Board.
- In addition, the ministry has retained two individuals to assist in addressing specific issues that have arisen in the Cariboo-Chilcotin and North Vancouver School Districts.

Statistics:

- Since 2002, when the special advisor provision was added to the *School Act*, only nine appointments have been made.

Key Facts:

- **Vancouver School District:** Dianne Turner is currently serving as special advisor to the Vancouver School District for a term ending October 31, 2018. She previously served as official trustee to the District. Her role changed to special advisor when the new school trustees took office following the local by-election in fall 2017.
- **Cariboo-Chilcotin School District:** Dianne Turner has been retained by the ministry to investigate ongoing issues within the District arising from the local teachers’ union’s vote of non-confidence in the superintendent, secretary-treasurer, and Board.
- **North Vancouver School District:** The ministry has retained Dr. Lee Southern to provide support in addressing Board governance challenges.

Key Outcomes:

- **Vancouver School District:** Ms. Turner is responsible for assisting the Board of Education with a number of matters, including establishing best practices for Board governance, revising the Board policy manual, and recruiting/hiring senior staff.
- **Cariboo-Chilcotin School District:** Ms. Turner is responsible for making recommendations and for assisting the Board with developing and implementing a plan for capacity building based upon those recommendations.
- **North Vancouver School District:** Dr. Southern has completed his work and his recommendations have been submitted to the Superintendent for discussion with the Board. The Ministry has requested that the Board Chair report back by the end of March 2018 on the actions the Board has decided to take on the recommendations and any other actions taken to strengthen the Board’s governance performance.

Funding:

- The ministry has provided the funding for the reviews of the Vancouver, Cariboo-Chilcotin, and North Vancouver School Districts.

Agreements:

The Ministry has contracts in place with Ms. Turner and with Dr. Southern.

Services to Ministry:

- **Vancouver:** Ms. Turner is required to submit quarterly reports and a final report to the Minister by Sept. 30, 2018.
- **Cariboo-Chilcotin:** Ms. Turner is responsible for providing a report to the Deputy Minister.
- **North Vancouver:** Dr. Southern is required to report his recommendations to the ministry.

Description:

- The Student Learning Survey (SLS) provides rich new data about student experiences in the school and classroom. Because these experiences drive outcomes, the data are a powerful tool for better supporting students and improving outcomes.
- The SLS originated as the Satisfaction Survey in 2001.
- The student questions were revised in the fall of 2016 in collaboration with school districts, to increase value to teachers, principals, superintendents, the ministry, and students themselves.
- The new questions were implemented in spring of 2017.
- Parent and staff questions will be revised over the next two years.

Statistics:

- 109,180 overall responses in 2017
 - 96,142 students
 - 8,734 parents
 - 4,304 staff
- 26,690 Grade 4 respondents (72%)
- 28,481 Grade 7 respondents (73%)
- 21,733 Grade 10 respondents (51%)
- 16,237 Grade 12 respondents (38%)
- Student participation had dropped from 140,000 in 2004 to just over 100,000 in 2016

Key Facts:

- Survey administered electronically each spring to all students in grades 4, 7, 10, and 12; parents of those students, and staff in all schools.
- Majority of survey questions are attached to student PENs (personal education numbers) to allow linkage to other outcome data and to track student results over time.
- There are 61 questions on the Grade 4 survey, 73 questions on the Grade 7 survey, and 81 questions on the Grade 10 and 12 surveys.
- Questions address five key themes: Education Modernization, Improving Student Learning, Learning Environment, Wellness, and Satisfaction.
- Sub-themes include ‘belonging’, ‘mental health’, ‘engagement in learning’, ‘assessment’, and ‘curriculum change’.

Key Outcomes:

- For the first time we have student-based measures of Human and Social Development.
- Data is being used by ministry to augment predictive models of student success and to improve tools that identify “at risk” students.
- Allows government programs to provide a more complete report out on Aboriginal outcomes, and Health outcomes.
- Data used by ministry program areas to inform policy (especially Learning Division).
- Through improved data visualization and increased relevancy of results, provides more accessible, engaging and enhanced reporting influences decision-making that directly impacts students.

Funding:

- Funding provided contractor to administer Survey is approximately \$70,000/year.
- The changes to the survey questions cost approximately \$60,000 in the 2017/18 fiscal year.

Services to Ministry:

- Electronic administration of the survey is contracted to A. Willock Information Systems (AWIS).

Delivery Partners:

- Survey is done in schools and takes approximately one hour or less for a class.
- Typically principals supervise the classes, so the time required each year for each principal will range from 1-10 hours depending of the size of the class.

Description:

- The Student Transitions Project (STP) was established in 2005 to better understand student transition from K-12 through post-secondary institutions
- The STP manages collecting, sharing and using data, and undertakes an annual dissemination of information and reports
- The STP accesses a student-level database which links students in the public and independent school systems to their post-secondary enrolment
- The STP cooperative effort of the Ministry of Education, the Ministry of Advanced Education Skills and Training, British Columbia Council of Admissions and Transfers (BCCAT) and 25 post-secondary institutions

Funding:

- Ministry of Education spends \$30,000/year to support in Warehouse
- BCCAT pays approximately \$130,000/year (funded by Ministry of Advanced Education) to support a full time Researcher/Manager for the project

Delivery Partners

1. Researcher/manager provided by BCCAT.
2. Secretariat services provided by Advanced Education

Agreements

- Information Sharing Agreement among the Ministry of Education, Advanced Education, the research Universities, and the colleges and institutes

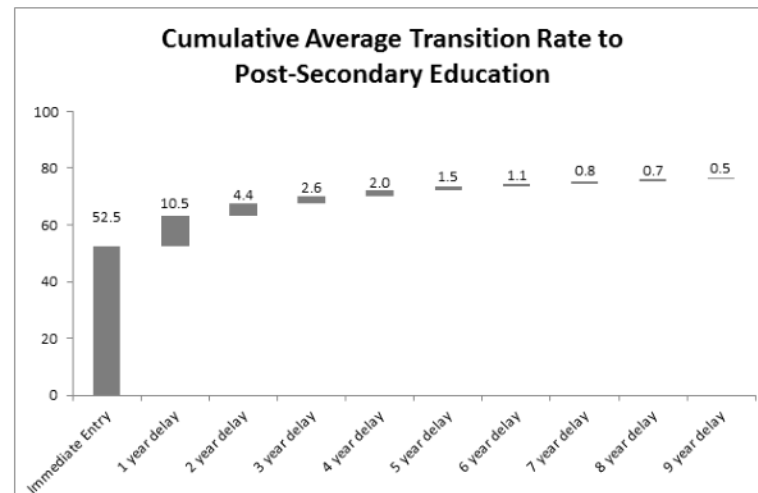
Key Facts:

- The STP database is maintained in the Education Data Warehouse (EDW). The data includes a wide range of demographic, program and outcome information for every student who enrolled in a BC Public Post-Secondary institution since 2005
- Although at least half of the data in STP originates from the K-12 sector, almost all of the use of the data to-date has been by the post-secondary institutions and AEST. Ministry of Education has added staff to work more intensively with STP data to make it relevant to school districts and schools
- Additional data elements: K-12 exam marks, FSA marks, Learning Survey Data, Post-Secondary courses and marks, Links to Health, Children and Families, Trades Training data, and to Post Secondary Graduate Follow up survey
- Ministry of Education is currently working on creating a dashboard, in partnership with AEST, to make the data available by school, to all school districts

Key Outcomes

- Annual publications with a wide variety of themes, including transition from secondary to post secondary, transitions among post secondary institutions, credential completion, impact of secondary achievement on transitions.
- Aimed almost exclusively at post-secondary audiences
- Detailed pivot tables made available to institutional research units of all post-secondary institutions (a key use for the tables is enrolment planning)

Statistics:



Statistics Cont.:

Student Transition Matrix - Number of students transitioning from grade 12 graduation to post-secondary education per year.

Grade 12 Grad Year		Post-Secondary School Year										No Transition Yet	Grand Total Gr12 Grads
		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016		
2005/2006	# of HS Grads	22,894	4,935	2,254	1,361	967	753	517	374	333	226	10,298	44,912
	% of HS Grad Class	51.0%	11.0%	5.0%	3.0%	2.2%	1.7%	1.2%	0.8%	0.7%	0.5%	22.9%	100.0%
2006/2007	Count of HS Grads		22,489	4,906	2,116	1,306	960	660	484	320	267	9,878	43,386
	% of HS Grad Class		51.8%	11.3%	4.9%	3.0%	2.2%	1.5%	1.1%	0.7%	0.6%	22.8%	100.0%
2007/2008	Count of HS Grads			23,361	5,207	2,073	1,189	887	640	460	357	10,367	44,541
	% of HS Grad Class			52.4%	11.7%	4.7%	2.7%	2.0%	1.4%	1.0%	0.8%	23.3%	100.0%
2008/2009	Count of HS Grads				24,075	4,719	2,031	1,174	814	574	391	10,943	44,721
	% of HS Grad Class				53.8%	10.6%	4.5%	2.6%	1.8%	1.3%	0.9%	24.5%	100.0%
2009/2010	Count of HS Grads					24,371	4,856	2,006	1,152	811	652	12,098	45,946
	% of HS Grad Class					53.0%	10.6%	4.4%	2.5%	1.8%	1.4%	26.3%	100.0%
2010/2011	Count of HS Grads						24,196	4,641	1,797	1,051	817	13,050	45,552
	% of HS Grad Class						53.1%	10.2%	3.9%	2.3%	1.8%	28.6%	100.0%
2011/2012	Count of HS Grads							24,388	4,523	1,863	1,128	14,414	46,316
	% of HS Grad Class							52.7%	9.8%	4.0%	2.4%	31.1%	100.0%
2012/2013	Count of HS Grads								24,099	4,401	1,828	15,486	45,814
	% of HS Grad Class								52.6%	9.6%	4.0%	33.8%	100.0%
2013/2014	Count of HS Grads									23,372	4,446	16,877	44,695
	% of HS Grad Class									52.3%	9.9%	37.8%	100.0%
2014/2015	Count of HS Grads										22,980	20,910	43,890
	% of HS Grad Class										52.4%	47.6%	100.0%

Description

- Teacher certification requirements are set by the BC Teachers’ Council, and teacher certification is administered by the Teacher Regulation Branch of the Ministry of Education.
- A person hired by a Board to be a teacher, with some exceptions, must be certified by the Teacher Regulation Branch.

Statistics

- At the end of 2017, there were 71,634 valid certificate and Letter of Permission (LOP) holders in the province. Compared to 2016, the number of certificate and LOP holders grew by 1,340 (+1.9%).
- In 2017/2018, 33,454 FTE teachers were employed in Public schools: up by 2,644 FTE (+8.6%) compared to 2016/2017.
- 2,483 FTE administrators (Principals, Vice Principals, etc.) were employed in Public schools: up by 55 FTE (+2.3%) compared to 2016/2017.
- 7,123 teachers were employed in Independent schools: up by 91 teachers (+1.3%) compared to 2016/2017.

Key Facts

- The *School Act* defines a “teacher” as “a person holding a certificate of qualification who is employed by a board to provide an educational program to students in a school.”
- Under the *School Act*, teachers’ responsibilities include designing, supervising, and assessing educational programs and instructing, assessing and evaluating individual students and groups of students.
- Boards of education are the employers of all school district staff, including teachers. The *School Act* provides that boards of education may not employ a person as a teacher unless that person holds either a B.C. teaching certificate, or a Letter of Permission to teach. issued under the *Teachers Act*.
- A Letter of Permission allows a person who is not a B.C. certified teacher to teach in the public school system. for a specified period of time (up to one school year). A Letter of Permission may be issued to a person on the recommendation of a prospective employer, if the employer can show evidence that reasonable efforts were made to hire a certified teacher for the position, and no suitable candidate was found.
- As an exception to the requirement that Boards hire only certified teachers, or persons who hold Letters of Permission, the *School Act* allows Boards to employ a person who does not meet these qualifications if that person is:
 - employed for 20 or fewer consecutive teaching days, and teaching a particular class or classes where no certified teacher is available, or
 - instructing a general interest course that is not leading to graduation.

Funding:

- The administration of the *Teachers Act*, including teacher certification and discipline, is funded by teacher certification and annual practice fees.

Description:

The British Columbia Public School Employers' Association (BCPSEA) is the accredited bargaining agent for all 60 public School Districts. Pursuant to the Public Education labour Relations Act, BCPSEA is responsible for negotiating a Provincial Collective Agreement with the British Columbia Teachers' Federation (BCTF), Provincial Framework Agreement with the K-12 Presidents' Council for support staff and coordinating local matters bargaining between boards of education and their local teachers' unions.

The Public Sector Employers' Council (PSEC) was established under the *Public Sector Employers Act* to oversee the Province's strategic coordination of labour relations, total compensation planning, and human resource management across the broader public sector.

Key Facts:

- On January 26, 2018, a Board of Directors comprised of seven trustees representing each region and four government appointees was adopted.
- The trustees are Kootenay Boundary: Rebecca Huscroft (SD8), Northern Interior Jaret Thompson (SD60), Metro Terry Allen (SD36), Fraser Valley: Shirley Wilson (SD34), Northwest Terri-Lynne Huddleston (SD52), Thompson: Allen Chell (SD19) and Vancouver Island / Coastal: Eve Flynn (SD69). All directors previously served on the BCPSEA Advisory Committee.
- The agreements with the BCTF and the K-12 Presidents' Council and Support Staff Unions expire on June 30, 2019.

Key Outcomes:

- In Fall 2017, PSEC Secretariat consulted with the boards of the four major employers' associations, senior executives, and key stakeholders on governance and opportunities for bylaw changes following amendments to the *Societies Act*.
- As a result, bylaws amendments were made at the January 2018 BCPSEA including provisions to establish board size, composition and term, and allow the Minister of Finance to appoint the board chair.

Funding:

BCPSEA receives a total of \$3.1 million in annual operating funding, of which \$1.5 million is from PSEC Secretariat and \$1.6 million from the ministry.

The ministry has provided ad hoc funding to support a number of shared services initiatives and supplemented their base operating funding ranging from \$0.44 to \$3.00 million annually.

Description:

A Memorandum of Agreement (MOA) was reached on March 3, 2017 between the Ministry of Education, the Public Sector Employers' Council Secretariat (PSEC Secretariat), the British Columbia Public School Employers Association (BCPSEA), and the British Columbia Teachers' Federation (BCTF). The MOA focussed on ratios for class size and composition, ratios for non-enrolling staff (e.g. librarians, ESL teachers, and counsellors), and processes for students with special needs and ancillary language (e.g. staff committees' input on class organization).

The terms of the MOA took effect on September 1, 2017.

Key Facts:

- To support implementation, the MOA includes provisions that best efforts be made to comply with the MoA, a process to resolve interpretation and application disputes, and remedies where compliance is not possible.
- The Agreement Implementation Committee, made up of representatives who are parties to the MOA, including the Deputy Minister of Education, facilitates province-wide implementation and manages provincial issues.
- The Class Composition Committee is attempting to arrive at a consistent approach to class composition, recognizing changes to special education designations since 2002.

Key Outcomes:

- As specified in the *School Act*, staffing decisions are made by the Boards of Education for their respective School Districts; therefore Schools Districts have discretion to determine how the MOA will be implemented locally. The MOA does not direct how School Districts will make staffing decisions, nor does the MOA change any accountability from the ministry, or its influence with respect to staffing decisions.

Statistics: (CEF #s as of Feb 2018)

- The number of new FTE teaching positions funded by CEF varies from a low of 2.1 FTEs (SD10) to 398.0 FTEs (SD36), largely corresponding to student enrolment.
- Twelve districts received no funding for remedies where compliance with the MOA is not possible.

Funding: (CEF #s as of February, 2018)

- To fully fund the costs to School Districts to implement the MOA, the ministry provides \$419.1M in funding through the Classroom Enhancement Fund (CEF):
- \$340.6M for the addition of 3,726 FTE teachers, \$54.8M for overhead costs, and \$23.8M in remedy costs.

Description:

- The class size and composition provisions in the Memorandum of Agreement (MOA) established funding for an additional 3,726 teaching positions in 2017/18.
- The Minister’s Task Force on Recruitment and Retention Challenges includes representation from School Districts, PSEC, BCTF, SFU and BCPSEA, has two core objectives:
 1. review and validate the extent of teacher shortages, and;
 2. make recommendations for immediate implementation.

Key Facts:

- In summer 2017, the Ministry of Education projected that in the 2017/2018 school year, an additional 3,726 FTE teachers would be required to meet the demand in Public school districts: 3,482 as a result of the Memorandum of Agreement (MOA)—arising from the Supreme Court of Canada decision regarding class size, class composition, and specialist teacher ratios—and 247 as a result of student enrolment growth.
- As of mid-October 2017, 2,644 additional FTE teachers were hired into Public schools.
- The Task Force concluded the vast majority of MOA related hiring had been completed. However, difficulties remain in filling certain specialty teaching and rural and remote district vacancies, as well as reductions in the availability of Teachers Teaching on Call.

Key Outcomes:

- The task force found that since March, public schools in the province have successfully filled the vast majority of the 3,700 full-time teaching positions required this year.
- While demand for teachers across the Province increased, demand varies greatly by district.
- The ministry announced \$831,000 for post-secondary institutions to increase teacher training capacity. It also provided \$131,500 to assist district level recruitment.
- To address long term challenges, through the Ministry of Advanced Education and Skills Training, BCPSEA received funding to establish a Labour Market Partnership.

Statistics:

Supply:

- At the end of 2017, there were 71,634 valid certificate and Letter of Permission (LOP) holders in the province. Compared to 2016, the number of certificate and LOP holders grew by 1,340 (+1.9%).

Demand:

- In 2017/2018, 33,454 FTE teachers were employed in Public schools: up by 2,644 FTE (+8.6%) compared to 2016/2017
- 2,483 FTE administrators (Principals, Vice Principals, etc.) were employed in Public schools: up by 55 FTE (+2.3%) compared to 2016/2017.
- 7,123 teachers were employed in Independent schools: up by 91 teachers (+1.3%) compared to 2016/2017.

Agreements:

- In fall of 2016, the Supreme Court of Canada ruled that the BC Public School Employers' Association- BC Teachers' Federation collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* in 2002 were to be restored.
- The MOA arising from the decision led to a one-time increase in demand for teachers across the province.
- To fully fund teacher hiring for the 2017/18 school year, the ministry provided \$419.1 million in a Classroom Enhancement Fund for teacher and specialist hiring. This included \$340.6 million for 3,726 FTE teaching positions, \$23.8 million for remedies for non-compliance with the MOA and \$54.8 million for associated overhead and ancillary costs, offset by \$9.7M of unused Priority Measures funding.

Teacher demand by school district, 2017/2018:

- In 2017/2018, the top two growing and declining Public school districts for teacher hiring are:
 - District 83, North Okanagan Shuswap: increase of 65 FTE (+20.6%).
 - District 75, Mission: increase of 61 FTE (+18.6%).
 - District 28, Quesnel: decrease of 12 FTE (-6.1%).
 - District 74, Gold Trail: decrease of 2 FTE (-2.7%).

Description:

- The Ministry is committed to improving results for Aboriginal students.
- The Ministry is working to increase the presence of Aboriginal languages, culture, and history for all students.
- 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 the 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. School districts
2. The First Nations Education Steering Committee & First Nations Schools Association
3. Métis Nation British Columbia
4. The K–12 Aboriginal education partners table
5. Indigenous Services Canada

Key Facts:

- All education partners have made improving Aboriginal student outcomes a priority.
- Aboriginal youth are over represented as children in care.
- The Evergreen school completion certificate has been restricted to 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 graduation 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, that percentage has been stable at approximately 12% since 2006/07.
- Of the 65,269 students, approximately 7,820 were First Nations students living on reserve (2017/18).
- 13,100 (20%) of Aboriginal students attending public schools have special needs; this includes all special needs except the Gifted category (2017/18).
- 3,926 Aboriginal students attending public schools have behaviour disabilities (2017/18).
- 2,539 Aboriginal students attending public schools are children in care (2016/17).

Completion Rate:

- 66% Aboriginal completion rate (2016/17): 65.9% in public and independent schools, and 66.2% in public schools only.
- 27% increase since 1999/00: 27.1% in public and independent schools, and 27.4% in public schools only.
- (The corresponding increase for non-Aboriginal students was 7.9% in public and independent schools, and 8.3% in public schools only.)
- The rate for First Nations students living on reserve attending public schools is 57%, up from 35% in 2007/08.

Funding:

- B.C. invests about \$72M annually in supplemental funding at \$1,210 per student self-identifying Aboriginal ancestry.
- The Ministry allocated almost \$0.5 million this year for the Equity in Action project to address the Auditor General’s finding of a “racism of low expectations”.
- Investments in Indigenous language learning of \$42,000 in pilot sites and \$190,000 in community-district partnerships.

Agreements: Through the Tripartite Education Framework Agreement (TEFA), BC, Canada, and First Nations collaborate to better serve First Nation students living on reserve no matter what school type they choose.

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 supporting full course offerings in Aboriginal languages. (Note: Boards of education decide which languages will be offered in their school district.)

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 with the Ministry of Indigenous Relations and Reconciliation and First Peoples Cultural Council (FPCC) 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:

- Canada is home to approximately 60 Indigenous languages spanning 10 separate and distinct language families.
- B.C. is home to approximately 34 Indigenous languages spanning seven language families.
- So 60% of Canada’s First Nations languages are here in British Columbia.
- Approximately 1,000 students, grades 8–12, are enrolled in Aboriginal language courses in public schools.
- There are 17 provincially approved Aboriginal language curriculum documents; six more documents are in development.

Funding:

- \$190,000 to existing community-district partnerships to develop teaching and learning resources where there are approved Aboriginal language curriculum documents.
- \$42,000 to pilot sites to improve the language curriculum template.
- This Ministry’s Aboriginal education targeted funding can also support language learning.
- Canada has announced that it will draft an Indigenous Languages Act and invest \$55M a year.
- B.C. has invested \$50M, in budget 2018, in First Nations languages through the FPCC, which is committed to working with partners in education to ensure community initiatives complement work in education.

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.

Agreements:

- The anticipated replacement of the Tripartite Education Framework Agreement (TEFA) will address Indigenous language learning.

Delivery Partners:

- FNESC, First Nations Schools Association, FPCC, Indigenous Adult and Higher Learning Association, New Relationship Trust, Métis Nation British Columbia, and federal departments, including Indigenous Services Canada.

Description:

- The Office of the Auditor General (OAG) released a report, in November 2015, assessing the Ministry’s leadership in meeting government’s commitment to close the achievement gap between Aboriginal and non-Aboriginal students.
- The report has 11 recommendations for the Ministry, including providing the system with province-wide leadership and direction to close the gap, using data analysis systematically, reporting on what is effective in closing the gap, and ensuring culturally relevant learning through professional development.
- The Ministry accepted all 11 recommendations.

Statistics:

- The provincial six-year completion rate for all Aboriginal students was 66% in 2016/17, a 2% increase from 2015/16.
- The public school six-year completion rate for First Nation students living on reserve was 57% in 2016/17, a 4% increase from 2015/16.
- By comparison, the completion rate for non-Aboriginal students was 86%.

Reporting:

- While there is no legislative requirement, progress reports are expected annually.
- The first report was through the Select Standing Committee on Public Accounts, February 2016.
- The second report was a written update, October 2017.

Key Facts:

- Of the 11 recommendations, six have been completed and five are in progress or substantially completed.
- Completed or substantially completed: drafting a system-wide strategy, supporting boards, improving analytics and reporting, reducing Evergreen misuse, supporting safe learning environments, and sharing effective practices.
- In progress: grades 10–12 curriculum.

Key Outcomes (2017):

- Built an Equity Scanning Tool through a trial with six school districts to identify supports and barriers impacting Aboriginal student achievement.
- Drafted a strategic plan in coordination with Ministry K–12 education partners, including the First Nations Education Steering Committee (FNESC) and Métis Nation British Columbia (MNBC).
- Invited FNESC and MNBC to form with Ministry staff an Aboriginal Analytics Committee to improve the collection and use of data.
- Reviewed targeted funding, March 2017, via a jurisdictional scan of other models.
- Launched, April 2017, a public-reporting site and data tool.
- Alerted districts, October 2017, to the new Framework for Enhancing Student Learning and Ministry data tools.
- Hosted, November 2017, a provincial gathering to share effective practices.

Previous Progress (2016):

- Changed the student credential order to limit the use of Evergreen certificates to students with designated special needs and individual education plans.
- Required a non-instructional day for teachers focus on Aboriginal education.
- Released the Aboriginal Worldviews and Perspectives in the Classroom resource guide and held provincial meetings with school district educators.
- Reviewed the effectiveness of Aboriginal education enhancement agreements.

Delivery Partners:

1. First Nations Education Steering Committee
2. First Nations Schools Association
3. Métis Nation British Columbia
4. K–12 Aboriginal Education Partners Table

Funding:

- Addressing the recommendations has been built into budgets in the Learning and Governance & Analytics divisions.
- The Ministry allocated almost \$0.5 million this year for the Equity in Action project to address the Auditor General’s finding related to the “racism of low expectations”.

Description:

- The Tripartite Education Framework Agreement (TEFA) is intended to initiate system changes that will improve outcomes for First Nation students living on reserve no matter what school type they choose.
- TEFA was signed in January 2012 and extended in April 2017 through June 2018. (B.C. is currently negotiating an enhanced replacement agreement.)
- B.C.'s TEFA commitments include:
 1. consulting early on changes to funding, legislation, policy, and standards;
 2. sharing expertise, learning resources, and bulk purchasing opportunities; and,
 3. giving on-reserve schools and students access to provincial exams and the Dogwood graduation certificate.

Funding:

- With TEFA, Canada funds on-reserve schools:
 - about \$60M to First Nation schools;
 - almost \$8M to FNEC for second-level services to First Nations schools; and,
 - an additional \$28M accompanied the April 2017 extension for language, technology, and transportation needs.
- Canada also funds eligible students choosing off-reserve schools (about \$94M annually).

Delivery Partners:

1. (a) The First Nations Education Steering Committee
(b) The First Nations Schools Association
2. Indigenous Services Canada

Key Facts:

- B.C. is committed to reaching a new Tripartite Education Framework Agreement, with the federal government and First Nations as represented by the First Nations Education Steering Committee, before the expiry in June 2018.
- B.C. is the only jurisdiction that currently has this type of agreement that ensures an equitable education for First Nations students.
- B.C. is a national leader in Aboriginal education, having made huge improvements in education outcomes, while also recognizing that there is still a long way to go.

Key Outcomes:

- Updated the formula (to fund on-reserve schools in a way comparable to public ones) as well as the funding manual and estimator tool for First Nation school administrators.
- Extended again to on-reserve schools bus pricing negotiated to save school districts money.
- Enabled First Nations schools to administer provincial exams.
- Awarded the Dogwood school graduation certificate to students on reserve in schools not under B.C.'s jurisdiction.

Statistics:

- More than 13,000 school-age First Nation students live on reserves in B.C., and they are the funding responsibility of the federal government.
- Almost 5,000 of these students stay and study in band-operated First Nation schools.
- More than 8,000 commute to off-reserve schools, making up a portion of the 70,487 (2017/18) students that self-identified as Aboriginal.

Completion Rates:

- B.C.'s six-year completion rate for public schools in 2016/17 is as follows:
 - 85.9% for non-Aboriginal students;
 - 66.2% for all Aboriginal students; and,
 - 56.8% for First Nation students living on reserve.

Services to Ministry:

- TEFA promotes the sharing of expertise and resources between school systems.
- TEFA complements the Reciprocal Tuition program, through which B.C. compensates First Nations for services to provincial responsibility students choosing on-reserve schools (about \$15.5M annually).

Agreements:

- Related agreements:
 - the New Relationship document;
 - the Transformative Change Accord or "Kelowna Accord"; and,
 - the Education Jurisdiction Framework Agreement.

Description:

- 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.
- #62 and #64 are related to education.
- Call to Action #62:
 - 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;
 - Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
 - Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and,
 - 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.

Key Facts:

- 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 of Call to Action #62:

Curriculum: In collaboration with Aboriginal peoples, curriculum was revised and implemented. Full implementation is expected to be completed during the 2019/20 school year. A non-instructional day was established for teachers to plan on implementing Aboriginal content.

Teacher Education – Post-Secondary: As of 2012, teachers graduating from BC teacher education programs must complete three credits related to the historical context of First Nations, Inuit, and Métis learners.

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

Although a federal responsibility the Province is contributing in several ways.

- BC pays reciprocal tuition to First Nation on-reserve schools whenever they serve students otherwise eligible for a free BC public school education.
- BC, Canada, and the First Nations Education Steering Committee (FNESC), are implementing the Tripartite Education Framework Agreement (TEFA), which provides First Nations on-reserve schools with federal funding comparable to BC public schools.
- The Province shares expertise and resources through TEFA with the federal government and First Nations to help build capacity in the First Nations education system.
- BC implements the Equity in Action project to improve Indigenous student results and combat racism faced by Indigenous students.

Senior-level positions dedicated to Aboriginal content in curriculum: The Assistant Deputy Minister, Learning Division, and the Executive Lead, Learning Transformation Division, share the responsibility of ensuring that Aboriginal content is embedded in all curriculum.

Status of Call to Action #64:

Denominational Schools – curriculum: All faith-based schools in BC follow the BC curriculum, which includes specific aspects and references to Aboriginal cultures, languages, history and spirituality.

Agreements:

- The Tripartite Education Framework Agreement (TEFA)
- Education Jurisdiction Framework Agreement (EJFA).

Delivery Partners:

- First Nations Education Steering Committee, First Nations Schools Association, Métis Nation British Columbia, and federal departments, including Indigenous Services Canada.

Description:

- Distributed Learning (DL) is a method of instruction that relies primarily on indirect, technology-supported communication between students and teachers.
- Includes online delivery, teleconference, and/or correspondence. Some delivery models include a face-to-face component.
- With the goal of improving student achievement, distributed learning programs were considered a way to support increasing options for student choice, creating flexibility for different learning styles and providing greater access to rural students.

Key Facts:

- As of 2006, districts and authorities must have an agreement with the Minister to operate a Distributed Learning (DL) school (*School Act*, Section 75 (4.1) and *Independent School Act*, Section 8.1).
- Last substantive change to legislation was in 2013, allowing students in Grades 8 & 9 with the ability to cross enrol as long as the DL school was operated by another District.

Key Outcomes:

- DL continues to provide choice and flexibility.
- Delivered through 75 DL schools.
- DL provides greater course options for students through the ability to cross-enrol.
- 2016/17 Average Final English 12 exam mark: Public DL – 63.4% / Independent DL – 65.6%

Statistics:

		2014/15	2015/16	2016/17
Headcount	Public	63,342	57,071	53,807
	Independent	16,044	13,880	13,336
	Adults	15,039	9,549	7,927
	Total	78,489	69,735	66,192
FTE	Public	13,339.9	12,720.7	12,941.1
	Independent	9,560.9	9,069.8	9,280.0
	Adults	1,926.2	1,105.8	1,060.3
	Total	22,900.8	21,790.5	22,221.1
Completed Courses (Course Completion Rate)	Public	56,653 (48%)	56,072 (56%)	54,194 (61%)
	Independent	54,441(67%)	54,519 (77%)	52,349 (64%)
	Total	111,094 (56%)	110,591 (65%)	106,543 (63%)
Cross-Enrolled	Grades 8-12	69,509	50,035	46,865

**Headcount and FTE include September/February/May data. Data from Public and Independent schools may not add up to Provincial total. Cross-enrolled counts include students who take a course at a main Standard school and an additional DL school or vice versa at any of the September, February, and May enrolment counts. Double-counting may occur.*

Total number of DL Schools in 2017/18: 75

Agreements:

- School districts and independent school must have an agreement with the ministry in order to offer all, or part of, educational program though distributed learning.

Delivery Partners:

1. BC Distributed Learning Administrators' Association (BCDLAA)
2. BC Learning Network (BCLN)
3. Federation of Independent School Associations (FISA)

Funding:

- 2016/17 school year, \$103.8M allocated to districts and authorities through the annual operating grant (includes supplemental funding).
- Basic allocation per DL student (school-age) is \$6,100; bricks & mortar receive \$7,301.
- Adults are funded at \$577.25 per course.
- All independent DL schools are Group 1.
- Three funding submissions (September 100%, February 50% and May 33%).
- Funding for DL students last reviewed in 2006.

Other Ministry Partners:

- Independent Schools and International Education has an interim agreement with the School District 73 Business Company to offer offshore DL services.

Description:

- Skills training encompasses career and trades courses and programs, and offers students the opportunity to get hands-on work experience in real-world settings.
- Skills training helps students transition to the workplace and further training/education.
- Most career development and trades training programs are designed for students in Grades 10, 11, 12.
- The Ministry currently provides several avenues for students to pursue trades programming:
 - Youth Explore Trades Skills (STX)
 - Youth Explore Trades Sampler (TST)
 - Work Experience (WEX)
 - Youth Work in Trades (WRK)
 - Youth Train in Trades (TRN)
- B.C. Career Education curriculum encompasses Grades K-12, and focuses broadly on a variety of career options through a range of funded courses and programs.

Statistics:

- 2016/17 Enrollment Data:
 - STX: 1,813
 - TST: 463
 - WEX: 14,170
 - WRK: 1,080
 - TRN: 2,108
- 55 school districts received Skills Training Support Agreements in 2017/18 school year
- 30 school districts received Skills Training Access Grants in 2017/18 school year

Key Facts:

The ministry supports career education and skills training through programs, policies, and supplementary funding:

- Programs: STX, TST, WEX, WRK, TRN; Graduation Transitions (evolving Career Life Education, Career Life Connections), Workplace Training Certificates (WTC), Independent Directed Studies; Board/Authority Authorized courses.
- Policies: Elective Work Experience Courses and Workplace Safety Policy; Work Experience or Community Service Requirement for Graduation Policy.
- Funding: Skills Training Support Agreements (“Shoulder Tapper” grants); Skills Training Access Grants.
- Ongoing support to field in preparing, reporting, and delivering career development programs.

Key Outcomes:

- Completed three additional modules for the Youth Explore Trade Skills 10-12 under a ‘Manufacturing’ group. Two additional modules near completion (Professional Cook & Baking).
- Ongoing work to create ‘Career Zone’ documents, sector-specific career pathway guides
- Created the ‘Workforce Training Certificates 12’ program.

Funding:

- Ministry’s commitment for WRK and WEX is approximately \$24 million annually (based on course enrolments).
- \$1.7M in Skills Training Support Agreements (55 School Districts in SY 2017/18).
- \$150,000 for 30 Skills Training Access Grants
- Approximately \$250,000 annually in WRK Awards funding (cost-shared with ITA).

Services to Ministry:

- Industry Training Authority (ITA) - Data and information-sharing.
- Career Education Society – career-related communications and support materials.
- Ministry of Jobs, Trade and Technology – program funding support.
- School districts – supplementary funding year-end reports.
- British Columbia Open School – Career Zone production/publication.

Delivery Partners:

1. School Districts
2. Industry Training Authority
3. Ministry of Advanced Education, Skills and Training
4. Post-secondary institutions
5. Career Education Society

Agreements:

- Funding partnership with Northern Development Initiatives Trust for the Skills Training Support Agreements.
- Funding partnership with the ITA to support the WRK Award.

Description:

- Coding is a hands-on way of teaching kids how to analyse a problem, determine the steps to fix it, and direct a machine to carry out those steps.
- B.C.'s new Applied Design, Skills, and Technologies (ADST) curriculum supports coding and computational thinking throughout Grades K-12.
- The ADST curriculum is an interdisciplinary K-12 program that involves an experiential, hands-on program of learning through design and creation.
- The major subsectors of BC Tech sector are: Clean Technology, Information and Communication Technologies (ICT) and Wireless, Film, Television & Digital Media and Lifesciences.

Key Facts:

- June 2016, the Ministry of Education provided \$6M in funding to support school districts in coding and curriculum implementation.
- August 2016, the Ministry contracted Lighthouse Labs (LHL) and Kids Code Jeunesse (KCJ) for the provision of a series of 4-day Train-the-Trainer professional development workshops on computational thinking and coding for 120 Grade 6-9 teachers in 6 regions of the province.
- A new resource guide for career educators/counsellors has been created for ICT to provide current labour market information and potential careers for students.
- B.C. has one of the top video game clusters in the world, with more than 120 game development studios employing 5,500 professionals.
- According to the BC Tech Association, "fewer than half of the average 7,500 vacancies posted by B.C.'s tech companies are being filled each year."

Key Outcomes:

- Two Rounds of two-day train-the-trainer workshops delivered in 6 regional sessions.
- Up to 204 teachers participated in training from 58 School Districts in the workshops with up to 20 participants from independent schools.
- Workshop participants self-reported a 50% increase in individual levels of comfort with teaching ADST coding and computational thinking after completing the workshop(s).

Statistics:

- Employment in B.C.'s high technology sector increased 4.1% in 2016, to 106,430, a new all-time high with 10,236 companies.
- There was a 3.5% rise in British Columbia's high technology gross domestic product (GDP) in 2016, to almost \$14.6B.
- GDP increased in both the high tech manufacturing (+5.3%) and services (+3.3%) sectors.
- B.C.'s high technology sector generates around 7% of provincial GDP, placing it in the same range as industries such as manufacturing and health care.

Funding:

- In June 2016, the Ministry of Education provided \$6M in support of coding and curriculum implementation in school districts.
- \$2M for teacher training
- \$2M to help SDs purchase equipment & resources to support coding instruction, and
- \$2M to help teachers bring the new curriculum to life in their classrooms

Other General BC Tech Facts:

- The tech sector employs approx. 5% of B.C.'s workforce – more than the mining, oil and gas, & forestry sectors combined.
- B.C. has the third largest high tech workforce in Canada.
- Average earnings of technology employees in B.C. are 83% higher than those of the average B.C. worker.

Delivery Partners:

1. Lighthouse Labs
2. Kids Code Jeunesse
3. Shoulder Tappers
4. Information and Communications Technology Council (ICTC)
5. School Districts

Agreements:

- Agreement with Lighthouse Labs to deliver Train-the-Trainer professional development workshops.
 - Agreement concludes in school year 2017/18.

Description:

- Adult Basic Education (ABE) is a discretionary program under the School Act.
- Adult learners who have not yet graduated can take tuition-free foundational courses to earn their Graduation Diploma or Adult Graduation Diploma.
- Adult learners who have graduated may also take tuition free academic courses to upgrade courses in preparation for attending post-secondary institutions.
- ABE programs may be offered by school districts or post-secondary institutions.

Key Facts:

- Foundations courses offered through the ABE program enable adults to develop knowledge and skills required to be successful in courses required for graduation. The courses support two main groups of adult students:
 - Non-graduated adults who are functioning below the Grade 11 or 12 level in a given subject area.
 - Graduated adults who wish to take a Grade 11 or a 12 course, to upgrade their marks.
- A number of school districts integrate their Distributed Learning (DL) and ABE programs; approximately 10,000 of 60,000 students are adult DL learners.
- 34 tuition-free courses for graduated adults were reinstated effective September 2017 (in addition to the foundation courses that were already tuition-free).
- As of September 2017, 51 school districts offered ABE.
- Funded courses are only available to B.C. residents.

Statistics:

	Non-Graduated Adult Students in B.C. Public Schools	Graduated Adult Students in B.C. Public Schools
2017/18	10,666 <i>as at Sept/17</i>	4,319 <i>as at Sept/17; no Feb/18 count available</i>
2016/17	11,486	4,218 <i>most recent count available</i>
2015/16	13,026	n/a
2014/15	17,478	n/a

Note: Policy implementation of tuition-free courses for graduated adults will require a full annual/cycle to collect data for analysis of enrollment trend

Key Outcomes:

- School districts have responded to the reinstatement of tuition-free courses for graduated adults by rebuilding their ABE programs.
- There was a 2.4% increase (101 students) in graduated adult enrolment within one month of reinstatement of tuition-free courses for graduated adults when compared to the number of graduated adults that entered the program during the entire 2016/17 school year.

Funding:

- \$4,365 per FTE for non-graduated students
 - An FTE is calculated whereby registration in 8 courses constitutes one FTE for the purpose of funding.
- Graduated adults are funded through a Special Grant that has been estimated to have a pro-rated costs up to \$8.5M in 2017/18 (full year \$12M).
- ABE enrollment funding is demand-driven; program expenditure depends on enrollment uptake.

Delivery Partners:

Ministry of Education
Ministry of Advanced Education, Skills and Training

Description:

- The Ministry develops policies, guidelines and provincial strategies to help improve education outcomes and supports for children and youth in government care.

Funding:

- School boards receive funding through CommunityLINK to support vulnerable students. The funding formula includes being in government care as one of the indicators of vulnerability.
- An additional \$95,000 is being invested in 2017/18 to support trauma informed training.

Agreements:

- The ministry has an information sharing agreement with MCFD and AEST that allows for data on children and youth in care to be shared to support program planning and evaluation and decisions related to funding and services.

Delivery Partners:

1. MCFD
2. AEST
3. School Districts
4. Education Partners, and other stakeholders

Key Facts:

- Children and youth in care (CYIC) are among the most vulnerable student populations in the school system. They often lack traditional family supports, and have experienced trauma.
- Almost half of CYIC have a designated special need, and 62% are of Aboriginal descent.
- In October 2017, the Representative for Children and Youth (RCY) released a new report, *Room for Improvement: Toward Better Education Outcomes for Children in Care*. This report contained four recommendations for our Ministry.
- The Inclusive Education branch has drafted a plan to address RCY’s recommendations and improve outcomes of children and youth in care.

Key Outcomes:

- EDUC and MCFD collaborated to update the *Children and Youth in Care Guidelines* for the Education Sector. The Guidelines were released in fall 2017.
- EDUC developed a plan to improve education outcomes and supports for children and youth in care.
- EDUC is reviewing the public school funding formula to ensure funding is stable and equitable. The RCY’s recommendation to provide additional funding and resources for children and youth in care are part of this review.
- EDUC established a Task Force to improve data monitoring and reporting related to CYIC. RCY recommended that EDUC begin reporting on education outcomes of children and youth in care by September 2018.

Statistics:

- As of February 28, 2017 there were 7,700 CYIC:
 - ~90 percent are students within the K-12 system
 - 40 percent are under a Continuing Custody Order
 - 36 percent are in the Non-CCO category
 - 13 percent are Out of Care
 - 7 percent are on Youth Agreements
 - 4 percent are under Other Legal Authority
- Of these 7,700 children, about:
 - 47 percent are designated students with special needs
 - 62 percent are Aboriginal
- 6 year completion: All CYIC has risen from 36% in 2011/12 to 48% in 2016/17.
- 6 year completion: Aboriginal CYIC has risen from 29% in 2011/12 to 41% in 2016/17.
- 6 Year completion: Non-Aboriginal CYIC has risen from 42% in 2011/12 to 56% in 2016/17.

Description:

- CommunityLINK (Learning Includes Nutrition and Knowledge) supports social functioning of students and academic achievement through funding to school districts for programs and services focused on vulnerable students.
- Programs and services must consist of at least one of three domains, however, most school districts incorporate all:
 - Academic Interventions
 - Behavioural and Social Interactions
 - Nutrition Intervention Programs
- Boards of Education have autonomy to determine the most effective use of funding.

Funding:

- \$52.4M distributed to 60 school districts in 2017/18.
- \$11.2M Vulnerable Student Supplement (VSS) dispersed to 25 school districts deemed as having higher vulnerable student population.
- Funding remains fairly static with incremental increases to account for wage settlement adjustments.
- CommunityLINK funding is being reviewed as part of the Ministry funding formula review.

Key Facts:

- Each school district has a CommunityLINK coordinator
- CommunityLINK funding is disbursed to public schools only.
- 60,000 - 80,000 vulnerable students served by CommunityLINK each school year.

Expenditures by Category (2016/17) in Percentage of total CL and Vulnerable Student Supplement (VSS) Budget		# of SDs delivering
Food	38.2%	49
Academic	10.3%	45
Social Emotional	51.6%	57

Key Outcomes:

- Districts report between \$6-7M in funding from community organizations and service providers who have matched funding for related activities such as school meals programs. It is likely that this figure is under-reported as it does not capture in-kind contributions.
- Approximately 700 FTE positions such as child and youth worker, counsellor, and social worker led programs are funded through CommunityLINK.
- School districts report that CL programs and services contribute to school connectedness and increased academic achievements in areas such as reading.

Delivery Partners:

- Breakfast Club of Canada
- School districts have partnership agreements with local organizations such as Community Schools Associations, social service agencies, and volunteer organizations.

Accountability Reporting:

- School districts submit an annual report describing the programs and services offered throughout the year.

COMMUNITY LINK

February 15, 2018

School District	2016/17 CL	2016/17 VSS	School District	2016/17 CL	2016/17 VSS
5 Southeast Kootenay	\$352,597	\$22,675	53 Okanagan Similkmn.	\$224,305	
6 Rocky Mountain	\$372,107		54 Bulkley Valley	\$215,479	
8 Kootenay Lake	\$586,641	\$6,169	57 Prince George	\$2,055,659	
10 Arrow Lakes	\$104,860		58 Nicola-Similkameen	\$285,787	\$91,998
19 Revelstoke	\$89,963		59 Peace River South	\$358,778	
20 Kootenay-Columbia	\$663,111		60 Peace River North	\$543,675	
22 Vernon	\$644,539	\$231,133	61 Greater Victoria	\$3,840,161	
23 Central Okanagan	\$1,236,689	\$467,793	62 Sooke	\$748,298	
27 Cariboo-Chilcotin	\$650,577	\$71,371	63 Saanich	\$386,767	
28 Quesnel	\$455,068		64 Gulf Islands	\$160,781	
33 Chilliwack	\$699,513	\$474,120	67 Okanagan Skaha	\$382,269	\$272,576
34 Abbotsford	\$1,204,371	\$428,862	68 Nanaimo-Ladysmith	\$2,205,913	
35 Langley	\$1,955,135		69 Qualicum	\$364,874	\$12,466
36 Surrey	\$3,872,862	\$3,295,640	70 Alberni	\$904,961	
37 Delta	\$551,512	\$412,568	71 Comox Valley	\$600,980	
38 Richmond	\$734,478	\$1,412,588	72 Campbell River	\$522,359	\$166,545
39 Vancouver	\$8,942,473		73 Kamloops/Thompson	\$1,571,503	
40 New Westminster	\$1,490,005		74 Gold Trail	\$374,021	
41 Burnaby	\$2,299,421	\$429,145	75 Mission	\$383,207	\$271,358
42 Maple Ridge-Pitt M.	\$540,226	\$701,412	78 Fraser-Cascade	\$343,579	
43 Coquitlam	\$1,434,884	\$1,076,932	79 Cowichan Valley	\$630,286	\$288,878
44 North Vancouver	\$1,078,500	\$20,712	81 Fort Nelson	\$129,047	
45 West Vancouver	\$244,511	\$161,037	82 Coast Mountains	\$603,767	\$144,511
46 Sunshine Coast	\$490,787		83 N. Okanagan-Shuswap	\$312,817	\$277,638
47 Powell River	\$197,262		84 Vancouver Isl. West	\$126,657	
48 Sea to Sky	\$285,086		85 Vancouver Isl. North	\$305,407	
49 Central Coast	\$235,175		87 Stikine	\$549,128	
50 Haida Gwaii/Q. Chrlt.	\$106,471		91 Nechako Lakes	\$489,356	\$191,308
51 Boundary	\$135,947		92 Nisga'a	\$131,430	
52 Prince Rupert	\$496,820		93 Conseil Scolaire Franc.	\$128,648	\$290,066
Provincial Totals				\$52,031,490	\$11,219,501

Description:

- The Early Years program supports early learning programs for children age 0-8 years old. Initiatives include:
 - **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:
 - 45,620
 - total enrolments
 - 38,967 public school
 - 6,653 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: \$346M
- 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

Description

- The English Language Learning (ELL) program supports students with an immigrant or refugee background who need support with English/French language development.
- School Districts (SD) are eligible to receive \$1,380 per ELL student/per year for up to 5 years.
- An Annual Instruction Plan (AIP) is required to be completed for all ELL students reported for ELL Supplemental Funding.
- The program area also includes Francization Language Learning (FLL) students in the Conseil scolaire francophone de la Colombie-Britannique (CSF).

Statistics:

- There are 67,375 ELL students in British Columbia (Sept. 2017).
- This represents ~10% of the total student population.
- From 2001/02 to 2017/18, the number of ELL students increased 10%.
- In 2017/18 there were 5,937 Aboriginal students registered for ELL-ESD services. In 2016/17, there were 6,394 aboriginal students registered for ELL-ESD services. I have in 2016/17 and in for the province.

B.C. consistently attracts the fourth largest number of newcomers when compared with other Canadian jurisdictions:

Admissions of Permanent Residents (January 2015 - November 2017 incl. resettled refugees)*				
	Province	2017 total	2016 total	2015 total
1.	Ontario	111,965	110,025	103,650
2.	Quebec	52,395	53,240	48,960
3.	Alberta	42,125	49,200	47,200
4.	BC	38,510	38,070	35,735

* Source: IRRRC <http://open.canada.ca/data/en/dataset/f7e5498e-0ad8-4417-85c9-9b8aff9b9eda>

Key Facts:

- ELL funding contains an eligibility category for English as a Second Dialect (ESD) which is intended to support students who speak variations of English that differ significantly from the English used in broader Canadian society and in school.
- In 2016/17, approximately 10% of all ELL students were aboriginal, receiving ESD services.
- ESD funding is used inconsistently across the province. Some SD use the funding for its intended purpose, while other school districts use the funding to support Aboriginal students with lower than grade level literacy.
- The inconsistency of the reporting of ESD is reflected in this 2016/17 data:
 - 13 SD reported between 81-100% of their ELL students in the ESD category;
 - 7 SD reported 51-80% of their ELL students in the ESD category; and
 - 6 SD reported 25-50% of their ELL students in the ESD category
- Most ELL students are located in the Metro Vancouver/ Lower Mainland region of BC while most ESD students are located outside of the Metro Vancouver/ Lower Mainland region.

Key Outcomes:

- The 2016/17 ELL student completion rates are slightly higher than those of non-ELL students at 87% (compared to 82%).
- In 2017, an updated ELL Standards document was released that supports teachers with ELL student assessment, placement and instruction.
- In 2017, the Ministry developed a template to support instructional planning for ELL students. The AIP template may be incorporated for use with the MyEd BC system.

Funding:

- 2016/17, supplemental ELL funding totalled \$84.2M.
- \$1,380 per student/per year - up to 5 years.

Services to Ministry:

ELL students/families may also receive settlement supports through the federally funded Settlement Workers in School (SWIS) Program. In 2017-18, the federal government expects to spend approx. \$11M for SWIS programming in 20 cities across BC.

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 2017/18 are enrolled in the Francophone Program, about **1%** of B.C. public school student population.
- 53,487 students in 2017/18 are enrolled in a French Immersion Program, about **9.5%** of B.C. public school 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.
- Six-Year completion rate in 2016/17:
 - **96%** for French Immersion students (public schools)
 - **99%** for Francophone students (public schools SD093)
- 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 these students (2017/18) 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.
 - Expire on March 31, 2018; negotiations will start once a new Protocol is ratified.

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INCLUSIVE EDUCATION (SPECIAL EDUCATION)

February 28, 2018

Description:

- Inclusive Education is equitable access to learning for *all* students, including students with designated special needs and diverse abilities.
- Programs and services that support students with diverse needs include:
 - Provincial Resource Programs (PRP)
 - CommunityLINK (CL)
 - English Language Learners (ELL)
 - Adult Basic Education (ABE)
 - Alternate Education
 - Children and Youth in Care (CYIC)

Statistics:

Special Needs

- 2017/18 - 69,685 students
(Public 61,908, Independent 7,777)
- 2016/17 – 73.7 % six -year completion rate
(Public 73.2%, Independent 80.8%)

CYIC

- 2016/17 - 7,700 students
- 2016/17– 48.3% six-year completion rate

ELL

- 2017/18 - 67,375 students
(Public 64,130, Independent 3,245)
- 2016/17 - 66,283 students
(Public 62,799, Independent 3,484)
- 2016/17 - 87.0% six year-completion rate

Funding 2017/18:

- \$583M supplemental funding for students reported in Level 1-3 special needs categories (Public \$498M, Independent \$85M)
- \$31M PRP
- \$52.4M CL (+\$11.2M Vulnerable Student Supplement)
- \$84.2M ELL

Key Facts:

- The March, 2017, ratified Memorandum of Agreement (MOA) with the BCTF, resolves all matters related the implementation of the Supreme Court of Canada’s November 2016 decision.
 - The restoration of local language is not in line with current best practices for inclusion.
 - An MOA Collaboration Committee has been established to examine class composition.
- ELL funding supports immigrant or refugee students and is provided for up to 5 years.
- There are 43 PRPs, which provide supports in three main ways:
 - students with educational needs while in Hospital or Custody;
 - highly specialized provincial programs such as the School for the Deaf;
 - outreach services to support educators working with student with diverse needs.
- CL program provides funds to support vulnerable students.

Key Outcomes:

Inclusive Education:

- Draft multi-year plan is being finalized in consultation with education partners
- Updating the Special Education Services Manual of Policy, Procedures and Guidelines

CYIC:

- Revised Children and Youth in Care Guidelines were released
- Developed a plan to support CYIC and address the recommendations made by the Representative for Children and Youth

ELL:

- An updated ELL Standards document was released

PRPs:

- A review of the PRPs is currently underway to be completed in June 2018.
- Adult Basic Education:
- In 2017, the Province reversed/re-instated tuition-free courses for graduated adults in need of academic upgrading.

Agreements:

- *The Inter-Ministerial Protocols for the Provision of Support Services to School-Age Children* are in place to support and guide the coordinated delivery of effective services for school-age children.

INCLUSIVE EDUCATION CATEGORIES TO REPORT STUDENTS FOR FUNDING

	Funding Amount	Letter Descriptor	Name of Category
LOW INCIDENCE CATEGORIES	LEVEL 1 \$38,140	(A)	Physically Dependent
		(B)	Deafblind
	LEVEL 2 \$19,070	(C)	Moderate to Profound Intellectual Disability
		(D)	Physical Disability or Chronic Health Impairment
		(E)	Visual Impairment
		(F)	Deaf or Hard of Hearing
		(G)	Autism Spectrum Disorder
	LEVEL 3 \$9,610	(H)	Intensive Behaviour Interventions or Serious Mental Illness
HIGH INCIDENCE CATEGORIES	BLOCK \$7,301	(K)	Mild Intellectual Disability
		(P)	Gifted
		(Q)	Learning Disability
		(R)	Moderate Behaviour Support/Mental Illness

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 in 2013.
- Negotiation committee
 - Created in 2016

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- The National Federation of Francophone School Districts (FNCSF) requested to be part of Protocol negotiations which was denied as this is a government to government agreement. However, the Federal Government established a separate Strategic Agreement with FNCSF in July 2017.
- 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.

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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, B.C. 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: about (that is Gr 5-8) 218,391 (K to 12) 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 from 2012/13 to 2017/18 (for a total of 286 schools, both public and independent)
 - Ensuring Francophone students 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 from 2012/13 to 2017/18:
 - 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.

Description:

- Provincial Resource Programs (PRPs) are specialized education programs and supports providing:
 - education programs for students who cannot be in education settings (hospitals, treatment centres, custody)
 - centralized programs where it is not possible for school districts to meet student needs (i.e. School for the Deaf)
 - outreach supports for educators working with students with diverse needs (i.e. Outreach for Autism, Fetal Alcohol Spectrum Disorder (FASD))

Key Facts:

- Provincial Resource Programs have been formally operating since 1989.
- PRP are established by Order of the ministry, funded by the ministry and hosted by school districts.

Funding:

- 2017/18
 - \$27.8M (Base)
 - \$03.2M (Block)
 - \$31.0M Total**
- Base funding for PRPs remains static
- Block funding increases are based on school district negotiated local collective agreements

Agreements:

Inter-Ministerial Protocols (IMPs)

- IMP - Education and MCFD regarding educational programs in Youth Custody Services Centres, the Maples Adolescent Treatment Centre and Court-Ordered Residential Attendance Programs.
- IMP – Education, MCFD and Health (through Health Authorities) to provide services for children and youth with mental health needs and/or substance use problems.
- IMP – Education and MCFD regarding educational programs for students while in in-hospital, hospital outpatient or residential treatment programs.

Statistics:

- ~2,300 students received services and supports from PRPs in 2016/2017.
- ~ 6,000 classroom teachers received supports from PRPs in 2016/2017.
- There are 43 PRPs hosted by 16 school districts, these include:
 - 33 education programs for students who cannot be in education settings
 - 2 centralized programs
 - 9 outreach programs that provide support for educators working with students with exceptional needs

Delivery Partners:

1. Ministry of Children and Family Development
2. Ministry of Health (BC Health Authorities)

Current Provincial Resource Programs	SD	Clusters
Provincial Inclusion Outreach Program	61	Provincial Outreach Services
Provincial Outreach for Autism & Related Disorders (POPARD)	37	Provincial Outreach Services
Provincial Outreach for Cochlear Implants & Auditory Training Equipment Program	47	Provincial Outreach Services
Provincial Outreach for Deaf-Blindness (POPDB)	38	Provincial Outreach Services
Provincial Outreach for Students with FASD	57	Provincial Outreach Services
Provincial Outreach Program for Deaf & Hard of Hearing	41	Provincial Outreach Services
Provincial Outreach Program for Early Intervention	38	Provincial Outreach Services
Provincial Resource Centre for the Visually Impaired (PRCVI)	39	Provincial Outreach Services
Special Education Technology - BC (SET-BC) Provincial Centre	39	Provincial Outreach Services
Special Education Technology - BC (SET-BC) Region 1 (Van Island/Central Coast)	61	Provincial Outreach Services
Special Education Technology - BC (SETBC) Region 3 (Kamloops-Thompson)	73	Provincial Outreach Services
Special Education Technology - BC (SET-BC) Vision Services	39	Provincial Outreach Services
BC Provincial School for the Deaf	41	Provincial Services
Provincial Oral Program for the Deaf & Hard of Hearing	41	Provincial Services
Transition Program for Gifted Students	39	Provincial Services
AMUT School Program – Aboriginal	33	Provincial Support Services - Custody
Camp Trapping School Program	57	Provincial Support Services - Custody
Fraser Park Secondary (Open) School Program	41	Provincial Support Services - Custody
Fraser Park Secondary (Secure) School Program	41	Provincial Support Services - Custody
Headstart School Program	72	Provincial Support Services - Custody
Oasis/Woodside School Program	72	Provincial Support Services - Custody
Prince George Youth Centre School Program	57	Provincial Support Services - Custody
Daughters & Sisters School Program – Females Only	36	Provincial Support Services - Drug & Alcohol
Kackaamin Family Development Centre School Program -Aboriginal	70	Provincial Support Services - Drug & Alcohol
Nenqayni Wellness Centre School Program - Aboriginal	27	Provincial Support Services - Drug & Alcohol
Peak House School Program	39	Provincial Support Services - Drug & Alcohol
Waypoint School Program – Males Only	36	Provincial Support Services - Drug & Alcohol
BC Children's Hospital School Program	39	Provincial Support Services - Hospital
Canuck Place School Program	39	Provincial Support Services - Hospital
GF Strong Rehabilitation Centre School Program	39	Provincial Support Services - Hospital
Summer - GF Strong Rehabilitation Centre School Program	39	Provincial Support Services - Hospital
Summer - Sunny Hill Hospital School Program	39	Provincial Support Services - Hospital
Sunny Hill Hospital School Program	39	Provincial Support Services - Hospital
Abbotsford Adolescent Day Treatment School Program	34	Provincial Support Services - Mental Health
Adolescent Day Treatment Program	36	Provincial Support Services - Mental Health
Adolescent Psychiatric Unit	36	Provincial Support Services - Mental Health
BC Children's Hospital Adolescent Psychiatric Assessment Unit School Program	39	Provincial Support Services - Mental Health
BC Children's Hospital Child Psychiatric School Program	39	Provincial Support Services - Mental Health
BC Children's Hospital Eating Disorders In-Patient Program	39	Provincial Support Services - Mental Health
Interior Health Adolescent Psychiatry Unit School Program	23	Provincial Support Services - Mental Health
Ledger School Program	61	Provincial Support Services - Mental Health
Maples Complex Special Needs School Program	41	Provincial Support Services - Mental Health
Maples Regular School Program	41	Provincial Support Services - Mental Health
Simon Fraser Youth Day Treatment School Program	43	Provincial Support Services - Mental Health
Summer - BCCH Adolescent Psychiatric Unit School Program	39	Provincial Support Services - Mental Health
Summer - BCCH Child Psychiatric Unit School Program	39	Provincial Support Services - Mental Health
Summer - Maples Assessment School Program	41	Provincial Support Services - Mental Health
University Hospital of Northern British Columbia Program	57	Provincial Support Services - Mental Health

Description:

- Students with special needs (diverse learning needs) are one of the focus areas within Inclusive Education.
- The ministry focuses on ensuring equitable access to learning for *all* students including students with designated special needs.
- 11% (69,685) of B.C.’s student population have a designated special need, ranging from intensive behaviour to physically dependent needs.

2017/18 Statistics:

- Public Schools:
 - Students with special needs represent 11% of public school students (61,908) up 4% this year.
- Independent Schools:
 - Students with special needs represent 9.1% of independent school students (7,777) up 5% this year.
- Categories with the largest increases in designated students were:
 - Autism Spectrum Disorder (G) 11,689 students (Public and Independent) in 2017/18 up from 10,467 students in 2016/17.
 - Physical Disability or Chronic Health Impairment (D) 10,004 students (Public and Independent) in 2017/18 up from 9,678 students in 2016/17.
 - Learning Disability (Q) 21,247 students (Public and Independent) in 2017/18 up from 20,327 students in 2016/17.
- The 2016/17 Six Year Completion rates for students with special needs is 73.7% (Public 73.2%, Independent 80.8%) up 1.2% from 2015/16 (72.5%).

Key Facts:

- There are 12 categories separated into *high incidence* and *low incidence (levels 1, 2, 3)*.
- Districts/Authorities receive supplemental funding for students designated in low incidence categories (Level 1: Physically Dependent, Deafblind; Level 2: Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Autism Spectrum Disorder, Visual Impairments, Deaf or Hard of Hearing; Level 3: Intensive Behaviour Supports or Serious Mental Illness). Funding is currently allocated for each student and schools compile all funding generated to develop a program budget to support all students.
- Less than 50% of the total special needs population is represented in low incidence categories.
- Approximately 51% of the total special needs population is represented in high Incidence categories (Mild Intellectual Disability, Gifted, Learning Disability, Moderate Behaviour Supports/Mental Illness) funding for these categories is incorporated in the basic per pupil allocation for all students.
- Memorandum of Agreement (MOA) with BC Teachers’ Federation (2017) restored 2002 language in relation to class size and composition.
- There are 15 independent schools that are designated special education schools because they exclusively serve students with special needs and have an educator: student ratio of 1:6 or less.
- Public and independent schools undergo special education audits to ensure compliance with Special Education Policy.

Key Outcomes : An Inclusive Education draft Multi-year Plan has been developed in consultation with education partners.

- A Policy review is underway to bring the **Special Education Services Manual of Policy, Procedures and Guidelines** into alignment with current best practice in the field and the Diagnostic Statistical Manual of Mental Disorders 5th edition (DSM 5).
- The **redesigned curriculum** supports the concept of inclusion by providing flexibility to support the personalization of learning and addressing the diverse needs and interests of students.

Funding: 2017/18

Supplemental Funding:

	Public	Independent
Level 1 (\$38,140)	\$21,320,260	\$3,900,000
Level 2 (\$19,070)	\$397,437,870	\$76,100,000
Level 3 (\$9,610)	\$76,485,990	\$5,400,000
Special Education Schools	N/A	\$1,900,000
Total	\$495,244,120	\$87,300,000

Agreements:

- *The Inter-Ministerial Protocols for the Provision of Support Services to School Age Children* are in place to support and guide the coordinated delivery of effective services for school age children.

Description:

- In December 2016, the B.C. Coroners Service (BCCS), in partnership with the First Nations Health Authority (FNHA), convened a First Nations death review panel.
- The review panel looked at the unexpected deaths of 95 First Nations youth and young adults (ages 15 to 24 years), who died between Jan. 1, 2010, and Dec. 31, 2015.
- On November 15, 2017, the Coroner's Report was released, containing four recommendations:
 1. Promote connectedness to peers, family, community and culture
 2. Reduce barriers and increase access to services
 3. Promote cultural safety and humility and trauma-informed care
 4. Elicit feedback through community engagement.

Key Facts:

- First Nations unexpected deaths are preventable. Prevention approaches must consider the unique cultural diversity, community strengths and protective factors, as well as factors that wear away at resilience.
- Many youth who died had previous contact with support systems such as schools, health care, and community services. Yet, they had experienced barriers to accessing support.

Report recommendations with Ministry of Education responsibility include:

1. In partnership with FNEESC, engage with First Nations youth on learning needs and improving school connectedness by March 31, 2018.
2. In partnership with Health, MCFD and FNHA develop and deliver a plan to deliver trauma informed training to staff supporting First Nations young people by December 31, 2018.
3. FNHA will collaborate with ministries of Education and Advanced Education, Skills and Training to sign a Declaration of Commitment to advance cultural safety and humility within their organizations by December 31, 2018.

Statistics:

- Mortality rate for First Nations youth and young adults is almost two times higher than the rate of their non-First Nations peers (64.0 per 100,000 compared to 32.7 per 100,000 respectively).
- B.C. has the greatest diversity of Indigenous peoples in Canada, with over 200 First Nations communities, each possessing its own unique culture and traditions.

Key Outcomes:

- The Ministry of Education has drafted a letter to respond to the B.C. Coroners Service accepting the recommendations of the report.
- The Ministry of Education has articulated a draft action plan to respond to the recommendations made in the Report.

Delivery Partners:

1. First Nations Health Authority (FNHA)
2. Ministry of Health
3. Ministry of Children and Family Development
4. Ministry of Advanced Education, Skills and Training

Description:

- Provide support to Boards of Education and Independent School Authorities on emergency preparedness and response.
- Emergencies can be categorized as either natural caused (e.g. earthquake, wildfire) or human caused (accident, violence).
- Natural causes: The province has emergency management resources and provides direct support to school districts in crisis.
- Human causes: The Province supports schools and school districts via the ERASE strategy.

Statistics:

Natural causes:

- 8 schools in 3 school districts (Cariboo-Chilcotin, Quesnel and Gold Trail) were directly impacted by wildfires in 2016/17, in terms of temporary closures and/or student relocation.
- Closures due to the 2017 wildfires were from two to five days – 724 students affected.

Human causes:

- In 2017, there were 205 ERASE case consults with schools involving threats to school, self or others.
- This is up from 80 case consults in 2016 (156% increase).
- Since 2012, over 17,000 partners trained through ERASE.

Delivery Partners:

1. TC Safer Schools Together Inc.
2. Emergency Management BC

Agreements:

- General Service Agreement with TC Safer Schools Together Inc.

Key Facts:

- In August 2015, the Ministry of Education released the *Emergency Management Planning Guide*, which established provincial standards for responding to all types of emergencies.
- All school districts and some independent schools have a safe school coordinator who helps ensure emergency management best practices are followed province-wide.
- School districts and independent schools are expected to develop emergency management plans.

Natural caused emergencies

- In summer 2017, the Province provided a rapid and comprehensive response to BC wildfires, including offering trauma support to impacted school districts.
- In November 2017, the ministry released the *British Columbia Education Sector Integrated Response Plan for Catastrophic Earthquake*.
- The Integrated Response Plan aligns communication and coordination between local and provincial emergency management responders and the K-12 education system.

Human caused emergencies and lockdowns

- The Ministry provides training and support to schools regarding human caused emergency response (including lockdowns), in addition to violence and threat risk assessment and trauma recovery.
- A lockdown is a specific emergency response where there is a high and immediate risk (e.g. someone with a weapon on school property), and is intended to minimize access and visibility.
- In a lockdown, all students and staff must immediately proceed to the nearest classroom or designated area, turn off all lights and lock all doors – no one is allowed to enter or exit the building except for emergency personnel.

Key Outcomes:

- All public and independent schools provided Emergency Management Planning Guide.
- SD27 – Cariboo-Chilcotin provided Mental Wellness and Trauma Informed Classroom training to school principals and senior staff as part of their wildfire recovery strategy, with funding support from the Ministry of Education.

Funding:

- \$1.41M in 2017/18 - Safe Schools budget which includes Emergency Response and ERASE

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 to school districts and independent schools.
 - An online resource for parents and students.

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.

Work in Progress:

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

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

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.

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.

Statistics:

- ERASE case consults with schools and school districts (areas include threat to school, self or others):
 - 205 - 2017
 - 80 – 2016
 - 40 - 2015
- Ten percent of BC students report being bullied or subjected to mean behaviour “Many Times” or “All of the Time”(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 has 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.

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 0.4% - 23 deaths (10-18 years old) representing 1.6% of all overdoses.
- Forty percent of students with mental health issues also struggle with substance use.

Description:

- In 2007, British Columbia’s Representative for Children and Youth (RCY) published (with the Provincial Health Officer) *Health and Well-Being of Children in Care in B.C.* Since then, three other joint reports have been published.
- In October 2017, RCY released *Room for Improvement: Toward Better Education Outcomes for Children in Care.*
- The report highlighted lower academic achievement of children and youth under a Continuous Custody Order (CCO) compared to the rest of the student population. Children and youth with a CCO have delegated social workers as their legal guardians.
- The report outlined six recommendations for the Government, four of which were directed at the Ministry of Education (EDUC):
 - allocate targeted funding for children and youth in care,
 - strengthen the monitoring/reporting of education outcomes,
 - develop a strategy for Aboriginal children and youth, and
 - work with MCFD and school districts to create positions dedicated to improving outcomes of children and youth in care.

Key Facts:

- British Columbia’s Representative for Children and Youth (RCY) is a non-partisan, independent officer of the Legislature.
- RCY issues reports and recommendations on education outcomes for children and youth in care.
- Ministry of Education works with RCY to ensure the recommendations are implemented.
- Inclusive Education branch develops provincial strategies to improve education outcomes for children and youth in government care.
- The branch works in partnership with the Ministries of Children and Family Development (MCFD), Advanced Education, Skills and Training (AEST), education partners and school districts.

Key Outcomes:

- EDUC and MCFD collaborated to update the Children and Youth in Care Guidelines for the Education Sector (released in fall 2017).
- Established School District Contacts –for children and youth in care with a CCO to increase accountability and focused support for children in care.
- ERASE bullying – training and supports for improving mental health, safety and cross-agency planning in schools.
- Data Collection – changes to enable timely reporting for schools and districts.
- EDUC developed a plan to improve education outcomes and supports for children and youth in care.
- EDUC is reviewing the public school funding formula to ensure funding is stable and equitable. The RCY’s recommendation to provide additional funding and resources for children and youth in care are part of this review.
- EDUC established a Task Force to improve data monitoring and reporting related to CYIC.

Statistics:

- As of Feb. 2017 there were 7,700 children and youth in government care:
 - Approximately 90% of the children in care are of school age, 40% under a CCO
 - 36% are in the Non-CCO category
- Of these 7,700 children:
 - 47% are students with designated special needs
 - 62% are Aboriginal
- The Six Year Completion Rate for all children and youth (ever in care):
 - 48.3% in 2016/17 up from 35.5% in 2011/12
 - Aboriginal 40.9% in 2016/17 from 28.7% in 2011/12
 - Non-Aboriginal children 56.2% in 2015/16 from 42.0% in 2011/12.

Funding:

- \$95,000 to support RCY recommendations
- Currently, the Ministry does not provide targeted funding for children and youth in care.
- Districts receive funding through CommunityLINK to support vulnerable students; being in government care is one of the indicators of vulnerability.

Delivery Partners:

1. MCFD
2. AEST
3. School Districts

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:

- July 2016: BC Human Rights Code amended to prohibit discrimination based on sexual orientation and gender identity/expression.
- September 7, 2016: 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.
- Ministry formed SOGI Working Group in partnership with BCTF, UBC, ARC and school districts in April 2016.
- 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:

- 15% of male and 23% of female B.C. high school students identify as gay, lesbian, bi or not exclusively heterosexual
- 1% of B.C. high school students identify as transgender and 5% of Aboriginal students identify as Two-Spirit
- 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
- 64% 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

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.

Funding:

- 2017/18 - \$150,000 (Provincial SOGI Lead travel, SOGI Network support and evaluation, SOGI Education Leadership Summit)
- 2016/17 - \$150,000 (Provincial SOGI Lead position, online professional development resources)

Agreements:

- MOU between ARC Foundation and MED to September 30, 2018. Commitments include:
 - Ministry will lead a provincial SOGI strategy
 - ARC will create a SOGI Education Lead position to support the strategy, with financial support from the Ministry
 - ARC will provide SOGI expertise and resources to support boards and schools in developing SOGI inclusive policies and procedures

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)

Description:

- With the implementation of the new K-9 curriculum and focus on the development of competencies, what we teach has changed; likewise, what and how we assess student progress is evolving.
- As a result, classroom assessment is being given a higher profile in B.C.; the field is looking for guidelines and support as they work towards implementation.
- The Ministry is working to produce tools and resources to support classroom assessment.

Key Facts:

- Review of literature and academic research reveals formative forms of classroom assessment (including peer and self) lead to greater student confidence, independence, responsibility and improved performance (UVic, 2015).
- Latest research and innovative practices reveal how a formative approach to assessment informs instruction and increases student engagement, ownership and achievement.
- Provincial education leaders agree that a system-wide shift to formative assessment will enable us to fully realize the potential of the new curriculum.
- Many international jurisdictions have accepted key formative assessment principles, as articulated in Black and William’s original ‘Inside the Black Box’ systematic review (1998), and included them in educational policy (e.g. Australia (Queensland), Ontario, Denmark, England, Finland, Italy, New Zealand, and Scotland (VIU, 2015).
- The Classroom Assessment and Reporting Advisory Group (CAR), a group of 43 provincial education leaders (BCSSA, BCPVPA, BCTF, FISA, FNESEC), has been instrumental in providing advice on directions for classroom assessment and reporting.
- The province will continue to work with teachers to develop classroom assessment resources, aligned with the new curriculum, provincial assessments and reporting policy directions.

Funding:

- \$335K budgeted for the 2017/18 fiscal
- \$228K variance remaining with project delays and a shifted program area focus to reporting policy

Key Outcomes:

- Published supports for classroom assessment, including: Supporting the Self-Assessment and Reporting of Core Competencies (PDF), Core Competencies Posters (PDF), Educator Update: Classroom Assessment (PDF), District Samples: Self-Assessment of Core Competencies, FAQ - Self Assessment & Reporting on Core Competencies
- Upcoming supports for classroom assessment include: the revision and finalization of Core Competencies, a review and refresh of Performance Standards, and a criterion-referenced framework, for designing classroom assessments with area of learning-specific examples.

Delivery Partners:

1. Students
2. Teachers
3. School administrators
4. School district staff
5. Boards of Education
6. Independent School Authorities

Services to Ministry

- CAR providing a field perspective and advice to the ministry on the classroom assessment and reporting program.
- Teachers working with the ministry to create classroom assessment resources.

Agreements:

- Terms of Reference with Classroom Assessment and Reporting Advisory Group (expires December 2018)

Description:

- The Ministry has responsibility for setting provincial standards through development of K-12 curriculum.
- Curriculum has been developed in collaboration with B.C. and Yukon educators and academic specialists.
- Key shifts in redesigned curriculum:
 - Personalized and flexible.
 - Focus on core competencies (Thinking, Communication, and Social and Personal Responsibility).
 - Focus on essential learning and Big Ideas in each subject.
 - Focus on literacy and numeracy foundations.
 - Aboriginal perspectives, worldviews and content embedded.
- Redesigned curriculum will:
 - better prepare students to be successful in our rapidly changing world.
 - help teachers create learning environments that are both engaging and personalized for students.

Statistics:

- 436 pieces of curriculum across K-12
 - 136 in K-9
 - 107 in Grade 10
 - 193 in 10-12
- To date, over 300 B.C. and Yukon educators and subject experts were involved in working on the new curriculum.
- At least 6 jurisdictions have contacted B.C. for information on new curriculum.

Key Facts:

- *The School Act* provides the ministry’s authority to govern the provision of education programs (sec 168 (2)(a),(c), and (e))
- The Education Program Guide Order outlines all mandated curriculum.
- K-9 curriculum was mandated for use in schools on July 1, 2016.
- Grade 10 curriculum will be finalized by April 30, 2018. It will be mandated for use July 1, 2018.
- Grade 11 and 12 curriculum will be finalized by June 30, 2018. It will be mandated for use July 1, 2018.
- All curriculum has been translated into French.
- Assessment and reporting practices and graduation requirements are being aligned to the new curriculum.
- The Ministry continues to support the implementation of curriculum through the development of instructional samples, outreach work, webinars and other support materials.
- Many jurisdictions are looking at B.C. for its leadership in curriculum and assessment work, including, the Netherlands; Australia, New Zealand, Ontario, Wales and, Korea.

Curriculum Subject Areas – Grade K-12:

1. Math
2. Science
3. English Language Arts (English and English First Peoples)]
4. Second Languages
5. Français Langue Premiere
6. Français langue seconde - immersion
7. Social Studies
8. Physical and Health Education
9. Arts Education
10. Applied Design, Skills and Technologies
11. Career Education

Delivery Partners:

1. BCSSA
2. BCPVPA
3. FISA
4. BCTF
5. Yukon
6. FNEESC and FNSEA

Key Curriculum Changes Grades 10-12:

- Language Arts or English First Peoples 11 and 12 required for all students (Communications 11 and 12 have been discontinued).
- Health Education has been combined with Physical Education.
- Transformation of Career Education into an 8-credit Career Life Program with flexible delivery options and a Capstone Project.
- Social studies has a large increase in course offerings and now any Grade 11 or 12 Socials course can satisfy that grad requirement.

Agreements:

- BCTF and FISA recruited teachers to participate in curriculum development.
- MOU with Yukon to provide them ability to use BC curriculum.

Description:

- In 2015, the Minister amended the school calendar regulation to provide teachers with non-instructional (NI) time to prepare for the K-9 curriculum implementation
- In 2017, stakeholders requested NI time provided be extended to support implementation of Grades 10-12 curriculum and other new initiatives.
- Minister has historically designated one non-instructional day (NID) for a designated purpose each year.
- The NID has previously been designated for curriculum implementation, enhancing student achievement and aboriginal students.
- The number of NIDs is determined by local district collective agreements, which establish the set teacher hours of work, length of school day, and school year.
- Most boards schedule between 7 and 9 NIDs per school year, while some schedule as many as 10 NIDs.
- The function and focus of the NIDs are generally determined as: 5 days for professional developed determined by the BCTF; 1 day is determined by district with a focus at their discretion, 1 day is determined by the province, and the focus may vary each year.

Funding:

- Estimated \$52M cost for an additional 5hrs of NI time and one NID for 2018/19 (based on \$30M for a full day and \$22M for 5hrs).

Key Facts:

- The *School Act* and School Calendar Regulation provide the Minister with authority to make regulations respecting school calendars, including, prescribing the minimum number of instruction per school year and designating the purpose of one or more NI days.
- 2015 amendments to school calendar regulation reduced the yearly hours of instruction by 10 hours in 2015/16, 5 hours in 2016/17 and 2017/18; and designed one NID for new curriculum training in 2016/17 and 2017/18.
- 2018 amendments to school calendar regulation provided 5 hours of NI time in 2018/19 and designated one day for education priorities, including curriculum implementation, SOGI, Aboriginal education or mental health. Boards have the flexibility to determine which of these priorities to focus on for this NI day.

School Calendar Regulation – Minimum Hours of Instruction per Year

	14/15	15/16	16/17	17/18	18/19
Amendments	n/a	10 hrs less	5 hrs less	5 hrs less	5 hrs less
Kindergarten	853 hrs	843 hrs	848 hrs	848 hrs	848 hrs
Grades 1- 7	878 hrs	868 hrs	873 hrs	873 hrs	873 hrs
Grades 8-12	952 hrs	942 hrs	947 hrs	947 hrs	947 hrs

Key Outcomes:

- The ministry consulted with key partners BCSSA, BCPSEA and BCTF to help inform recommendations to the Minister on extending the NI time.
- Feb 2018 – communication to the field confirming changes to the School Calendar Regulation for the 2018/19 school year to provide 5 NI hours to support teachers to participate and develop evidence based approach to curriculum implementation.
- Feb 2018 – communication to the field confirming the Minister’s designation of one NI day for 2018/19 to focus on one or more of the following education priorities: curriculum implementation, indigenous education, SOGI and student mental health.

Statistics:**Table 1:** Number of Non-Instructional Days per School District (2017/18)

# of SDs	% of SDs	NIDs
x 1	2%	10 days
x 2	3%	9 days
x 37	64%	8 days
x 12	21%	7 days
x 6	10%	6 days

Agreements:

- 60 different collective agreements across the provinces dictate the number of NIDs in each district.

Services to Ministry:

- Open Schools and curriculum teams, comprised of teachers, develop instructional samples.

Delivery Partners

- Teachers
- Learning Advisory Board (LAB)
- BC School Superintendents Association (BCSSA)
- BC Teacher's Federation (BCTF)
- BC Principal and Vice Principals Association (BCPVPA)
- BC Public School Employers' Association (BCPSEA)

Statistics continued:**Table 2:** Number of Non-Instructional Days per School District (individually; 2017/18)

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

Description

- Foundation Skills Assessments (FSA) are Grade 4 and 7 assessments of foundational skills in reading, writing and numeracy.
- The purposes of FSA are to:
 - provide system level information on student performance;
 - provide districts and schools with information on student performance;
 - support decision making (e.g., interventions).
- All students, with limited exceptions, are expected to participate in the FSA.

Statistics

- Approximately 90,000 Grade 4 and 7 students are expected to write the assessment each year.
- Participation in the assessment has declined over time to about 76%.

Data

- As required under FOIPPA, the Ministry provides a number of data files to the Fraser Institute in response to an annual data request.
- Fraser Institute uses the FSA data to produce an annual public report card on secondary and elementary school performance, which they do for four jurisdictions: British Columbia, Alberta, Quebec and Ontario.
- The report card shows whether a school's results are improving, declining, or staying steady over the most recent five years.

Delivery Partners

1. A. Willock Information Systems (AWIS)
2. Teachers
3. School administrators
4. School district staff
5. Independent Schools
6. Yukon

Key Facts

- FSA was redesigned based on recommendations from the Advisory Group on Provincial Assessment, and a design working group of key stakeholders.
- The administration timeframe was moved to earlier in the year (October/November) and now reflects performance of student ability early in Grades 4 and 7.
- The new assessment includes engaging and interactive question formats, as well as collaboration and self-reflection components.
- Over the past 2 years, FSA has been redesigned to align with curriculum changes and the new assessment is aligned with the new curriculum.
- The new FSA assessments were administered for the first time in October/November 2017.
- Results for 2017/18 FSA are still being calculated.
- Next steps include standard setting and new reporting formats.

Provincial Participation Rate

2012/13	2013/14	2014/15	2015/16	2016/17
85%	84%	81%	79%	76%

Percentage of Students Meeting or Exceeding Expectations

Grade	Component	2012/13	2013/14	2014/15	2015/16	2016/17
4	Reading	83%	82%	82%	82%	82%
	Writing	87%	85%	86%	84%	83%
	Numeracy	79%	79%	78%	80%	77%
7	Reading	78%	79%	79%	78%	76%
	Writing	87%	87%	89%	86%	85%
	Numeracy	76%	75%	73%	73%	72%

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Key Outcomes

- Field testing in 43 schools with 3,842 students;
- Webinar conducted in partnership with BCPVPA;
- Sample assessments, student exemplars, scoring guide and other resources posted online;
- Other adapted formats provided (e.g., braille, large print);
- Successful first administration of new assessment across the province.

Funding

- Cost to develop and administer the FSA is \$700K annually
- In addition, \$800K is provided to school districts and the Federation of Independent Schools (FISA) to mark the FSA locally.

FOUNDATION SKILLS ASSESSMENT (FSA)

February 1, 2018

Detailed Participation Rates 2016/17

SD	School District	Grade 4			Grade 7		
		Reading	Writing	Numeracy	Reading	Writing	Numeracy
005	Southeast Kootenay	75%	73%	75%	68%	66%	72%
006	Rocky Mountain	97%	97%	97%	98%	98%	98%
008	Kootenay Lake	79%	76%	77%	79%	81%	85%
010	Arrow Lakes	86%	89%	91%	74%	74%	74%
019	Revelstoke	52%	45%	44%	63%	55%	50%
020	Kootenay-Columbia	41%	42%	42%	43%	42%	42%
022	Vernon	88%	86%	87%	86%	84%	86%
023	Central Okanagan	68%	65%	66%	49%	44%	46%
027	Cariboo-Chilcotin	94%	93%	92%	91%	90%	91%
028	Quesnel	59%	56%	58%	44%	36%	36%
033	Chilliwack	90%	89%	90%	79%	77%	79%
034	Abbotsford	94%	93%	94%	94%	94%	94%
035	Langley	81%	79%	81%	81%	79%	81%
036	Surrey	70%	69%	70%	74%	73%	74%
037	Delta	84%	84%	83%	86%	85%	85%
038	Richmond	66%	65%	66%	69%	68%	69%
039	Vancouver	59%	58%	59%	60%	59%	60%
040	New Westminster	78%	77%	78%	85%	84%	86%
041	Burnaby	70%	69%	72%	73%	71%	73%
042	Maple Ridge-Pitt Meadows	33%	31%	33%	34%	33%	34%
043	Coquitlam	80%	79%	80%	82%	80%	82%
044	North Vancouver	92%	92%	92%	92%	92%	93%
045	West Vancouver	90%	90%	91%	91%	90%	91%
046	Sunshine Coast	88%	88%	87%	87%	86%	87%
047	Powell River	82%	79%	83%	85%	81%	84%
048	Sea to Sky	92%	92%	93%	97%	95%	97%
049	Central Coast	90%	80%	90%	87%	78%	91%
050	Haida Gwaii	83%	83%	83%	95%	95%	95%
051	Boundary	70%	63%	61%	90%	83%	86%
052	Prince Rupert	94%	94%	94%	95%	87%	91%
053	Okanagan Similkameen	95%	94%	94%	96%	96%	96%
054	Bulkley Valley	95%	96%	97%	96%	94%	94%
057	Prince George	94%	93%	93%	93%	91%	92%
058	Nicola-Similkameen	92%	91%	92%	95%	93%	93%
059	Peace River South	95%	95%	96%	94%	94%	96%

Percentage of Students Meeting or Exceeding Expectations 2016/17

Grade 4			Grade 7		
Reading	Writing	Numeracy	Reading	Writing	Numeracy
72%	81%	70%	61%	62%	44%
87%	88%	79%	78%	82%	75%
76%	74%	69%	62%	76%	59%
71%	67%	78%	71%	87%	71%
88%	51%	85%	72%	65%	61%
74%	75%	66%	70%	73%	69%
76%	66%	69%	76%	88%	65%
83%	80%	78%	69%	78%	58%
68%	67%	54%	71%	80%	60%
59%	36%	37%	56%	55%	37%
86%	89%	80%	71%	73%	58%
84%	88%	80%	75%	87%	73%
86%	88%	81%	76%	80%	69%
77%	86%	71%	72%	86%	74%
79%	78%	74%	75%	87%	69%
88%	92%	88%	83%	91%	89%
84%	86%	82%	78%	85%	83%
83%	85%	79%	76%	93%	70%
89%	91%	86%	81%	91%	85%
71%	86%	68%	69%	81%	60%
78%	89%	78%	72%	88%	71%
86%	78%	84%	82%	85%	80%
98%	99%	98%	97%	100%	96%
82%	80%	80%	88%	88%	75%
69%	79%	74%	71%	85%	72%
80%	87%	74%	68%	86%	62%
Msk	Msk	Msk	35%	17%	14%
47%	74%	47%	66%	80%	56%
68%	61%	73%	73%	69%	71%
73%	64%	53%	52%	64%	46%
80%	76%	73%	79%	79%	73%
74%	76%	62%	61%	77%	60%
73%	61%	59%	66%	81%	52%
72%	52%	63%	68%	55%	59%
84%	81%	78%	75%	82%	70%

FOUNDATION SKILLS ASSESSMENT (FSA)

February 1, 2018

060	Peace River North	92%	92%	92%	93%	91%	93%
061	Greater Victoria	64%	62%	63%	63%	58%	62%
062	Sooke	35%	32%	34%	29%	27%	29%
063	Saanich	80%	79%	80%	70%	68%	69%
064	Gulf Islands	38%	36%	38%	39%	35%	39%
067	Okanagan Skaha	93%	92%	92%	89%	89%	89%
068	Nanaimo-Ladysmith	63%	61%	63%	65%	63%	65%
069	Qualicum	88%	86%	89%	88%	87%	88%
070	Alberni	91%	88%	90%	95%	94%	94%
071	Comox Valley	78%	76%	79%	74%	68%	72%
072	Campbell River	88%	85%	87%	80%	77%	81%
073	Kamloops/Thompson	95%	95%	96%	94%	93%	94%
074	Gold Trail	93%	93%	93%	97%	95%	97%
075	Mission	84%	82%	83%	88%	88%	89%
078	Fraser-Cascade	79%	78%	78%	76%	67%	76%
079	Cowichan Valley	47%	45%	46%	51%	47%	50%
081	Fort Nelson	100%	98%	100%	98%	98%	98%
082	Coast Mountains	75%	74%	75%	69%	68%	69%
083	North Okanagan-Shuswap	87%	87%	88%	91%	89%	91%
084	Vancouver Island West	75%	65%	70%	92%	67%	67%
085	Vancouver Island North	94%	95%	98%	97%	93%	97%
087	Stikine	Msk	Msk	Msk	40%	40%	40%
091	Nechako Lakes	83%	81%	83%	83%	78%	82%
092	Nisga'a	84%	81%	84%	95%	95%	95%
093	Conseil scolaire francophone	61%	60%	60%	62%	59%	60%
	All Public Schools	74%	73%	74%	74%	72%	74%
	All Independent Schools	92%	90%	91%	92%	91%	92%
	Province	77%	75%	77%	77%	75%	77%

78%	92%	74%	68%	95%	60%
83%	83%	78%	71%	72%	60%
74%	69%	73%	62%	70%	53%
87%	90%	82%	73%	83%	75%
85%	89%	77%	69%	78%	64%
83%	87%	77%	72%	80%	58%
73%	66%	62%	71%	77%	63%
67%	73%	57%	71%	79%	58%
70%	71%	62%	63%	71%	53%
81%	58%	71%	71%	59%	54%
73%	79%	60%	63%	73%	53%
84%	90%	76%	79%	84%	75%
49%	53%	44%	61%	80%	53%
74%	75%	73%	72%	81%	53%
67%	79%	57%	55%	46%	41%
78%	68%	60%	71%	81%	54%
100%	100%	98%	98%	98%	92%
69%	73%	58%	54%	58%	33%
75%	67%	68%	74%	74%	64%
40%	38%	57%	27%	38%	31%
70%	74%	72%	69%	74%	54%
Msk	Msk	Msk	Msk	Msk	Msk
67%	72%	52%	59%	70%	39%
35%	48%	19%	29%	81%	14%
77%	90%	82%	84%	95%	84%
80%	82%	75%	74%	83%	69%
92%	92%	90%	88%	94%	87%
82%	83%	77%	76%	85%	72%

Description:

- Education must continue to adapt and adjust policies to respond to global shifts and student learning needs to prepare students for their careers beyond secondary school.
- Prior to the implementation of changes to curriculum and assessment in Grades 10-12, the Ministry would like to ensure that all stakeholders fully understand the extent of the changes and whether there are any adjustments required, prior to implementation.
- It is anticipated that educators, students, parents, post-secondary institutions, industry and government will all be engaged in a discussion on the proposed changes to the graduation program policies to incorporate new curriculum and assessments.

Statistics:

- 2011/12: Three significant panel dialogues between the Ministry and reps from First Nations, post-secondary, employers, and education sector to inform future of education.
- 2012/13: over 3000 educators, parents, students, teachers, educational administrators, reps from business, trades, and post-secondary provided feedback on the graduation program, through regional meetings and written submissions.
- Over 300 educators have participated in various development teams to redesign the curriculum and new provincial assessments.
- Two reports from the Advisory Group on Provincial Assessment
- Over 14 policies will be updated or amended as part of the proposed changes.

Key Facts:

- A discussion guide, which summarizes all changes to curriculum, provincial assessments, graduation requirements and student reporting, has been established to support dialogue with stakeholders.
- Engagement activities launched in mid-January, starting with a small workshop with respected educators.
- It is anticipated that engagement will focus on meeting with educators, parents and students and will culminate by June.
- The final product of the engagement process will be a Graduation Policy Manual, which will be distributed to educators, parents and students - outlining the graduation program, policies, and all planned changes for the next three years.

Key Outcomes: *Key outcomes/accomplishments over the past year*

- Draft 10-12 curriculum has been available for over 1 year for review, trial use and feedback.
- The Ministry of Education and the Ministry of Advanced Education and Skills Training (AEST) have held 30 meetings with post-secondary institutions in 2016/17 to discuss proposed changes to the graduation program and ensure understanding and readiness for the changes.
- Stakeholders were engaged to review all options for graduation credit to ensure alignment with changes in ministry curriculum, resulting in no policy changes; guidelines for Board/Authority Authorized (BAA) courses were updated to ensure BAA courses align with the new curriculum.

Funding

- All costs associated with the implementation of the grad program and the associated engagement processes are part of the Learning Transformations Division's operational budget.

Delivery Partners

1. BC Schools Superintendents Association (BCSSA)
2. BC Principals and Vice Principals Association (BCPVPA)
3. BC School Trustees Association (BCSTA)
4. BC Teacher's Federation (BCTF)
5. First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSEA)
6. BC Confederation of Parent Advisory Councils (BCCPAC)
7. Ministry of Advanced Education and Skills Training (AEST)
8. Federation of Independent Schools Association (FISA)
9. Yukon

Services to Ministry:

- Representatives from BCSSA, BCTF, FISA and FNESC assisted the Ministry in reviewing grad credit policies in 2016 and 2017 to ensure relevance, currency, and alignment with new curriculum.

Agreements:

- Connection to Tripartite Education Agreement (TEFA) to graduate students in First Nations schools.

<p>Description:</p> <ul style="list-style-type: none"> • B.C. students participate in national and international assessments. • These assessments help determine how B.C.'s education system performs compared to other education systems, nationally and internationally. • Results provide insights into the factors that contribute to the success of students, schools, and education systems such as teaching practices or activities at home. • Each jurisdiction is responsible to manage the assessment delivery. In B.C., the Curriculum and Assessment branch works with schools/districts to support these activities. • Schools/Districts in B.C. are required to administer national and international assessments according to the Student Learning Assessment Ministerial Order. 	<p>Key Facts</p> <ul style="list-style-type: none"> • B.C. participates in one national assessment: <ol style="list-style-type: none"> 1. Pan-Canadian Assessment Program (PCAP): Triennial national assessment of Reading, Mathematics, and Science in Grade 8 students. • And two international assessments: <ol style="list-style-type: none"> 1. Progress in International Reading Literacy Study (PIRLS): Grade 4 Reading, Literacy - administered every 5 years. 2. Programme for International Student Assessment (PISA): Reading, Math, and Science Literacy in 15-year old students - administered every 3 years. 	
<p>Funding</p> <ul style="list-style-type: none"> • PISA – Federally funded with Provincial in-kind contributions • PIRLS – via Participating Provinces (\$135,000 over 4 fiscal years) • PCAP – via contribution of \$121,499 to CMEC 	<p>Key Outcomes</p> <ul style="list-style-type: none"> • PISA 2015, out of 75 countries, B.C. student achieved: <ul style="list-style-type: none"> ○ top score in Reading. ○ 3rd highest score in Science, after Singapore and Alberta. ○ 9th highest score in Math. • PISA 2015 Collaborative Problem Solving. Out of 56 participating jurisdictions, B.C. students achieved: <ul style="list-style-type: none"> ○ highest ranking compared to other Canadian provinces ○ 2nd highest ranking compared to other countries/economies ○ Singapore scored higher than B.C., although the score is not considered to be statistically different. • 2015 PISA Financial Literacy assessment out of 22 countries/jurisdictions, B.C. ranked: <ul style="list-style-type: none"> ○ 2nd to Beijing-Shanghai-Jiangsu-Guangdong, China but surpassed all others. • 2016 PIRLS assessment, B.C. students performed: <ul style="list-style-type: none"> ○ above the average score for Canada. ○ highest average score for all participating provinces and territories. ○ further PIRLS 2016 results available early 2018. • PCAP 2016 results will be released early 2018. 	
<p>Services to Ministry</p> <ul style="list-style-type: none"> • CMEC provides materials and administration specifications to the ministry 	<p>Delivery Partners</p> <ol style="list-style-type: none"> 1. CMEC; Federal government (ESDC) for PISA 2. CMEC hired test administrators (for PISA) 3. Teachers and school administrators 4. School district staff 5. Independent Schools 	<p>Agreements</p> <ul style="list-style-type: none"> • Ministry of Education and CMEC

Program Description:

- Post-secondary institutions (PSIs) are critical partners, to ensure that the pathways to education beyond K-12 are seamless.
- PSIs must be well informed and involved in the development of the new curriculum and assessments.
- PSIs need adequate time to review and assess how their institution will align to the changes in the graduation program.
- Members of the K-12 sector and PSIs have expressed an interest in working to explore opportunities around professional development and teaching and learning supports.

Statistics:

- Since 2015, over 100 meetings have been held with public PSIs across BC and Canada
- MOE and AEST held 30 meetings with public PSIs in 2017.
- November 2017: MOE, AEST and BC Registrars co-sponsored an Implementation Forum. Over 70 PSI representatives participated.

Delivery Partners

1. Advanced Education, Skills and Training
2. BC post-secondary institutions, including VPs Academic, BC Registrars and faculty
3. BC Council on Admissions and Transfer
4. BCSSA
5. BCPVPA

Key Facts:

- Over the past year, MOE and AEST have held 30 meetings with a range of PSI partners, including presidents of the BC Association of Institutes and Universities, BC Colleges, Research Universities' Council of BC, and BC Council on Admissions and Transfer, along with vice presidents academic, registrars and faculty.
- The MOE, AEST and the BC Registrars co-hosted an Implementation Forum in November 2017 where over 70 PSI secondary representatives and several school districts superintendents came together to discuss the proposed changes to the graduation program.
- Over the past few years, dialogue with the PSIs has shifted from general awareness to the practical implications for institutions (including required changes to admission criteria and program requirements).
- MOE's previous Grade 10-12 implementation schedule was identified as a significant risk for PSIs as they work to implement business process and policy changes.
- It is anticipated that many PSIs will publish their revised admissions and pre-requisite requirements by Fall 2018, in preparation for applications in Winter 2019.
- MOE and AEST are continuing to work with PSIs to support their review and governance processes to ensure alignment with the changes in the K-12 sector. This includes their consideration of the Numeracy and Literacy Assessments.

Key Outcomes: (key deliverables for the year)

- MOE and AEST have jointly employed a Superintendent of Graduation and Student Transitions to help ensure both sectors are working collaboratively on student success and student transition (Jan Unwin). Estimated at \$200K per year. AEST shares 30% of cost.
- MOE and AEST have jointly established a post-secondary engagement strategy outlining critical areas of focus to help ensure institutions are aware and prepared for the implementation of the new curriculum and provincial assessments.
- MOE adjusted the implementation schedule for Grades 11 and 12 curriculum, providing an additional year for review of the curriculum. Now, the Grade 11 and 12 curriculum will be implemented in 2019/20.
- Ministry staff continues to support PSIs as they work through their review and governance processes to ensure alignment with the changes in the K-12 sector; this includes their consideration of the Numeracy and Literacy Assessments.
- Numeracy and Literacy assessments may be used as value add; UBC and SFU have indicated the Numeracy Assessment results will not be considered as part of the student admission calculations.
- Most PSI's will communicate their admission requirements by early Fall 2018.

Description:

- A new cross-curricular standardized assessment of student ability in numeracy
- Measures deeper learning and application of key mathematical concepts and skills in contextualized, real-world situations
- Aligns with new curriculum directions
- Provides system-level information on performance in the areas of literacy and numeracy; informs decision-making at all levels of the system
- Proposed to serve as a graduation requirement for all students and can be used as evidence of achievement after graduation
- A 4-level proficiency scale proposed to report student results.
- Student results will be reported on the student transcript

Key Facts:

- Developed by B.C. educators including leaders from post-secondary institutions
- Based on recommendations from the Advisory Group on Provincial Assessment (AGPA)
- Contains computer-based and written problem-solving components
- Student choice and self-reflection are also features of the assessment
- Not linked to specific curricula (measures numeracy abilities across multiple subjects)
- Student performance on the assessment is independent of course mark calculations
- Administered to students in Grades 10-12 – taken when the student is ready
- Students have up to three attempts to demonstrate their best proficiency level

Key Outcomes:

- Sample assessment with student exemplars and scoring guide
- Collaborative learning video package
- Various pilot tests conducted in 2017, including inclusive education related to students with diverse learning needs
- Editions for students with diverse learning needs as well as francophone and French Immersion students
- Other adapted formats (Braille, large print)

Statistics:

- Approximately 9,000 onshore and offshore students participated in the managed implementation in January 2018
- Pilot tests with 1,100 students in April 2017
- Pilot testing with 50 inclusive education students
- Pilot testing with 80 tablet users
- Printing and scanning pilot testing with 5 offshore schools
- One large print adapted format required for January and approximately 5 Braille versions required for June 2018

Services to Ministry:

- Numeracy Assessment developed and marked by educators contracted to the ministry

Funding:

- Annual development funding \$160,000
- 2018-19: projection for numeracy administration and marking is \$1M

Delivery Partners:

1. A. Willock Information Systems (AWIS) (electronic assessment service provider)
2. Provincial Resource Centre for the Visually Impaired (PRCVI) for adaptations
3. Teachers
4. School administrators
5. School district staff
6. Independent schools
7. Offshore schools
8. First Nations schools
9. Yukon Department of Education
10. Post-secondary Institutions

Description:

- The Student Reporting Policy was implemented in 1994/95.
- This policy sets the provincial standards for providing quality and timely updates to parents on their child’s progress.
- In 2016, to align with new curriculum, the ministry introduced an Option A: Interim Student Reporting Guidelines for Grades K-9, providing flexibility for Boards to develop and follow local student reporting policy and procedures.
- For Grades 10-12, Boards follow the revised Student Reporting Policy (Option B), which is a traditional reporting method.
- Further updates to the Interim Student Reporting Policy for the 2018/19 school year are pending Ministerial approval.

Statistics:

- In July 2017, about half of the School Districts were surveyed regarding their student progress reporting practices.
- 85% surveyed were piloting policies and procedures meeting the Interim Student Reporting Guidelines for Grade K-9 (Option A) in the 2016/17 school year but generally noted they were using a mixture of Option A and B across their schools.
- Majority of SDs surveyed were piloting proficiency scales in K-7, with the goal of extending this to Grades 8-9 in subsequent school years.

Key Facts:

- Provincial policy requires Boards of Education to provide parents with a minimum of five reports describing students' school progress in relation to curriculum learning standards.
- **Student Reporting Policy - Option A:** 5 timely reports including one end-of-term summative.
 - Grades K-9 – Boards determine the use of letter grades and/or performance scales.
 - Letter grades are provided to parents upon request .
 - A student self-assessment of core competencies.
- **Student Reporting Policy - Option B:** 3 formal (summative) and 2 informal reports annually.
 - Grade K-3 - performance scale plus written comments.
 - Grades 4-9 - letter grades plus comments (Grades 6-9, where required).
 - A student self-assessment of core competencies.
- There are no changes to Grades 10-12 where letter grades and percentages are currently used and written comments utilized where deemed necessary.
- Pending updates to policy are informed by extensive academic research, global trends and engagement with B.C. parents and educators.

Key Outcomes:

- Classroom Assessment and Reporting Advisory Group (CAR), a group of 43 provincial leaders (BCSSA, BCPVPA, FISA, FNECS), formed in 2016 to provide advice on directions for classroom assessment supports and reporting policy.
- Your Kid’s Progress: Engagement Summary Report, October 2017.

Funding:

- \$92K budget for 2017/18 fiscal
- \$336K budget for Classroom Assessment and Reporting for 2018/19 fiscal

Authority:

- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Regulation 265/89, the School Regulation

Services to Ministry

- Revised Interim Communicating Student Learning Policy (Student Reporting Policy) informed by Classroom Assessment and Reporting Advisory Group.

Agreements:

- Terms of Reference with Classroom Assessment and Reporting Advisory Group (expires December 2018).

Description:

- Cloud computing use a network of remote servers, hosted on the internet, to store, manage and process data, rather than a local server.
- Benefits:
 1. Potential cost savings (with a qualifier that B.C.'s legislated requirement for data residency may not initially drive savings),
 2. Flexibility in scaling up storage and processing ability,
 3. Access to a high volume of processing capacity to conduct operations such as advanced data analytics and machine learning.

Statistics:

- The global cloud computing market in the education sector is expected to grow by more than 26% a year until 2021.
- 80% of US** school districts surveyed reported their districts are using cloud-based software.
*(** no current data on use in Canada)*

Key Facts:

- The Ministry is not currently hosting any applications in the cloud. We will participate with the OCIO as and when cloud services are approved and offered.
- Some School Districts have started using cloud services (such as G Suite and Microsoft services) with student and/or parent consent.
- The use of cloud-based services is not an educational requirement for students or teachers.
- B.C.'s *Freedom of Information and Protection of Privacy Act (FIPPA)* requires that public bodies ensure personal information is only stored and accessed from inside Canada. It is an offence to store or allow access to personal information outside of Canada unless authorized.
- A number of vendors have started establishing data centres in Canada, with a view to offering cloud services that align with B.C.'s data residency requirements.
- CloudBC, co-sponsored by the Ministry of Citizens' Services, will continue as a collaborative initiative under government to encourage and support the adoption of cloud services.

Key Outcomes:

- Cloud computing is used judiciously to support K-12 initiatives and programs; some services may be offered at low cost, meaning more dollars can be directed towards improving student outcomes.
- Protection of personal information remains a paramount consideration in the use of cloud services.
- In conjunction with the Ministry of Citizens' Services (CITZ), the K-12 sector is able to acquire FIPPA compliant cloud services to support education and program delivery.

Funding:

- To be determined in conjunction with the Ministry of Citizens' Services.

Services to Ministry:

- Potential cloud-based services such as advanced analytics, AI, cognitive computing and machine learning to help analyze large volumes of quantitative and qualitative data to support student

Delivery Partners:

1. Ministry of Citizens' Services.
2. Eligible Cloud Service Providers (expected to be companies such as Microsoft, Amazon, Salesforce, and others).

Agreements:

- CITZ is continuing to pursue the efficient and cost effective adoption of cloud technology services across the BC public sector.

Description:

- The ministry’s Education Data Warehouse (EDW) supplies data to support policy development and decision making, and for the analysis and reporting of K-12 performance.
- The EDW was built on a proprietary platform that can no longer support ministry priorities including the use of advanced analytic tools.
- Government’s Capital Investment Board has approved capital IT funding, commencing 2017/18, for the ministry to launch the EDW 2.0 project to modernize its data warehouse and analytics tools to better support K-12 sector needs and priorities.

Key Facts:

- The EDW has been in use since 2003.
- The current EDW needs to be modernized to enable the addition of more data sources and improved tools to support a broader analytic focus.
- The EDW 2.0 project will provide the ministry with more secure, reliable, and complete data for decision making by establishing industry-leading advanced analytics tools, effective data warehousing infrastructure, and improved data governance and security architecture.
- Phased implementation plans will ensure business benefits are delivered early in the project.

Key Outcomes - 2017/18 – 2021/22:

- Advanced analytic capabilities: industry leading tools with access to more data sources.
- Improved data quality and information governance: more effective data management standards and practices to ensure oversight and protection of sensitive data.
- Responsive technology infrastructure: improvements to architecture, metadata management, application functionality, database repositories, data and security models.

Statistics - 2017/18:

- The EDW gathers data from more than 15 different data sources.
- The EDW contains approximately 140 data marts and 2700 tables, with data dating back to 1991.
- The EDW is the “source of truth” for more than 2 dozen reports produced annually by the ministry.
- In addition, it supports approximately 500 ad-hoc requests a year from ministry program areas, school districts and other K-12 stakeholders.

Funding:

- Five-year IT capital funding totalling \$1.17 billion has been approved by the Capital Investment Board, commencing FY2017/18.
- The allocation for 2017/18 is \$175 million which the ministry has utilized for infrastructure investments and small fast-track projects to deliver early wins.

Services to Ministry:

- Business requirements documentation, solution options, security model, design, development and implementation to meet the business needs of clients.
- Data governance to ensure appropriate collection, classification, storage and use of the data.

Delivery Partners:

1. Office of the Chief Information Officer (OCIO) for infrastructure support and services.
2. Oracle Canada for software licenses (database, metadata, advanced analytics tools).
3. CGI for architecture, design, development and implementation services.

Agreements:

- Funding Letter from OCIO on behalf of the Capital Investment Board.
- Master Services Agreement with CGI for design, development and implementation work.

Description:

- The Ministry has more than 35 information systems that support education policies and program delivery (including collecting the personal information of teachers and students under the appropriate legislative and ministerial authorities).
- The Ministry is committed to protecting its information systems and information holdings, and has implemented the following improvements to security and privacy protection:
 1. training and awareness,
 2. policy updates, and
 3. enhancements to our information systems

Statistics - 2017/18:

- There are currently more than 600,000 students records in MyEdBC, and approximately 230,000 teacher records held in the TRB database.
- 97% of staff completed mandatory in-person Ministry Privacy Refresher training.
- 95% of staff completed corporate Information Management training (IM117).
- 52 PIAs were initiated, completed and entered into the Province’s Privacy Information Directory in 2017.
- 26 security and privacy incidents were reported by the Ministry to the OCIO or CIRMO and resolved in 2017.
- Nine ministry IT applications passed Security Vulnerability testing, and one application (Student Transcripts service) passed Vulnerability and Penetration testing.

Key Facts:

- The *Freedom of Information and Protection of Privacy Act (FIPPA)* is the key legislation governing security and privacy protection for public bodies in B.C.
- Consistent with government policies, the ministry has developed and communicated ministry-level policies such as the Employee Transfers and Terminations Data Transfer Policy, the Portable Storage Device Policy and the Mobile Device Policy.

Key Outcomes:

- Ministry staff and contractors are aware of good security and privacy practices, including their roles and obligations under *FIPPA*, through training and education
- All Ministry IT systems are compliant with *FIPPA* and Government’s Core Policy, and our public facing applications are regularly tested for security vulnerabilities.
- A dedicated Information Security and Privacy team is in place to ensure security and privacy protection of the Ministry’s information assets, and to provide leadership and guidance to the Ministry and Districts.

Funding:

- \$315,000 in annual staff salaries and benefits for the Information Security and Privacy team (3 staff).
- \$50,000 to complete Security Vulnerability and Penetration testing (where independent testers are engaged to find security flaws in our applications) including remediation work if required to protect the ministry’s information systems.

Services to Ministry:

- Information security and privacy services and support are provided by a dedicated staff team, comprising the Director of Information Security and Privacy, a Ministry Information Privacy Analyst, and a Senior Security Analyst.

Delivery Partners:

1. Office of the Chief Information Officer (OCIO) – Information Security Branch.
2. Corporate Information and Records Management Office (CIRMO) – Privacy Compliance and Training Branch.

Agreements:

- Information security and privacy obligations are captured in the Articles and Schedules attached to the Ministry’s contracts with IT service providers (such as CGI, Fujitsu, and AWIS).

<p>Description:</p> <ul style="list-style-type: none"> IT Application Management (AM) services are contracted to a service provider, consistent with Government direction (per Chapter 12 of Core Policy and Procedures Manual (CPPM)). AM services are used by the ministry to maintain, support and enhance ministry IT systems which enable program delivery and priorities. The current service provider is CGI Information Systems and Management Consultants Inc. (CGI). CGI is a company founded in 1976 in Quebec City; it currently employs 70,000 professionals in 40 countries across the Americas, Europe and Asia Pacific. 	<p>Key Facts:</p> <ul style="list-style-type: none"> The ministry issued a Request for Proposal (RFP) for AM services on March 14, 2014; the contract with CGI was signed on August 1, 2014. The contract term is for five years (starting December 1, 2014 to November 30, 2019); at the ministry’s option, there is provision for two one-year renewals (to November 2020 and November 2021 respectively). Service levels are reported monthly, with binding vendor penalties if defined service levels are not met. No penalties have so far been assessed against CGI. 	
<p>Statistics:</p> <ul style="list-style-type: none"> Support and services are provided for more than 35 ministry applications, spanning help desk, data collection, warehousing and analytics, to web services accessed by School Districts and students. The Help Desk receives and responds to an annual average number of 1,200 incidents and service requests. The service level for resolution of Priority 1 incidents within 4 hours has been tracking at 100% since contract commencement. 	<p>Funding:</p> <p>s.13,s.17</p>	<p>Services to Ministry:</p> <ul style="list-style-type: none"> AM services provided include: central IT helpdesk, inventory tracking, application maintenance, application break/fix, enhancements to applications, new application design and development, and service management.
	<p>Delivery Partners:</p> <ol style="list-style-type: none"> CGI is the contracted service provider. Office of the Chief Information Officer (OCIO) and Corporate Information and Records Management Officer (CIRMO) are consulted regularly with regard to information security and privacy. 	<p>Agreements:</p> <ul style="list-style-type: none"> Master Services Agreement with CGI.

Description:

- The ministry administers and marks provincial graduation examinations and assessments for students in Grades 10-12, including:
 - Grade 12 course-based exams in English, Communications, English First Peoples, Français Langue Première, and Français langue seconde-immersion
 - Stand-alone assessment of numeracy
- Five exam sessions are scheduled annually (January, May, June, August and November) and for one, two-hour window during each session.
- Three assessment sessions are scheduled annually (January, June, and August) with a one-week window in each session.

Key Facts:

- Approximately 100 certified and credentialed teachers mark over 85,000 exams annually.
- The first numeracy assessment session was administered January 22-26, 2017 and the first numeracy marking session occurs in February 2018 with approximately 35 certified teachers.
- Students, through their principal, can review their responses by requesting a review of the marked exam/assessment that is then sent by the ministry to their school securely.
- Students can request a re-mark of the exam/assessment for a fee of \$50 (as per the [Provincial Fees Order](#)); if the mark decreases, the original higher mark stands.
- Shifting to fully electronic assessments would save at least \$100,000 annually in reduced BC Mail labour costs and travel expenses for markers.
- Fully electronic assessments would simplify processing thus enable the ministry to release results to students and issue transcripts about one week earlier.

Key Outcomes:

- Ministry processes ensure exams and assessments are delivered to students in a timely and efficient manner.
- Ministry processes ensure exam and assessment results are valid and reliable.
- There is transparency and accountability in exam and assessment processes and confidence in results.

Statistics:

Annually:

- 40,000-45,000 electronic and approximately 40,000 paper exams administered and centrally marked
- 800-1,000 contracts managed for teacher-marking activities (approximately \$1M)
- 235 exam/assessment re-marks processed
- 803 exam/assessment reviews processed
- 20-25 out-of-province exam requests facilitated
- 20-25 disqualification reports reviewed

Funding:

- 2018-19: projected budget of \$2.2 M for the numeracy assessment and Language Arts 12 exams (includes AWIS contract)
- Contract with AWIS (electronic assessment provider) is \$555K maximum (includes services for grad exams and assessments and for FSA)

Services to Ministry:

- Supports Learning Transformation through facilitation of administration and marking of new graduation assessments for all students.

Delivery Partners:

- Public schools
- Independent schools
- Offshore schools
- First Nations Schools
- The Yukon
- AWIS (A. Willock Information Systems Inc.)
- BC Mail Plus

Primary Agreements/Contracts:

- AWIS (service provider)
- BC Mail Plus
- Yukon Education MOU
- Connection to Tripartite Education Framework Agreement (fulfills commitment related to graduation of students)

Description:

- The Adult Graduation Program is a graduation option for students 18 years and older.
- The Ministries of Education and Advanced Education, Skills and Training share the lead for the Adult Graduation Program, as they are responsible for the K-12 and post-secondary education systems.
- Students completing the requirements receive an Adult Graduation Certificate (Adult Dogwood) that is recognized by post-secondary institutions and employers as an acceptable graduate credential at the Grade 12 level.

Key Facts:

- Both Ministers (Education and Advanced Education, Skills and Training) sign the Adult Dogwood and both ministries issue the credential.
- The course requirements for the Adult Graduation Program include a Language Arts 12, a Mathematics 11 or 12, and three ministry-authorized Grade 12 electives (one can be a Social Studies 11 course). Total of 20 credits.
- The Adult Graduation Program is offered in all ten provincial correctional centres.
- The current iteration of the program has been in place since 1999.
- Until 2014, the Ministry of Education offered the General Educational Development (GED), a U.S.-based program providing a grade 10-level certificate for completing a series of subject-based tests.
- The Ministry withdrew from GED in November 2014 due to its limited utility, changes in corporate direction for GED, and given B.C.'s existing, more robust Adult Dogwood credential.
- The Ministry of Education has fully funded non-graduated adult students to complete secondary school for over 20 years.
- September 1, 2017: A funding policy change for graduated adult students reinstated funding to allow these students to take courses, from a select list, for upgrading purposes.

Statistics:

- In the last 5 years, 17,451 Adult Dogwoods have been awarded, averaging about 3,500 (i.e., 17,451/5) per year.
- 18 and 19 year-old students are the highest proportion of Adult Graduation Program graduates, followed by 20 year-olds.
- The Adult Graduation Program is also used extensively in the independent school system, granting 1,416 Adult Dogwoods in the last five years.

Key Outcomes:

- In the last 15 years, the number of Adult Dogwoods awarded has increased significantly, from an average of 1,900 adult diplomas annually to ~3,000 annually (e.g., 1,950 in 2001/02, 3,254 in 2015/16 and 2,699 in 2016/17)

Funding:

- \$14.5 million in 2016/17.
- Non-graduated adult students are fully funded to complete their graduation needs.
- Graduated adults are funded to upgrade from a discreet list of specific courses. Funding is not part of the block funding, but the Special Purposes Grant.

Delivery Partners:

1. School district adult centres, secondary schools, and distributed learning schools.
2. British Columbia School District Continuing Education Directors' Association (main stakeholder group).
3. Issued through the Ministry of Advanced Education, Skills and Training, some B.C. post-secondary institutions deliver programs leading to the Adult Dogwood credential.

Description:

- The BC Training and Education Savings Grant (BCTESG) provides a one-time grant of \$1,200 into the Registered Education Savings Plans (RESPs) of eligible children born on or after January 1, 2006.
- BCTESG originated from the Children’s Education Fund (CEF) that was set up in 2007 under the *Special Accounts Appropriation and Control Act* to enable government to invest \$1,000 for each child born on or after January 1, 2007.

s.12,s.13

- The \$1,200 grant represents the initial \$1,000 CEF investment plus projected investment returns accumulated from the year of birth to the child’s sixth birthday.
- Eligibility criteria include:
 - Child was born in 2006 or later;
 - Parent and child must be residents of British Columbia; and
 - Child is the beneficiary of an RESP with a participating financial institution.

Key Facts:

- Qualified British Columbians are able to apply for the BCTESG through participating financial institutions. Parents/guardians apply on behalf of their children.
- Potential to be paid out to approximately 42,000 children on average every year, once they turn six.
- Children in care have access to equivalent funds through the Learning Fund for Young Adults Charitable Trust.
- Advertising and promotional activities to ensure that families know how to apply for the Grant have been implemented in collaboration with Government Communications and Public Engagement.

Key Outcomes:

- The target outreach groups for the BCTESG – BC First Nations, low-income, and recent immigrants – continue to be a focus for promoting the Grant, in collaboration with partner ministries (Children and Family Development; Social Development and Poverty Reduction). Uptake data on target groups are unavailable because financial institutions do not collect this information in the application process.

Funding:

- Total 2017/18 Budget (estimation) is \$38M.

Services to Ministry:

- BCTESG was developed in partnership with the Government of Canada through Employment and Social Development Canada (ESDC). ESDC administers the Grant on behalf of the Province, by using RESP infrastructure to receive and validate enrolment applications monthly from all the participating financial institutions, then transmitting the grant enrolment numbers to the Ministry of Education for processing and payment through the Ministry of Finance and back to the Government of Canada.

Delivery Partners:

- 55 financial institutions, including credit unions and all major Canadian banks (CIBC, RBC Royal Bank, TD Bank, BMO Bank of Montreal, Scotiabank, and HSBC Bank of Canada).

Statistics:

- As of December 31, 2017, over 94,000 children have received the Grant, totalling ~\$112.8M:

Year	Number of Children	Allocation
2015	6791	\$8,149,200
2016	48102	\$57,722,400
2017	39137	\$46,964,400

Description:

- Students in Grades 10-12 can earn graduation credit through:
 1. Ministry Authorized courses;
 2. Board/Authority Authorized (BAA) courses;
 3. Independent Directed Studies (IDS) of ministry or BAA courses;
 4. External Credentials (learning outside school);
 5. Dual Credit (post-secondary courses);
 6. Equivalency with ministry or BAA courses; and
 7. Challenge of ministry or BAA courses.
- These are collectively referred to as graduation credit options.

Statistics:

- On average annually:
 - 130,000 BAA courses (40% in Grade 11);
 - 11,500 Independent Directed Studies;
 - 6,500 External Credentials (~5% of grade 10, 11, 12 students);
 - 9,000 Dual Credit courses (~2,500 or 28% in trades and technology);
 - 3,221 courses via Equivalency (mostly Science, Math, and Social Studies); and
 - 181 courses via Challenge (mostly French and Mandarin Chinese languages).

Key Facts:

- BAA courses are developed and approved locally based on standards set by the ministry.
- IDS allow schools to give credit for more in-depth work on a ministry or BAA course.
- Credits can be awarded for courses that are part of the External Credentials Program (accredited learning outside the school system).
- Dual Credit allows students to earn secondary school credit for eligible post-secondary courses.
- Equivalency credits are awarded for documented learning from other jurisdictions.
- Challenge credits may be awarded for undocumented prior learning.
- Local Boards and Authorities are required to have policies and procedures in place for awarding credit through various grad credit options.

Key Outcomes:

- BCSSA, BCTF, FISA and FNESC assisted the Ministry in reviewing these grad credit options to ensure relevance, currency, and alignment with new, modernized curriculum.

Funding:

- The ministry and BAA courses are fully funded (full course = 4 credits).
- IDS is funded the same as a ministry or BAA course only if it is included in the 1701 data collection.
- Dual Credit courses are funded only if they are part of a student’s planned program of studies leading to graduation.
- External Credentials and Equivalency are not funded.
- One credit of funding is provided for each successful course Challenge.

Description:

- The current 2004 Graduation Program started July 1, 2004.
- Changes to curriculum and assessments have necessitated minor changes to graduation requirements which will come into effect with the implementation of new Grade 10 curriculum on July 1, 2018, effectively triggering a new 2018 Graduation Program.

Key Facts:

- The new Graduation Program aligns with changes in curriculum and provincial graduation assessments, including new, required assessments in Numeracy and Literacy.
- The Numeracy assessment was introduced in January 2018; the Literacy assessment is anticipated for January 2020.
- Both the 2004 and Graduation Program for 2018 have parallel requirements:
 - at least 80 credits total, including 52 required credits and 28 elective credits:
 - 16 credits of these must be at the Grade 12 level, including 4 credits of Language Arts; and
 - the 52 required credits are: Language Arts 10, 11 and 12 (12 credits); Science 10 and 11 or 12 (8 credits); Social Studies 10 and 11 or 12 (8 credits); Mathematics 10 and 11 or 12 (8 credits); Physical and Health Education 10 (4 credits); Arts Education or Applied Design, Skills, and Technologies (4 credits); and Career Education (8 credits).

Key Outcomes:

- Changes to graduation requirements were announced in May 2016. Since then, ministry systems (e.g., TRAX, Course Registry) have been reprogrammed to include the new graduation requirements, effective July 1, 2018.
- The ministry has assisted Boards of Education, Independent School Authorities, the Yukon, Offshore Schools, and First Nations Schools to prepare for implementation of the new Graduation Program.

Statistics:

- Approximately 44,000 school-aged students graduate with a Dogwood Diploma and 3,000 adult students graduate with an Adult Dogwood each year.
- 2016/17: The six-year completion rate was 84%; the eligible Grade 12 graduation rate (the proportion of students enrolled in sufficient courses to meet graduation requirements that school year) was 95%.

Funding:

- Funding in Grades 10-12 is currently course-based, in which each eligible full course (4 credits) taken by a student in Grades 10-12 is funded as 0.125 FTE.

Agreements:

- Connection to Tripartite Education Agreement (TEFA) commitment to graduate students in First Nations schools.

Delivery Partners:

- Boards of Education
- Independent School Authorities
- Yukon Department of Education
- Offshore schools
- First Nations Schools

Description:

ECAS

- Electronic Contract Administration System (ECAS) is a legacy accounting system that provides contract and payment processing for teachers marking provincial exams and assessments.

TRAX & TSW

- TRAX (Transcripts and Examinations) is a legacy system that stores student information (grades 10-12), produces reports, and triggers transcripts and certificates for graduating students.
- TSW (TRAX Secure Web) provides school principals and school districts information from reports generated by the TRAX system.

STs

- Launched in September 2017, the StudentTranscripts service (STs) is a new online application for current and former students to access secondary school transcripts, certificates, scholarship information, course and examination marks; also, they can order and send electronic transcripts to post-secondary institutions and third parties.

Statistics:

- Individual teacher marking contracts managed annually, totalling approximately \$1M: 800-1,000
- Graduates generated through TRAX annually: 45,000-50,000
- As of January 2018, 36,064 active students in STs, with 67,015 records sent to post-secondary institutions and third parties

Key Facts:

ECAS

- ECAS supports 800-1,000 exam marking contract and payment needs.
- The system was recently updated to process contracts for the new graduation assessments.

TRAX & TSW

- TRAX collects all student course, graduation and certification data for all B.C. public, independent, offshore, First Nation, and Yukon schools.
- TRAX 2.0 planning is underway with a current target deployment date of March 2019.
- School district and school staff rely on secure access to TSW for reports on course and assessments results and graduation status for their students and schools.

STs

- Students must create a BCeID to register for STs.
- Current students may receive up to 25 free transcripts for distribution to Post-Secondary Institutions (\$10 per transcript for additional transcripts).

Key Outcomes:

- ECAS tracks expenses and fees from individual markers as well as exam/assessment sessions by subject.
- TRAX securely stores and tracks course and assessment information for Grades 10-12 students.
- STs replaced two existing legacy applications – Student Secure Web (SSW) and Transcripts and Certificates Online (TACO).

Funding:
2017/18 Operational

- ECAS: \$53,820 • TRAX: \$75,689
- TSW: \$52,076 • STs: \$44,640

Services to Ministry:

- Supports the learning modernization initiative.

Delivery Partners:

- ITMB
- FSB
- School Districts and schools

Agreements:

- Master Services Agreement with CGI to provide helpdesk, technical support, design and development for ECAS, TRAX, TSW, and STs.

Description:

- The Provincial Scholarship Program recognizes student achievement and encourages students to pursue post-secondary education.
- Recipients receive scholarship vouchers that they can redeem for tuition at a designated post-secondary institution, i.e., those approved for Canada Student Loans by BC (includes over 2,000 public and private institutions in Canada and internationally) or an authorized trades training provider in BC.

Key Facts:

- The Provincial Scholarship program has been in place since 1987; the program was reviewed and revised in 2015/2016 with revisions implemented in 2016/2017.
- There are currently four provincial scholarships:
 - 1) BC Achievement Scholarship: 8,000 graduates receive \$1,250;
 - 2) District/Authority Scholarship: 5,500 graduates receive \$1,250;
 - 3) BC Excellence Scholarship: 55 graduates receive \$5,000; and
 - 4) Pathway to Teacher Education Scholarship (PTES): 20 graduates receive \$5,000.
- There are basic eligibility requirements for all scholarships (e.g. graduation, Canadian citizen or permanent resident/landed immigrant, B.C. resident, and enrolled in a public or group 1, 2, or 4 independent school or a registered home-schooler) and particular criteria for each scholarship: BC Achievement – high achievement in all grades 10-12 courses; District/Authority – chosen locally based on achievement in one of 7 categories; Excellence – minimum B average and application demonstrating service, leadership, and commitment to career path; PTES – minimum B average and outstanding graduates with commitment and aptitude for teaching.
- Students have seven years to redeem the PTES (due to common post-degree entry into Bachelor of Education programs) and five years for all other scholarships.
- Based on feedback from stakeholders that the Passport to Education scholarships were administratively heavy for small scholarships (\$500) and should be allocated to other existing awards, they were phased out over three years as of 2015/2016 (~\$5M reallocated to the program).

Statistics:

- ~ 13,500 scholarships are awarded each year.
- Historically, approximately 25% of scholarships are unredeemed; it is anticipated that the re-designed program will increase redemption rates due to recognition of more broad achievement.

Key Outcomes:

- The 2015/2016 review of the program was informed by extensive feedback received through a broad public survey, written submissions, focus groups and an internal steering committee.
- The revised program recognizes more areas of achievement, allowing a more diverse group of students to be eligible for scholarships.
- Data will be analysed to determine if redemption rates improve under the redesigned program.

Funding:

- \$15.6M grants budget annually.
- With five- to seven-year redemption periods and ~25% of scholarships ultimately unredeemed historically, the Ministry over-allocates the scholarship vouchers each year, e.g., \$17,417,500 in 2016 and \$17,250,000 in 2017.
- Year-by-year redemptions do not exceed the annual budget allocation and unredeemed dollars remain in the Ministry liability account.

Delivery Partners:

1. Boards of Education and School Districts
2. Independent School Authorities

Description:

- The transcript is the student’s official record of final grades 10-12 secondary school course marks, credits, assessment, examination results and graduation status.
- The transcript is produced for students and they determine how they will use the information (e.g., post-secondary admission, employment, other).
- Current and former secondary school graduates access transcripts through the online Student Transcripts service (www.studenttranscripts.gov.bc.ca)
- On graduation, each graduate receives one free transcript and graduation certificate. Current graduates can also select up to 25 free transcripts for post-secondary application.
- Additional copies of transcripts and graduation certificates cost \$10

Key Facts:

- Transcript data are accessible to post-secondary institutions in three formats: hard copy, batched electronic data files and digital files for downloading.
- The transcript service was upgraded September 2017 to provide greater access to transcripts and graduation certificates. The web-based service allows students to use new secure technology to:
 - View transcript
 - Order graduation certificate (if student has graduated)
 - View the post-secondary institutions (PSIs) selected by student for transcript transmission
 - View provincial examination/assessment results
 - Order and send transcript information to PSIs, employers or third parties
 - View awarded Ministry of Education scholarships
 - Manage account information
- Students can use STs to send transcripts to PSIs for early acceptance as interim and final marks can be sent directly to PSIs.
- From the STs, students can receive real-time information on the status of transcript orders.

Key Outcomes:

- The upgraded system eliminates the manual processes performed by ministry staff in the production, handling and mailing of 50,000 paper transcripts each year.
- New STs processes enable students to view, order, approve and send transcripts to PSIs easily and securely online

Statistics:

- Up to 50,000 secondary students graduate and receive a free transcript and graduation certificate each year.
- Since September 2017, over 67,000 records have been automatically sent to post-secondary institutions (PSIs) from the new transcript service.
- The top three selections are:
 1. Simon Fraser University (6,351);
 2. University of B.C. (5,399); and
 3. University of Victoria (4,398)

Funding:

- In 2016/17, the Ministry recovered ~\$400K for transcripts ordered by students; in 2017/18, recoveries were ~\$340K (Apr 2017-Jan 2018 inclusive). Recoveries are expected to decrease moderately because current graduates can choose more free transcripts through the new service.
- STs will provide administrative cost savings of ~\$10K per year to the Ministry, with anticipated increased savings as more PSIs onboard to the digital platform and costs for printing and shipping paper transcripts decrease.

Services to Ministry:

- EducationPlannerBC (www.educationplannerbc.ca) is the post-secondary admissions tool delivered by the Ministry of Advanced Education, Skills and Training that provides information on planning for post-secondary education and applying to PSIs. Once this tool’s transcript platform is fully functional, all transcripts will be sent from STs through EducationPlannerBC to PSIs.
- See attached sample transcript.

SAMPLE, TEST
1234 MAIN ST
ANYTOWN BC V0V 0V0

06161018

PERSONAL EDUCATION NUMBER	BIRTHDATE	ISSUE DATE
	99/01/01	14-FEB-2018
NAME	VICTORIA SECONDARY	
STREET ADDRESS OR P.O. BOX NO.	1260 GRANT STREET	
CITY	VICTORIA, BC	POSTAL CODE
		V8T 1C2

THE FACE OF THIS TRANSCRIPT HAS A COLOURED BACKGROUND - NOT A WHITE BACKGROUND - THE TRANSCRIPT HAS A WATERMARK OF THE B.C. FLAG - HOLD UP TO A LIGHT TO VIEW

COURSE NAME	COURSE CODE	REQ	EQU	SESSION DATE	GR 12 SCHOOL %	GR 12 EXAM %	FINAL %	FINAL LETTER GRADE	CREDITS
ENGLISH 10	EN 10	1		2015/06			78	B	4
FOUNDATIONS OF MATH AND PRE-CALCULUS	FMP 10	6		2015/01			77	B	4
INFORMATION TECHNOLOGY 10	INT 10			2014/06			76	B	4
PHYSICAL EDUCATION 10	PE 10	11		2015/06			77	B	4
PLANNING 10	PLAN 10	10		2016/01			97	A	4
SCIENCE 10	SC 10	8		2015/01			94	A	4
SOCIAL STUDIES 10	SS 10	4		2015/06			90	A	4
TECHNOLOGY EDUCATION 10: ELECTRONICS	TEE 10			2014/06			89	A	4
TECHNOLOGY EDUCATION 10: GENERAL	TEG 10			2015/02			84	B	4
CHEMISTRY 11	CH 11	9		2016/01			82	B	4
ELECTRONICS 11	EL 11	12		2015/02			89	A	4
ENGLISH 11	EN 11	2		2016/06			86	A	4
ICT: COMPUTER PROGRAMMING 11	ICTP 11			2015/06			84	B	4
PHYSICAL EDUCATION 11	PE 11			2016/06			92	A	4
PHYSICS 11 TEST	PH 11			2016/01			75	B	4
PRE-CALCULUS 11	PREC 11			2016/06			80	B	4
SOCIAL STUDIES 11	SS 11	5		2016/01			89	A	4
CAMOSUN COLLEGE COURSE 12A	PSIB 12A			2015/06			84	B	4
ELECTRONICS 12	EL 12			2016/06			86	A	4
ENGLISH 12	EN 12	3		2017/01	87		77	B	4
HISTORY 12	HI 12			2017/01			86	A	4
PHYSICAL EDUCATION 12	PE 12			2017/01			76	B	4
PRE-CALCULUS 12	PREC 12	7		2017/01			83	B	4
GRADUATION TRANSITIONS	GT	13		2017/02				RM	4
*** End of Course List ***									

Based on the information provided by the school, this student has graduated in the Graduation Program 2004 with Honours. Graduation date: February 2017.

ACHIEVEMENT INDICATORS

A	(86-100%)	Excellent Performance
B	(73-85%)	Very Good Performance
C+	(67-72%)	Good Performance
C	(60-66%)	Satisfactory Performance
C-	(50-59%)	Minimally Acceptable Performance

SG Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade.

TS May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act.

2004 Graduation Requirements

Minimum 80 credits over Grades 10 - 12, including successful completion of the courses listed below. Students may have earned more than 80 credits but not have successfully completed all required courses. All Ministry-authorized, Board/Authority-Authorized or post-secondary courses count toward graduation.

- The graduation requirements below are designated by a code number (e.g., 1-13) in the REQ column:

CERTIFIED A TRUE COPY OF THE ORIGINAL RECORD WHICH IS RETAINED AT THE MINISTRY OF EDUCATION	1 =	Language Arts 10 (4 credits)
	2 =	Language Arts 11 (4 credits)
	3 =	Language Arts 12 (4 credits)
	4 =	Social Studies 10 (4 credits)
	5 =	Social Studies 11, Civic Studies 11 or BC First Nations Studies 12 (4 credits)

6 = Math 10 (4 credits)
 7 = Math 11 or 12 (4 credits)
 8 = Science 10 (4 credits)
 9 = Science 11 or 12 (4 credits)
 10 = Planning 10 (4 credits)
 11 = Physical Education 10 (4 credits)
 12 = Fine Arts and /or Applied Skills 10, 11 or 12 (4 credits)*
 13 = Graduation Portfolio Assessment (4 credits)

* If more than one course is designated as meeting requirement 12, then 2 credits from each course are being counted towards this requirement.

- In addition to the above 13 requirements students need 28 credits for Elective Courses. Minimum 16 of 80 credits, including Language Arts 12, must be at the Grade 12 level.

All Grade 10 and 11 courses are reported as Final % only, even for courses that have a required exam associated with them. Students are required to write a Grade 12 exam in a Language Arts 12. Students who choose not to write other optional Grade 12 exams will receive the same mark for their Final % and School %.

ABBREVIATIONS

AEG	Aegrotal standing for a provincial exam granted because of illness or special circumstances
AP	Advanced Placement Course
BA	Board/Authority-Authorized Course
LD	Locally Developed Course (non-credit course)
IB	International Baccalaureate Course
IDS	Independent Directed Studies

For post-secondary courses (PSI) see post-secondary transcript for additional course details.

POST SECONDARY INSTITUTIONS TO WHICH TRANSCRIPTS HAVE BEEN FORWARDED

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Description:

- First Nation Education Steering Committee (FNEESC) is in the midst of upgrading First Nations’ schools internet connectivity to match the speeds available in BC public schools
- The Ministry of Education in partnership with the Ministry of Citizens’ Services, roles are to provide technical advice and expertise for the project

Key Facts:

- Project is led by the First Nation Education Steering Committee (FNEESC) and the project team includes representatives from All Nations’ Trust Company (ANTCO), Ministry of Education, and Ministry of Citizens’ Services
- Project scope includes 110 First Nations’ schools that fall within (TEFA); the remaining 20 First Nations’ schools are out of scope, as they do not participate in TEFA: their First Nations’ Governments negotiate direct with Indigenous Services Canada
- Upgrades are being implemented in two phase: Phase 1: 2017/18 - 39 locations, and Phase 2: 2018/19 71 sites
- Funding for this project is provided by Department of Indigenous Services Canada (DISC). FNEESC is holding the funds and allocates one-time install costs to vendors and ongoing maintenance and service costs to FN Schools.
- FNEESC requested the ministry’s participation on the project committee to provide technical, vendor and project advice

Key Outcomes:

- Improved access to digital information and services, including video streaming and interactive academic and employment training
- Increase the retention of First Nations’ students in the community and increased support for school-based and ongoing learning
- First Nations’ schools internet connectivity will match the speeds commonly available in BC public schools

Statistics:

- Currently all 130 First Nations’ schools are connected to the internet
- Project scope includes 110 First Nations’ schools that fall within TEFA
- the remaining 20 First Nations’ schools are out of scope, as they do not participate in TEFA

Delivery Partners:

1. First Nations’ Education Steering Committee
2. All Nations’ Trust Company
3. Ministry of Education
4. Ministry of Citizens’ Services
5. Multiple Telecom Vendors

Agreements

- Tripartite Education Framework Agreement
- Funding agreement between FNEESC and Department of Indigenous Services Canada (DISC)

Funding:

- \$16M in federal funding (funded by FNEESC through grant from Department of Indigenous Services Canada) over 5 years; there is no cost to the ministry.
- Funding covers installation of Internet, Network Security and switching devices; maintenance and ongoing service fees

Description:

- Libraries' Branch has established a project to improve connectivity to 71 provincial public libraries.
- The project will develop a path forward to ensure that libraries are positioned to support the digital and creative economies within their diverse communities and provide equitable access to information and services to their users to learn, work and create.

Note: NGN contractual and security obligations prevent libraries from connecting directly to NGN services.

Key Facts:

- Project led by Libraries' Branch; project committee representation includes Services & Technology Division, Ministries of Municipal Affairs and Housing, Citizens' Services, and Advanced Education Skills and Training.
- November 2017 survey results indicate public library connectivity has not kept pace with the demands created by new web technologies.
- Sector working group to review survey results, with recommendations to be provided to the Ministry in February, 2017.
- Municipal Governments fund internet and security services to libraries, whilst the Ministry of Education provides ~ 5% of Library costs through \$14M in grants.

Key Outcomes:

- Improved, equitable access to digital information and services, including video streaming and interactive academic and employment training;
- Reduce the geographical barriers (digital divide), particularly between smaller, rural or remote communities and urban;
- Deliver on Ministry commitments of advancing access to digital resources, as outlined in the Ministry's vision for public libraries in British Columbia.

Statistics:

- 99% of B.C.'s population has access to public libraries;
- There are 71 public libraries with 247 service locations serving 98% of B.C.'s population;
- 61.6M visits to libraries (physical and virtual) in 2016 - a 2.6% increase from 2015;
- 59M items were borrowed— an average of 13 per person;
- 6.7 million digital circulations in 2016 – a 16% increase over 2015;
- 3% increase in website traffic and 7% increase in wireless use in 2016 compared to 2015. Numbers continue to increase over time.

Funding:

Ministry Grant

- \$14M per year
 - ~\$2M to Shared Services
 - ~\$12M to Libraries

Services to Ministry:

- Improved library connectivity will increase children and youth learning opportunities outside the classroom;
- Assists Ministry in meeting its legislative mandate by improving access to information, skills development and learning for all ages.

Delivery Partners:

1. BC Libraries Cooperative

Agreements:

- BC Libraries Cooperative

<p>Description:</p> <ul style="list-style-type: none"> • Next Generation Network (NGN) delivers internet and network security services to every public school and School District office in the Province of B.C. • NGN was launched in 2014, at the request of School Districts, to upgrade/replace the previous provincial network. • NGN Program won the Island Region 2017 Premier’s Award for Organizational Excellence. 	<p>Key Facts:</p> <ul style="list-style-type: none"> • Services were designed in partnership with School Districts and industry experts • Leverages provincial government procurements reducing overall costs for networks and security services • Costs of the NGN Services are shared between the Ministry and School Districts • NGN is the largest Government Public School network in Canada • January 2018 announcement (by Citizens’ Services), regarding new or improved high-speed internet to 154 coastal communities, will improve at-home digital learning opportunities for students, and provide the potential to increase internet reliability to 4 public schools 	
<p>Statistics:</p> <ul style="list-style-type: none"> • Connects all 1625 public schools to all 60 School Districts; • Provides 92 Gigabits of Internet access • 305 Gigabits of Wide Area network services connect all sites securely to each other; • 1500+ Firewalls provide network security services and intrusion detection and prevention; • 1544 sites are connected by fiber • 77 are connected via radio, 3 by cable, and 1 site by satellite service 	<p>Funding:</p> <ul style="list-style-type: none"> • Total 2018/19 costs: \$40.668M <ul style="list-style-type: none"> ○ Ministry: \$22.6M ○ Districts :\$20M 	<p>Services to Ministry:</p> <ul style="list-style-type: none"> • BC’s new curriculum and personalized learning agenda is enabled by reliable connections of devices in the classroom to digital resources within School Districts throughout the world over the internet.
	<p>Delivery Partners:</p> <ol style="list-style-type: none"> 1. TELUS (Internet, WAN and Security Services) 2. IBM (Security Services) 3. Alternate Vendors include: NWTEL, CityWest, ABC Communications, Navigata, PWI, Conuma 	<p>Primary Agreements/Contracts:</p> <ul style="list-style-type: none"> • Telecommunications Services Master Agreement (TSMA) – (TELUS) • Workstation Services Agreement (IBM)

Description:

- Integrated Student Data (ISD) is a portfolio of projects intended to modernize the ministry’s student data collections systems.
- The projects will provide secure and shared access to common student data, and data validation tools.
- Project highlights include:
 - A web-based Student Transcript service for students to securely send transcripts to the post-secondary institutions of their choosing.
 - An updated Education Data Warehouse (EDW 2.0) service
 - Oracle analytics tools for schools and districts to access and analyse their own student data.
- Services and tools available to schools in BC and the Yukon.

Key Facts:

- The OCIO has provided IT capital funding for ISD.
- Student data is uploaded nightly from MyEducationBC to an Operational Data Store (ODS).
- ODS is the primary source of student data for MyEdBC Analytics, EDW 2.0 and ministry operational systems. Process reduces workload for schools and ministry staff and will provide access to current data to users. Student Data Exchange centralizes validation rules which improves data integrity and quality.
- The Personal Education Number (PEN) is allocated to students and early learners at all schools, StrongStart Centres and post-secondary institutions. Used to track students throughout their education career.
- The ISD portfolio will replace legacy applications currently targeted for retirement in 2020.

Key Outcomes:

- Improved administrative processes for schools, school districts and the ministry by streamlining data collection, using a common repository of integrated student data.
- Improved student transition to post-secondary education by providing secure systems that support flexibility and choice for students.
- Established systems that enable flexibility and data reuse, and to transition from legacy ministry systems to more modern technologies.

Statistics:

- Data collection systems to be redeveloped:
 - 2017/18
Student Data Exchange, Student Transcripts service
 - 2018/19
StrongStart, SADE, TRAX
 - 2019/20
1701, FSA, PEN, Class Size and Composition
- Number of submissions for current data collections: 1701 (~4500/year), SADE (~3600/year) and class organization (~1800/year).
- As of January 2018, the Student Transcript service was used to send 67,015 records to post-secondary institutions and third parties.

Funding:

- Capital IT funding approved by OCIO:
 - 2014/15 - \$0.35M
 - 2015/16 - \$1.65M
 - 2016/17 - \$2.50M
 - 2017/18 - \$2.85M
 - 2018/19 - \$2.75M

Services to Ministry:

- The ODS is the primary source of high-quality student data for the ministry.

Delivery Partners:

- Software developed under contract by CGI and Fujitsu.
- Education Planner BC (under AEST) coordinates transcript and application services for post-secondary institutions.

Agreements:

- MOU with the Yukon for data collections and My Education BC (including MyEdBC Analytics).
- Master Service Agreements with CGI and Fujitsu.

Description:

- MyEducationBC is a student information system used by the majority of schools in B.C.
- MyEducationBC manages:
 - student demographics,
 - enrolment
 - attendance,
 - timetables
 - programs and courses,
 - student achievement,
 - individual education and plans,
 - reports
- Students and parents may access their student records and collaborate with teachers through a web-based portal.
- MyEducationBC complies with provincial security and privacy standards.
- Districts pay a fixed fee of \$10.00/ student for the core service. Cost is guaranteed until end of contract and has been stable since 2005.

Statistics:

- MyEducationBC is used in:
 - 1475 public schools in 56 school districts,
 - 135 independent schools, and
 - 46 Yukon Schools
- Students records: 600,000
- Active Accounts:
 - 200,000 students,
 - 150,000 parents,
 - 58,000 staff and teachers

Key Facts:

- MyEducationBC provides secure access to a single educational record for students in B.C.
- Four (4) districts do not use MyEducationBC: Vernon (SD22), Delta (SD37), Campbell River (SD72), and Okanagan-Shuswap (SD83).
- Yukon has an agreement with the Ministry of Education to use the MyEducationBC service. Yukon pays \$20.00/ student /year for the service.

Key Outcomes:

- MyEducationBC standardizes data across public school districts and authorities, and enables integrated data systems, streamlined data collection and reporting processes.
- The service is continuously enhanced to better meet the needs of districts, schools, teachers, students, and parents, and to support B.C.'s new curriculum. For example the recently introduced student progress report reflects the new learning standards and competency based assessment.
- Using tools in MyEdBC, like the family portal, improves communication between teachers, student and parents about child's learning to support success. Parents can log in from any device to check their child's progress, attendance, missing assignments and other information.

Funding:

Split between SD/Schools and ministry:

- Total Annual costs: \$12.1M
- Explain these. This covers operational costs, enhancements and school support.
- The Ministry recovered \$5.9M from school districts and independent schools as usage fees.

Delivery Partners:

1. Fujitsu Consulting (Canada) Inc. delivers the hosted student information service to school districts/authorities and the Ministry.
2. Schools districts/authorities appoint representatives to the Service Management Council, which provides governance in partnership with the Ministry of Education.

Agreements:

- In November 2013, the Ministry of Education entered into a contract with Fujitsu Consulting (Canada) Inc. to deliver the hosted student information service through to 2025. The original value of the contract was \$95.6 M.
- School districts, independent school authorities, and the Yukon have signed *Memorandums of Understanding* with the Ministry of Education for the purpose of managing and receiving the MyEducationBC service.

Description:

- Open School BC (OSBC) is a cost-recovery unit that designs, develops and delivers educational resources, curriculum implementation supports, e-learning services and professional learning to public and independent schools.
- Launched in 1919 as B.C.'s first correspondence school, OSBC continues to provide e-learning/ blended learning hosting services through its Learning Management System (LMS), and digital resources to B.C.'s distributed learning schools.

Key Facts:

- Provides LMS infrastructure and hosting services to districts and independent schools on a cost recovery, shared service delivery model to support:
 - K-12 distributed/blended learning
 - Mandated occupational health and safety courses to school district staff
- Develops high quality open educational resources in collaboration with B.C. teachers to support curriculum implementation.
- Provides services to Ministry of Education to develop curriculum implementation and professional learning supports, including Curriculum and Assessment, Early Learning, Skills and Trades, Inclusive Education, Teacher Regulation and French Programs.
- Functions as a shared service to other ministries and public sector agencies on a cost recovery basis.
- 2016 Premier's Award Regional Recipient in Organizational Excellence.
- Named as one of the Top 10 Places to Work in the BC Public Service in 2016 and 2007.

Statistics: January 1 – December 31, 2017

K-12 Sector

- 14 distributed learning schools in LMS, 14,440 unique users.
- 12 school districts access occupational health & safety training through LMS hosting service/7052 unique users.
- 44,000 page views of curriculum implementation resources posted on the Ministry website.

Key Outcomes:

- Districts have access to secure, reliable, safe and supported e-learning infrastructure.
- Cost savings to districts by participating in a shared service delivery model.
- Students, parents and graduated adults have access to high quality training resources at no cost.
- Effective curriculum implementation support for teachers.
- Accessible and cost-effective occupational health and training for district staff.

Ministries/Public Sector Organizations

- 16 in LMS hosting service.
- 30 e-learning/instructional support projects.

OSBC Staff

- 22 staff with skills in project management, instructional design, content and media development, graphic design and programming. Staff is skilled in developing project proposals and responding to Request for Proposals.

Funding:

- Total budget: \$3M:
 - From Ministry: \$1.36M
 - From cost recovery activities: \$1.64M

Services to Ministry of Education, Other Ministries and Public Sector Organizations

- Learning/training needs assessment.
- Development of instructional support and training resources, including:
 - instructional media
 - e-learning courses/websites
 - unit/lesson/activity plans
 - training manuals
- LMS hosting support and services.
- E-Commerce portal.

Agreements:

- Remote Learner: Moodle LMS (\$45,000 annually).

Delivery Partners:

1. Queen's Printer: customer support & printing
2. DCV: warehousing
3. BC Mail Plus: distribution

Description:

- WonderLab is a ministry project under the umbrella of the Strategic Initiative Fund (SIF), which is part of the provincial Strategic Relationship Agreement with TELUS.
- WonderLab is envisioned as a modern physical and/or virtual learning environment, which will enable students and teachers to collaborate and engage with the new curriculum.
- A core team made up of 16 ministry and educational stakeholders, including districts, are guiding the project.

Key Facts:

- WonderLab is the first approved SIF (Strategic Investment Fund) project within the ministry.
- SIF is managed by the Ministry of Citizens’ Services, which oversees the Strategic Relationship Agreement and the Province’s telecommunications contract with TELUS.
- The Wonderlab concept was developed by a group of ministry, rural and urban districts, and First Nations Education Steering Committee (FNESC) participants.
- The WonderLab is taking a service design approach, in which the service is designed by engaging a large number of educational stakeholders.

Key Outcomes:

- Supporting students to complete their K-12 education with the skills, competencies, and experience needed for success in a predominantly knowledge-based economy.
- Supporting educators in collaboration and engagement with the new curriculum, regardless of location.
- Example of a joint partnership, as participating project members are from urban and rural districts, FNESC, the University Of British Columbia Okanagan and the ministry.

Statistics:

2017 Project engagement included:

- 25 urban and rural communities
- 18 school districts
- 6 chapters
- 3 First Nations Schools
- 40 students
- 33 teachers
- 21 principals
- 23 administrators and industry experts
- The BC Teachers’ Federation

Funding:

- \$20 million of SIF has been earmarked for WonderLab.
- WonderLab received approval to use \$700k of the \$20 Million for the first (Service Design) phase (due for completion Spring 2018).
- In addition, the ministry allocated \$447K of operating dollars for the Service Design Phase, Teacher on Call costs, etc.).

Services to Ministry:

- WonderLab is a SIF project. SIF is managed by the Ministry of Citizens’ Services, as part of the Province’s telecommunications contract with TELUS.
- The BC Teachers’ Federation will recruit teacher participants for Spring 2018 workshops.

Delivery Partners:

1. Citizens’ Services (as overseer of the telecommunications contract with TELUS)
2. TELUS

Agreements:

- Telecommunications Services Master Agreement (TSMA)
- Strategic Relationship Agreement (TSMA)

Description:

- The Ministry of Education designates 15 independent schools as Special Education Schools.
- Designated Special Education schools exclusively serve students with special needs.
- Designated Special Education schools qualify for specific grant funding in addition to operating and special education grants.

Statistics:

- All 15 designated Special Education Schools met the criteria in 2016/17, and were eligible for the additional grant (based on FTE).
- In 2016/17, Special Education Schools awarded 77 school completion credentials to students with special needs:
 - 66% Dogwood
 - 17% Adult Dogwood
 - 17% Evergreen

Funding:

Designated Special Education Schools (SES) Grant: 2012/13 – 2017/18	
Year	SES Grant
2012/13	\$796,400
2013/14	\$827,200
2014/15	\$886,600
2015/16	\$891,000
2016/17	\$1,881,200
2017/18	\$1,922,000

Key Facts:

- There are 15 designated Special Education Schools (SES).
 - Six have been in existence since 1987/88.
 - Nine were designated in 2016/17.
 - No additional schools are being contemplated for designation at this time.
- Beginning in 2016/17, the funding framework was revised so that qualifying schools receive an additional \$2,000 per FTE (all categories), which resulted in an additional \$1M in funding. This funding is in addition to operating grants and supplemental funding for levels 1 2 and 3 special needs designations
- To retain designation, schools must:
 - be a brick and mortar, group 1 or 2 independent school
 - exclusively enrol students with special needs
 - demonstrate a 1:6 educator / student ratio

Key Outcomes:

- Designated Special Education Schools meet the educational needs of students with a range of special needs.

List of Designated Special Education Schools: 2017/18

School Name	Location	Year Designated
Children’s Hearing and Speech Centre	Vancouver	1987/88
Discovery School	Victoria	1987/88
Fraser Academy	Vancouver	1987/88
Glen Eden	Richmond	1987/88
James Cameron	Maple Ridge	1987/88
Kenneth Gordon	North Vancouver	1987/88
Artemis Place	Victoria	2016/17
Choice School for the Gifted	Richmond	2016/17
Fawkes Academy	Burnaby	2016/17
Honour Secondary	Surrey	2016/17
Purpose Secondary	New Westminster	2016/17
Mediated Learning Academy	Coquitlam	2016/17
PALS Autism School	Vancouver	2016/17
Whytecliff Learning Centre Burnaby	Burnaby	2016/17
Whytecliff Learning Centre Langley	Langley	2016/17

Description:

- Funding for Independent schools is based on the formula in the Independent School Regulation, and it has remained relatively unchanged for more than 25 years.
- Independent schools are inspected regularly to ensure compliance with the *Independent School Act* and related regulations, orders and policy requirements.

2017/18 Statistics (as at September 30):

Total Headcount: 85,119

Type	HC	% of total
Group 1	65,004	76.37%
Group 2	17,235	20.25%
Group 1/3	138	0.16%
Group 3	494	0.58%
Group 4	2,248	2.64%
Total	85,119	100%

(Source: Education Data Warehouse/Independent School Information System)

Funded FTE – Operating

Group 1	61,405.29
Group 2	13,572.69
Total	74,977.98

(Source: Independent School Information System)

Special Education – Headcount*

Low Incidence - receives supplemental funding	Level 1	103
	Level 2	3,982
	Level 3	545
High Incidence – does not receive supplemental funding	K, P, Q,R	3,147
Total		7,777

(Source: Education Data Warehouse)

*see special education factsheet for more information.

Key Facts:

- Provincial funding is only provided to:
 - Group 1 schools are eligible for provincial funding and receive 50%* of the local district per student grant amount (includes distributed learning (DL) schools who receive 63% of the public school DL rate for school –aged students) for operating costs, no capital funding.
 - Group 2 schools are eligible for provincial funding and receive 35% of the local district per student grant amount (includes First Nation (FN) reciprocal tuition (RT) students who receive 100% of the local district rate based on the FN billing rate) for operating costs, no capital funding.
 - Group 3 and 4 schools are not funded by the ministry.
- Overall enrolment at independent schools has increased on average of 1.5% per school year (when excluding years of job action).
- There are 15 Special Education Schools (SES) which exclusively serve 977.0 FTE students with special needs which are included in the special education statistics section of this factsheet. See Special Education School factsheet for additional information.

Key Outcomes:

- Enabling all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Funding:

Fiscal Year Budget

- 2017/18 Estimate s.13,s.17
- 2018/19 Estimate

2017/18 School Year Grant Funding - Estimated Full Year

Operating*	\$324M
Special Needs	\$88M
Other Special Purpose	\$17K
Total School Year Estimate	\$412M

*includes FN RT funding

Course Challenge

2016/17 School Year Grant Funding

Operating*	\$298.49M
Special Needs	\$81.1M
Other Special Purpose	\$2M
Total School Year	\$381.59M

*includes FN RT funding

Course Challenge, Priority Measures

Description:

- Independent schools are subject to external evaluation and inspections for the purpose of issuing or renewing certificates of group classification.
- Independent school inspections are conducted in regular cycles, and include: **facilities** (meeting safety standards and municipal/regional codes and by-laws), **educational programs** (meeting curriculum requirements), and **school administrative compliance**.
- If a school is not in compliance with requirements, funding may be withheld or the school's classification may be changed or cancelled.

Statistics:

- The ministry certified 364 independent schools in the 2017/18 school year.
- In 2017/18, 87 schools completed a comprehensive external evaluation, 115 schools completed a monitoring inspection, and 163 schools were not scheduled for an inspection based on the inspection cycle.

Budget:

- Fiscal 2017/18 budget of \$300,000 for independent school inspections

Delivery Partners:

1. Federation of Independent Schools Association (FISA): supports member schools during inspection
2. Contracted inspection team members: 28 contracted inspection team members were used in fiscal 2017/18

Key Facts:

- B.C. independent schools are inspected by the Ministry of Education to ensure that all schools meet and maintain the legislated standards and requirements for their certificate of group classification under the *Independent School Act*.
- Working with the Inspector of Independent Schools, contracted inspection team members are qualified and experienced B.C. educators (active and recently retired principals/administrators).

Key Outcomes:

- 202 independent schools were inspected in 2017/18.
- Inspections confirmed three schools were in significant non-compliance: one school was de-certified (Vancouver International College, New Westminster), one school's classification was changed (Kelowna Waldorf School), and one school demonstrated compliance during a follow-up inspection (St. John's International School, Vancouver).

Certificates of Group Classification:

Group	# schools	Description	Funding	Inspection cycle
Group 1	248	<ul style="list-style-type: none"> • must be not-for profit • employ B.C.-certified teachers • deliver the B.C. curriculum 	50% of the rate of the local school district	External evaluation every six years and a monitoring inspection every second year
Group 2	72	<ul style="list-style-type: none"> • meet Group 1 requirements • operate at a higher per-student cost than the local district 	35% of the rate of the local school district	External evaluation every six years and a monitoring inspection every second year
Group 3	19 + 1 (Group 1 and 3)	<ul style="list-style-type: none"> • do not deliver the B.C. curriculum • not required to employ B.C.-certified teachers • students not eligible for a Dogwood Diploma 	No funding	Inspection every other year focused on student safety
Group 4	24	<ul style="list-style-type: none"> • meet Group 1 requirements with the exception that they may be for-profit • more than 50% of students are international 	No funding	External evaluation every two years and a monitoring inspection every year in between

Description:

- British Columbia enables parents / families to homeschool children, i.e. to be educated outside of a school environment with the parent/guardian responsible for delivering an education program.
- Homeschoolers must be registered with a public or independent school, but are not required to follow the B.C. curriculum.

Key Facts:

- Homeschooling is enabled by the *School Act* and *Independent School Act (1989)*
- There are 2,259 registered home schoolers in 2017/18, which comprises 0.35% of the total school-aged population.
- Registering schools receive an annual grant from the Ministry for each home school registration:
 - \$250 per public school registered home schooler
 - \$175 per independent school registered home schooler
 - The funding rate was set in 2002/03 (and has remained the same since that time).
- Registering schools must offer evaluation and assessment services and the loan of educational resources to registered home schoolers; it is up to the parent / student to decide whether to make use of these services.
- Registered home schoolers can only graduate by taking courses through Distributed Learning, i.e. they must earn sufficient credits through grade 10-12 distributed learning courses.

Statistics:

- 2,259 registered homeschoolers in 2017/18.
- 0.35% of total school aged population; this proportion has remained steady over the past five years.
- Registrations decreased from 2016/17 to 2017/18 by 2.5% (reduced by 57 registrations)
- 1,762 homeschoolers are registered with independent schools (78%)
- 497 homeschoolers are registered with public schools (22%)
 - 83% (1876/2,259) are in the K-9 age range
 - 17% (383/2,259) are in grade 10-12 age range

See over for additional information

Key Outcomes:

- A small percentage of B.C. students (0.35%) received homeschooling in 2017/18.
- Homeschooled children are not required to participate in provincial assessments, and very limited data is available to compare their student achievement vs. the public and independent school system.

Funding:

- \$431,675 is the total of homeschooling grants for school year 2017/18:
 - \$306,425 independent
 - \$125,250 public

Delivery Partners

1. BC Home Educators' Association (BCHEA) represent homeschooling parents

HOMESCHOOLING

February 1, 2018

2017/18 Summary: HOMESCHOOLING

Homeschooler Registrations

	<i># Homeschooler / Students</i>	<i>% of Total</i>
Registered with an independent school	1,762	78.0%
Registered with a public school	497	22.0%
Total	2,259	100%

Homeschooler Age

	<i># Homeschooler / Students</i>	<i>% of Total</i>
Homeschoolers in the K-9 age range	1,876	83.0%
Homeschoolers in the 10 to 12 age range	383	17.0%
Total	2,259	100%

Homeschoolers in Distributed Learning

	<i># Homeschooler / Students</i>	<i>% of Total</i>
Registered with a Distributed Learning (public and independent)	1,561	69.1%
Brick & Mortar	698	30.9%
Total	2,259	100%

of Homeschoolers: Past 5 Years

	# Homeschoolers
2013/14	2,033
2014/15	2,221
2015/16	2,247
2016/17	2,316
2017/18	2,259

Description:

- Independent schools which have entered into a Distributed Learning Agreement with the Ministry of Education who may offer part or all of an educational program to students by Distributed Learning (DL).
- The ministry enables Public School Boards of Education to offer Distributed Learning programs by agreement, as well as the School District No. 73 Business Company, which provides Distributed Learning courses for International Students residing outside

Statistics:

- 9,036 Independent School Distributed Learning Students (Headcount, 2017/18)
 - This comprises 42% of the total number of Distributed Learning students in B.C.
- 81,592 – Number of courses taken through an independent Distributed Learning school in 2016/17 (2017/18 data unavailable until July).
- Enrolment of students with special needs in independent DL schools has increased by 104% over the past 5 years:
 - 1,018 in 2013/14*
 - 2,084 in 2017/18

Distributed Learning Outcomes 2016/17:

	Course Completion Rate	6 Yr. Completion Rate	Av. Eng. 12 Exam Mark
PUB	61.4%	32.4%	63.4%
IND	64.2%	44.6%	65.6%

- *See over for a list of Independent Distributed Learning Schools.*

*2013/14 was the first year special education data was collected in the same manner as public schools.

Key Facts:

- There are currently 16 independent Distributed Learning schools in B.C. serving 9,036 students.
- All independent Distributed Learning schools are Group 1 Independent schools.
- Independent DL schools have a two-year inspection cycle:
 - External Evaluation in Year 1
 - Monitoring Inspection in Year 2
- Funding for Independent Distributed Learning students is based on a percentage of the flat public school Distributed Learning per pupil rate:
 - 63.0% for Group 1 independent distributed learning students; and
 - 44.1% for Group 2 independent distributed learning students.
- 2017/18 Distributed Learning flat rates:
 - \$6,100 per FTE (public)
 - \$3,843 per FTE (Group 1 independent, 63% of \$6,100)
- Independent Distributed Learning schools are eligible for 100% of the special education funding that public schools receive.

Benefits:

- Students in B.C. can choose to take all or part of their educational program through an Independent Distributed Learning School.

Funding:
s.13,s.17

- \$64,722,138: Total Grants to independent DL schools in 2016/17

Agreements:

- As per Section 8.1 of the *Independent School Act*, School Authorities must have entered into a Distributed Learning Agreement in order to offer Distributed Learning.

Delivery Partners:

1. Federation of Independent Schools Associations (FISA)

Independent Distributed Learning Schools (Group 1 Only)

Name	Location	Independent School Group Certification	Sept 2017 Headcount	2017/18 SY Funded Homeschooler HC	Estimated 2017/18 SY Funded FTE	Estimated 2017/18 SY DL Funding
Anchor Academy (DL)	Salmon Arm	Group 1	479	250	s.13,s.17	
ASCEND Online Distributed Learning	Kamloops	Group 1	307	43		
Bulkley Valley Christian Distributed Learning	Smithers	Group 1	45			
CHEK-ABC	Nelson	Group 1	162	32		
Christian Homelearners eStreams	Grindrod	Group 1	199	60		
Fawkes Academy DL	Richmond	Group 1	38			
Heritage Christian Online School (DL)	Kelowna	Group 1	4,223	318		
iLearn DL Secondary School	Surrey	Group 1	229			
KLEOS Open Learning (DL)	Kelowna	Group 1	243	1		
Oak & Orca School (DL)	Victoria	Group 1	158	3		
Pathways Academy Distributed Learning	Prince George	Group 1	217	51		
Regent Christian Online Academy	Victoria	Group 1	975	256		
SelfDesign Learning Community (DL)	Vancouver	Group 1	2,058	207		
Traditional Learning Academy Online	Surrey	Group 1	1,192	288		
Valley Christian School DL	Mission	Group 1	25			
West Coast Adventist DL School	Abbotsford	Group 1	95	1		
			10,645	1,510		

Description:

- Independent schools in the Province of B.C are enabled under the *Independent School Act* which was enacted in 1989 and has remained relatively unchanged since that time.
- Independent schools must comply with the requirements of the Act and related regulations, orders and policy.
- The Ministry of Education regulates independent schools by way of external evaluations and inspections conducted on the cycle outlined in the Schedule to the *Independent School Act*.

Statistics:

Independent Schools in BC

Type	# of schools	% of total
Group 1	248 (incl. 16 DL)	68.32%
Group 2	72 (incl. 29 FN)	19.83%
Group 1/3	1	0.28%
Group 3	19	5.23%
Group 4*	24	6.34%
Total	364	100%

*VIC included but no longer holds certification as of December 2017

*See Independent School Funding and Enrolment fact sheet for more information.

Key Facts:

- Basic requirements of all independent schools:
 - No school may be in existence that fosters or promotes: racial or religious intolerance, violent overthrow of government, or sedition
 - Facility is in compliance with local municipal/regional by-laws
 - A society (Authority) is established under the Societies Act
- Independent schools are classified into one of four groups based on the requirements of the Act and regulations, schools meet the basic requirements and those of each Group classification:
 - Group 1: must be not-for-profit, deliver the BC curriculum, employ BC certified teachers and are funded at 50%, as per student operating costs are equal to or less than the local district amount. Students earn Dogwood.
 - Group 2: same as Group 1, but are funded at 35% because per student operating costs exceed the local district amount. Students earn Dogwood.
 - Group 3: not required to deliver curriculum, or employ BC certified teachers. No funding. Students do not earn a Dogwood.
 - Group 4: 50% or more of students are international, can be for profit but must deliver curriculum, or employ BC certified teachers. No funding. Students earn a Dogwood.

Key Outcomes:

- Independent schools in BC provide families with a choice with respect to educational programs offered from a faith, pedagogical or philosophical perspective aligned with family values and beliefs.

Funding:

- 2017/18 Fiscal Year Estimate s.13,s.17
- 2018/19 Fiscal Year Estimate

Partners

- The Federation of Independent Schools Associations of BC (FISA BC) is comprised of 5 sub associations' namely Catholic Independent Schools (CIS), the Society of Christian Schools BC (SCSBC), the Association of Christian Schools International (ACSI), the Independent Schools Association (ISABC) and the Associate Members Group (AMG).
- FISA BC represents 93% of all independent schools

Description:

- Group 1, 2, and 4 Independent Schools are required to offer programs which meet the requirements of the Educational Standards Order, a Ministerial Order established under the *Independent School Act*.
- Students at Group 1, 2, and 4 Independent Schools participate in the same student achievement measures as students in Public Schools, e.g. Provincial Exams and Foundation Skills Assessments.
- Students at Group 3 Independent Schools are not required to engage in provincial assessments and these schools are not required to offer the B.C. curriculum.

Statistics:

- There are 84,995 students enrolled in 364 B.C. Independent Schools (as of September 30, 2017).
- In 2016/17, there were 5,388 graduates (Dogwood and Adult Dogwood) from Independent Schools.
- 7,777 of all Independent School students are students with special needs (all 12 categories):
 - This represents 9% of all students in the Independent School System
 - 11% of students in the Public School System have special needs

Key Facts:

- Students in B.C. Independent Schools demonstrate slightly higher achievement and outcomes on some measures compared to students in B.C. Public Schools. For example:

2016/17	6 Yr. Completion Rate: All Students	6 Yr. Completion Rate: Students with Special Needs	Eng. 12 Exam Final Mark (Percent C+ or better)
Public	83.7%	68.8%	71%
Independent	86.7%	78.5 %	79%

- On other measures, such as the Foundation Skills Assessment, Independent and Public School outcomes exhibit a notable difference:

Foundation Skills Assessment: % of students meeting or exceeding expectations						
2016/17	Grade 4 Numeracy	Grade 4 Writing	Grade 4 Reading	Grade 7 Numeracy	Grade 7 Writing	Grade 7 Reading
Public	75%	82%	80%	69%	83%	74%
Independent	90%	92%	92%	87%	94%	88%

- Foundation Skills Assessment participation rates are significantly higher in Independent Schools than in Public Schools. For example:

Foundation Skills Assessment Participation Rates		
2016/17	Grade 4	Grade 7
Public	~74%	~73%
Independent	~91%	~92%

- Students with Special Needs at Independent Schools score higher than those in Public Schools on the Foundation Skills Assessment.

Foundation Skills Assessment: % of special needs students meeting or exceeding expectations						
2016/17	Grade 4 Numeracy	Grade 4 Writing	Grade 4 Reading	Grade 7 Numeracy	Grade 7 Writing	Grade 7 Reading
Public	54%	59%	62%	39%	58%	51%
Independent	78%	82%	83%	69%	84%	80%

Description:

- Most international students reside with B.C. families while studying in a B.C. school.
- Homestay host families receive compensation to offset costs of hosting the student(s).
- School districts and schools use three models for homestay administration:
 - Some administer their own program (i.e. place students with families);
 - Some contract with one or more companies to administer the program on their behalf; and
 - Some refer students to local homestay providers/businesses.

Statistics:

- Examples of homestay compensation:
 - Metro Vancouver – approximately \$900 to \$975 per month, and
 - Other areas of B.C. – approximately \$800 to \$900 per month
- Statistics on the specific number of students residing in homestays are not available.
 - It is estimated that 70 – 80% of the total international student population resides in homestays (e.g. 14,800 – 16,900 international students)
 - This equates to between \$125M - \$145M for local economies via local homestay families.

Key Facts:

- In 2017/18, there are approximately 20,000 K-12 international students in B.C. including students from Alberta and Ontario, there are 21,131 non-resident students.
- The Ministry maintains *Homestay Guidelines for K-12 International Students*, which provides comprehensive, best practice standards for administration of and participation in homestays for minor-aged international students. These *Guidelines* were revised in 2017/18.
- The Ministry’s Homestay Guidelines are translated widely to support international students and their families to understand expected standards of service and care.
 - Currently available in eight languages: English, Mandarin, Korean, Japanese, Spanish, Portuguese, French, and German.
 - Translation into Italian, Thai, Vietnamese and Arabic will be completed by May, 2018.

Key Outcomes:

- B.C. homestay families grow their global and intercultural knowledge and skills by hosting international students.
- The B.C. and regional economies benefit from additional economic activity associated with homestay students.
- Ministry of Education *Homestay Guidelines for K-12 International Students* help international students and their families to understand expected standards of service and care.

Operating Budget (Funding):

- The ministry does not directly fund homestays.
- The 2017/18 budget for translation of the Homestay Guidelines is \$13,000.

Delivery Partners:

1. School districts and independent schools with international education programs
2. Homestay providers / businesses
3. Relevant B.C. Government Ministries (interested in the safety of international students)
 - I. Ministry of Advanced Education, Skills and Training
 - II. Ministry of Children and Family Development
 - III. Ministry of Health

Description:

- International Distributed Learning is intended to:
 - support students at B.C.-certified offshore schools;
 - promote international education (and associated education and economic benefits) in regions of the province outside of the Lower Mainland and southern Vancouver Island; and
 - attract international students for study in B.C. schools and B.C.-certified offshore schools.

Key Facts:

- The Ministry of Education enables international students not residing in B.C. to enrol in a limited selection of distributed learning courses which only count for credit toward graduation upon enrolment in a B.C. school, or B.C.-Certified Offshore School.
- Starting in 2010, the Ministry of Education reached an agreement with School District No. 73 Business Company to provide International Distributed Learning for international students residing outside B.C.
- The Business Company of School District No. 73 currently has an exclusive agreement to provide international distributed learning with the Ministry of Education; no other district is able to offer distributed learning courses to students residing outside of B.C.
- The ministry is currently reviewing the exclusive agreement with a view to enabling opportunities for additional providers.

Statistics:

- 319 students from 16 B.C.-certified offshore schools enrolled in International Distributed Learning in 2017/18.
- School District No. 73 Business Company also provided courses to 109 students not enrolled in B.C.-certified offshore schools in 2017/18.
- The five International Distributed Learning courses with the highest enrolment for B.C.-certified offshore school students were Calculus 12, Chemistry 11, Biology 12, Chemistry 12, and Physics 12.
- 12 B.C.-certified teachers are employed through the School District No. 73 Business Company.

Key Outcomes:

- Provides flexibility and greater course diversity for B.C.-certified offshore school students.

Funding:

- The Ministry does not fund international students.

Agreements:

- There is a Distributed Learning Agreement for Non-Resident Learners between the Ministry of Education and School District No. 73 Business Company.

Delivery Partners:

- School District No. 73 Business Company – delivers distributed learning courses for international students not residing in British Columbia

Description:

- International education is divided into two streams. Onshore and Offshore:
 1. Onshore international education includes international students who come to B.C. and enrol in a public or independent school.
 2. Offshore education includes students attending a B.C. certified school in another country.

Statistics:

- Top 5 Public and Independent Schools for International Student Enrolment (2017/18)

School Districts	Independent Schools
Coquitlam: 2,036	Bodwell: 627
Vancouver: 1,740	Brentwood: 262
Burnaby: 1,430	Shawnigan Lake: 237
Surrey: 1,056	St. Michael’s University School: 207
Victoria: 1,046	Pattison: 154

- Number of K-12 International Students

	Onshore	Offshore
2013/14	14,135	9,828
2014/15	16,958	11,856
2015/16	18,711	13,569
2016/17	20,437	14,334
2017/18	21,131	13,925

- *See over for table of school district tuition revenue from international students*

Key Facts:

- International education (K-12, post-secondary, and language schools) is B.C.’s third largest export industry, behind only ‘wood products’ and ‘mineral fuels.’ It generates \$3.5 billion annually toward the provincial economy and creates 29,300 jobs.
- At the K-12 level, in 2017/18 international students contribute \$505 million toward the provincial economy (through tuition fees and living expenses) which creates 3,241 jobs.
- There are 21,131 onshore K-12 international students in B.C. in 2017/18, enrolled in 49 school districts and 152 independent schools.
- There are 13,925 K-12 school students in offshore schools located in 45 schools in 8 countries.
- The Ministry of Education uses cost recovery revenue from the B.C. Offshore School Program to fund international education scholarships, available for B.C. students and teachers.
- The Ministry of Education maintains 11 education-related MOUs with foreign governments in six countries (China, Colombia, France, Japan, Italy, and Spain). MOUs support student and teacher exchanges and the development of intercultural and global competencies.
- The Ministry of Education supports international education through:
 1. Policy administration and development (e.g. homestay guidelines);
 2. Stakeholder relations (e.g. B.C. education stakeholders, the federal government and international stakeholders);
 3. Coordination of government initiatives with other B.C. government ministries; and
 4. Administration of the offshore school program including inspection and certification.

Key Outcomes:

- Resident B.C. students and families gain global and intercultural skills and competencies.
- Promotion of B.C. for trade, jobs and immigration.

Funding:

- The offshore school program generates \$5.2M in revenue for the Ministry for program administration of which \$365,000 will be awarded to students and teachers in B.C. as International Education Scholarships and Awards.
- International education generates \$240.5M in tuition revenue for 49 school districts.

Delivery Partners:

1. British Columbia Council for International Education (BCCIE) – crown corporation
2. International Public School Education Association (IPSEA) – represents school districts with international education programs
3. Federation of Independent School Associations (FISA) – represents independent schools with international education programs

School District Revenue from International Student Tuition: 2016/17 School Year (Audited Financial Statements)

School District	Tuition Revenue 2016/17
05 - Southeast Kootenay	\$415,173
06 - Rocky Mountain	\$3,571,343
08 - Kootenay Lake	\$1,497,404
10 - Arrow Lakes	\$25,500
19 - Revelstoke	\$139,028
20 - Kootenay-Columbia	\$6,000
22 - Vernon	\$4,859,469
23 - Central Okanagan	\$5,168,270
27 - Cariboo-Chilcotin	\$51,200
28 - Quesnel	\$150
33 - Chilliwack	\$1,38,754
34 - Abbotsford	\$5,530,574
35 - Langley	\$13,505,472
36 - Surrey	\$14,348,378
37 - Delta	\$9,257,161
38 - Richmond	\$17,086,728
39 - Vancouver	\$26,284,400
40 - New Westminster	\$4,968,078
41 - Burnaby	\$21,932,457
42 - Maple Ridge-Pitt Meadows	\$8,134,861
43 - Coquitlam	\$34,200,680
44 - North Vancouver	\$9,911,303
45 - West Vancouver	\$8,799,667
46 - Sunshine Coast	\$105,868
47 - Powell River	\$922,259
48 - Sea to Sky	\$3,073,885
49 - Central Coast	-
50 - Haida Gwaii	-
51 - Boundary	\$28,400
52 - Prince Rupert	\$42,750
53 - Okanagan Similkameen	\$27,000

School District	Tuition Revenue 2016/17
54 - Bulkley Valley	\$21,015
57 - Prince George	\$94,525
58 - Nicola-Similkameen	\$5,282
59 - Peace River South	\$43,329
60 - Peace River North	\$690,203
61 - Greater Victoria	\$14,703,438
62 - Sooke	\$5,625,646
63 - Saanich	\$4,450,008
64 - Gulf Islands	\$708,418
67 - Okanagan Skaha	\$1,096,294
68 - Nanaimo-Ladysmith	\$4,591,001
69 - Qualicum	\$3,607,652
70 - Alberni	\$90,490
71 - Comox Valley	\$2,576,687
72 - Campbell River	\$562,266
73 - Kamloops/Thompson	\$2,900,647
74 - Gold Trail	-
75 - Mission	\$1,885,101
78 - Fraser-Cascade	\$38,500
79 - Cowichan Valley	\$2,900,520
81 - Fort Nelson	-
82 - Coast Mountains	\$39,000
83 - N. Okanagan-Shuswap	-
84 - Vancouver Island West	\$109,590
85 - Vancouver Island North	-
87 - Stikine	-
91 - Nechako Lakes	\$139,700
92 - Nisga'a	-
93 - Conseil Scolaire Francophone	-
99 - Provincial Summary	\$240,577,048

Description:

- In order to promote international education, the Ministry of Education enters into and maintains education-related Memorandums of Understanding with national, provincial and municipal governments.

Funding:

- International Education-Related Memorandums of Understanding (MOU) do not commit the Ministry to any spending.
- The Ministry typically adds MOU partners to the list of eligible destinations and partners for International Education Scholarships and Awards and Teacher and Student Mobility Awards.
 - See Scholarship and Awards and Student and Teacher Mobility factsheets for more information

Statistics:

**See over for list of Memorandums of Understanding*

Key Facts:

- The Ministry of Education maintains 11 active education-related Memorandums of Understanding with six foreign country partners: Japan, China, France, Italy, Spain and Colombia.
- The Memorandums of Understanding typically promote:
 - enrolment of international students in B.C. schools;
 - increased student and teacher exchange and mobility (both to and from B.C.);
 - B.C.'s curriculum and assessment practices;
 - information sharing; and
 - recognition of the B.C. Offshore School Program.
- A webpage providing information on the Ministry's Memorandums of Understanding was launched in December 2017: <https://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/international-education/memorandums-of-understanding>
- Some of the Memorandums of Understanding promote collaboration at the K-12 level and some promote collaboration at both the K-12 and post-secondary levels; Memorandums promoting both levels of study are administered jointly with the Ministry of Advanced Education, Skill and Training.

Key Outcomes:

- Education-related Memorandums of Understanding enable economic prosperity, improved foreign relations, increased numbers of student and teacher exchanges and improved global and intercultural competencies for B.C. students, teachers, schools and communities.

Delivery Partners:

- China, Japan, France, Italy, Spain and Colombia

Active B.C. K-12 Education-Related Memorandums of Understanding

Country	Partner Name	Date		B.C. Student And Teacher Mobility (Fiscal 2017/18)	
		Signed	Expires	B.C. Students	B.C. Teachers
People's Republic of China	National Ministry of Education of the People's Republic of China	June 1, 2015	June 1, 2019	71	2
	Department of Education of Heilongjiang Province	January 2, 2015	January 2, 2019	0	0
	Department of Education of Jiangsu Province	April 1, 2015	April 1, 2020	0	0
	Department of Education of Guangdong Province	May 9, 2016	May 9, 2021	20	0
	Department of Education of Zhejiang Province	March 31, 2015	March 31, 2023	0	0
Japan	National Ministry of Education, Culture, Sports, Science and Technology of Japan	June 4, 2015	June 4, 2019	139	1
	Tokyo Metropolitan Board of Education	September 15, 2015	September 15, 2019	68	0
France	Ministry of National Education and Research of the French Republic	May 18, 2016	May 18, 2019	91	2
Italy	Ministry of Education, University and Research of the Italian Republic	June 13, 2016	June 13, 2019	29	1
Spain	Ministry of Education, Culture and Sport of the Kingdom of Spain	December 1, 2016	December 1, 2020	0	0
Colombia	Ministry of National Education of Colombia	December 28, 2016	December 28, 2020	0	1

Description:

- International Education scholarships and awards:
 - promote B.C. as a study destination;
 - promote international student movement from B.C. K-12 to post-secondary study;
 - support international MOUs; and
 - encourage study of foreign language.
- Two merit-based international education scholarships are supported in 2017/18
 - For International Students – International Student Ambassador Scholarships
 - For B.C. Students – B.C.-China Award of Excellence
- The ministry also supports B.C. student and teacher outbound mobility – see “Student and Teacher Mobility” Factsheet

Key Facts:

- International Student Ambassador Scholarships (\$1,250/scholarship)
 - Eligibility Criteria: nominated by school district or independent school based on local criteria (e.g. academics); from China, Japan, Korea; entering B.C. K-12 or graduating from B.C. high school and entering B.C. post-secondary institution.
 - In fiscal 2017/18, 120 scholarships were available for international students from China, Korea and Japan for entry into a B.C. K-12 school or a B.C. post-secondary institution (after graduation from a B.C. high school).
 - In fiscal 2018/19, 166 scholarships will be made available with 120 allocated to Chinese, Korean and Japanese students and 46 available for students from recent MOU partners (e.g. Italy, Spain and Colombia) and newly emerging education partner countries.
- BC-China Award of Excellence (\$500/award):
 - up to 50 awards for grade 12 B.C. students for the study of Chinese language
 - jointly funded with the Consulate General of the People’s Republic of China in Vancouver (\$12,500/year) and EDUC (\$12,500/year).

- **Benefits:** International education awards and scholarships benefit B.C. by encouraging B.C. students to study Mandarin and by supporting increased in-bound student mobility with MOU partners and emerging source countries of international students.

Statistics:

International Student Ambassador Scholarship

- 2017/18
 - 85 K-12 scholarships (34 China, 32 Japan, 19 Korea)
 - 35 post-secondary scholarships (17 China, 5 Japan, 13 Korea)
- 2018/19 – Expanded funding to add 4 scholarships for new MOU partners as well as emerging markets – awarded Spring 2018
 - 90 K-12 scholarships
 - 76 post-secondary scholarships

BC-China Award of Excellence

- 2017/18 - Awarded
 - 50 awards (39 public schools, 11 independent schools)
- 2018/19 – To be allocated in Spring 2018
 - 50 awards

Funding: Funding for the international education scholarship and award program is fully supported by revenue generated from the B.C. Offshore School Program.

2017/18 Fiscal Year

\$150,000 International Student Ambassador Scholarships
 \$12,500 BC-China Award of Excellence*
\$24,375 15% Administrative Fee (industry standard) to
 B.C. Council for International Education

\$186,875 TOTAL

2017/18 School Year (awarded in Spring 2018) (this appears to be the same as the fiscal above). Also write in why higher this year.

\$207,500 International Student Ambassador Scholarships
\$12,500 BC-China Award*
\$220,000 TOTAL

*Matched by Chinese Consulate General in Vancouver

Services to Ministry:

- The British Columbia Council for International Education (BCCIE) administers the scholarship and awards on behalf of the Ministry of Education.

Delivery Partners:

- School Districts, Independent Schools and BC-certified Offshore Schools nominate students for awards.

Description:

- The purpose of the Exchange and Mobility Awards is to:
 - Provide international opportunities for B.C. students;
 - Foster intercultural skills and global competence for B.C. students; and
 - Strengthen foreign partnerships.
- The ministry also administers a program supporting international education scholarships (*see separate fact sheet*).

Key Facts:

- Funding for the international education scholarship and award program is fully supported by revenue generated from the B.C. Offshore School Program.
- Student Exchange and Mobility Awards (\$5,000-\$10,000) provide partial funding for groups of B.C. students to go abroad to develop intercultural skills and strengthen foreign partnerships.
- Teacher Exchange and Mobility Awards (\$5,000/award) provide partial funding for B.C. teachers to go abroad to strengthen foreign partnerships and create new opportunities for student exchange and for professional development.
- BC-China Reciprocal Exchange (\$15,000-\$30,000) supports B.C. school districts engaged in reciprocal exchanges with Memorandum of Understanding partners in China.
- BC-Japan Reciprocal Exchange (\$15,000) supports B.C. school districts engaged in reciprocal exchanges with Memorandum of Understanding partners in Japan.

Statistics:

of Students and Teachers Supported

- Student Exchange and Mobility Awards

Year	Student Participants
2017/18	411*
2016/17	327
2015/16	203

- Teacher Exchange and Mobility Awards

Year	Teacher Participants
2017/18	9*
2016/17	8
2015/16	6

*Estimated total based on awards offered; to be confirmed August 2018

- Reciprocal Exchanges

Year	BC Students	Partner Students
2017/18	Not yet awarded	
2016/17	26	19
2015/16	20	20

Key Outcomes:

- The awards promote international education and are fully subscribed.
- The awards support the Ministry’s 11 international-education-related Memorandums of Understanding with foreign governments.

Funding:

Fiscal year 2017/18

- 2017 Mobility Initiatives Budget
 - \$200,000 Student Exchange and Mobility
 - \$45,000 Teacher Exchange and Mobility
 - \$90,000 BC-China Reciprocal Exchange
 - \$30,000 BC-Japan Reciprocal Exchange
 - **\$365,000 TOTAL**

Services to Ministry:

- The British Columbia Council for International Education (BCCIE) administers the scholarship and awards on behalf of the Ministry of Education.

Agreements:

- 11 Memorandums of Understandings with international governments in China, Japan, France, Italy, Colombia and Spain promote student and teacher mobility initiatives.

Delivery Partners:

- School Districts and Independent Schools nominate school groups and support teacher applications for the awards.

Description:

- The Government of Canada’s Department of Immigration, Refugees and Citizenship Canada (IRCC) issues study permits to international students.
- International students enrolled in programs of study that are longer than six months are required under federal law to have a study permit.

Statistics:

- Number of International Students in B.C. with study permits for 2016 and 2017:

Level of Study	As of Dec.31/16	As of Dec. 31/17
K-12	22,160	23,690
Post-Secondary	70,475	82,145
Other Studies*	11,585	13,235
Study Level not Stated	50	40
Total	104,270	119,110

*See key facts for description of study permits
 **See *International Education Overview and Current State fact sheet for more information on international students in BC.*

Key Facts:

- As of December 2017, there were 23,690 K-12 students in B.C. with study permits issued by IRCC
- The **Federal government classifies study permits** into four categories: K-12, Post-Secondary, Other Studies and Study Level not stated.
 - The **Other Studies** category includes programs that are not captured in the K-12 or Post-Secondary categories, such as those offered by English language schools, or private training institutions.
 - Study Level not Stated includes students who do not indicate their intended level of study on their study permit application.
- B.C. school districts and independent schools must issue a Letter of Acceptance to support international student applications for study permits.
- Minor children applying for a study permit must appoint a custodian (if not accompanied by a parent or legal guardian); school district employees often act as the custodian.
- K-12 study permits are generally issued for less than one year in duration. Students must reapply for a study permit extension if they wish to continue their studies.

Partners:

1. Immigration, Refugees and Citizenship Canada (IRCC) – responsible for issuance of study permits.
2. Ministry of Jobs, Trade and technology – liaises with the federal government on immigration related issues.
3. Embassy and Consulate officials of foreign countries.

Description:

- B.C. Offshore School Program operates on a fee and cost-recovery model.
- Offshore school owners pay annual fees based on the number of schools and number of students enrolled in the B.C. program.
- All costs for annual school inspections are paid by school owners.

Key Facts:

- Total cost-recovery of \$5.2M to the Ministry of Education in fiscal 2017/18.
- Total direct and indirect contribution of \$36.7M to B.C.'s economy in 2016/17.
- More than 509 jobs were created in B.C. in 2016/17 as a result of the Offshore School Program; this is in addition to the 701 B.C.-certified teachers working in offshore schools.
- Offshore school students spent \$7.2M in B.C. during short-term study programs in 2016/17.
- Graduates of the Offshore School Program now studying in B.C. post-secondary institutions contributed \$20.2M to the B.C. economy in 2016/17.

Key Outcomes:

- Offshore school recoveries are supporting 411 B.C. students and 9 B.C. teachers with mobility and exchange scholarships in 2017/18.
- Offshore school recoveries also supported 120 international students with scholarships to study in B.C. 2017/18.

Statistics:

2017/18 school year

Country	# schools	# students	Program Revenue	Inspection Recoveries	Total
China	38	10,448	\$4,227,025	\$183,108	\$4,410,133
Colombia	1	118	\$56,300	\$8,036	\$64,336
Egypt	1	659	\$245,650	\$13,263	\$258,913
France	1	37	\$27,950	\$5,485	\$33,435
Japan	1	46	\$31,100	\$4,280	\$35,380
Qatar	1	886	\$325,100	\$13,263	\$338,363
Thailand	1	21	\$22,350	\$4,858	\$27,208
United Arab Emirates	1	62	\$36,700	\$11,268	\$47,968
TOTAL	45	12,277	\$4,972,175	\$243,561	\$5,215,736

- **Program Revenue:**
 - \$15,000 per school in annual fees (program fee is \$10,000 and curriculum fee is \$5,000)
 - \$350 per student annual registration fee
- **Inspection Recoveries:**
 - Includes all costs for flights, accommodation, per diems and daily fees for inspection team members
- **Total:**
 - Includes both Program recoveries and Inspection recoveries

Funding:

- The offshore school program generates \$5.2M in revenue for the ministry for program administration
 - \$365,000 of this total will be awarded to students and teachers in B.C. as International Education Scholarships and Awards
 - \$220,000 of this total was awarded to international student scholarships for entry into B.C. education programs
 - The balance of recoveries are used by the Ministry of Education to administer and monitor the Offshore Schools program

Description:

- Since 1998, the B.C. Offshore School Program has certified schools outside British Columbia to deliver the B.C. curriculum.
- Offshore school students receive instruction in English by B.C.-certified teachers and graduate with a B.C. Dogwood Diploma.
- Offshore schools enable intercultural and global learning opportunities for B.C. students and teachers, and increase the number of international students choosing to study at B.C. post-secondary institutions and eventually live and work in B.C.

Key Facts:

- A study of the socio-economic contributions of the Offshore School Program to B.C. was completed in January 2018. It concluded that economic contribution of the offshore school program in 2016/17 was \$36.7M to B.C.'s economy.
- There are 21 offshore school owner/operators running 45 B.C.-certified offshore schools in eight countries around the world.
- A comprehensive internal review of the Offshore School Program was completed in August 2017, producing action items for completion over 24 months.
- Five new schools opened in September 2017; four in China and one in the United Arab Emirates.
- The ministry annually inspects and certifies all offshore schools to ensure compliance with the Certification Agreement signed between owners/operators and the Ministry of Education.

Statistics:

- B.C. certifies a total of 45 schools: 38 in China and one school each in Colombia, Egypt, France, Japan, Qatar, Thailand and the United Arab Emirates.
- 12,277 students are enrolled in the 45 B.C. offshore schools in 2017/18.
- 701 B.C.-certified teachers are employed by offshore schools.
- 159 teachers transitioned to B.C. public schools from B.C. offshore schools in 2016/17, supporting recruitment efforts in B.C.
*2017/18 data not yet available.
- 2,020 offshore school students participated in short-term credit and non-credit programs in B.C. in 2016/17, generating \$7.2M in economic activity in B.C.
*2017/18 data not yet available.

Key Outcomes:

- On Provincial Exams, offshore school students outperform B.C. students in Math; perform on par in Science; and perform less well in English-language intensive courses.
- Offshore schools graduate approximately 2,000 students annually.
- Approximately 480 offshore school graduates transitioned to B.C. colleges and universities for the 2017/18 school year.

Funding

- The offshore school program generates revenue of \$5.2M annually for the Ministry of Education in 2016/17, with projected 2017/18 revenue of \$5.2M, through the administrative and curriculum fee schedule.
 - School owners/operators pay an annual program fee of \$10K and a curriculum fee of \$5K per school, plus annual fees of \$350 per student.
- School inspection costs are paid by the owner/operator through cost recovery of all fees and expenses incurred to perform the inspection.

Description:

- The Province provides a portion of annual funding directly to B.C. public libraries and library sector partners.
- Funding supports:
 - Equitable access to information, programs and services across B.C.
 - Greater collaboration between libraries on shared services
 - Technical infrastructure, such as library catalogues, websites and basic library technology
 - Province-wide programs such as *BC OneCard*, resource sharing and the *BC Summer Reading Club*.

Statistics:

- Provincial funding represents 5% of the total public funding provided to B.C. public libraries.
- In rural areas, provincial funding may make up between 10% and 59% of annual public funding to the library.
- Public libraries serve 99% of B.C.'s population.
- Interlibrary loan use has risen by 25% to 134,000 items over the past five years.

Library and Service Delivery Partners

1. Public Libraries
2. BC Libraries Cooperative (BCLC)
3. BC Library Association (BCLA)
4. BC Library Trustees Association (BCLTA)
5. BC Electronic Library Network

Key Facts:

- The Ministry of Education distributes funding to public libraries through eight grants:
 - Four grants directly to Public Libraries include the *Per Capita Operating*, *Resource Sharing*, *BC OneCard*., and *Literacy/Equity* grants.
 - Four grants to partner associations and library federations for Operations, Technology and Alternate Formats in support of provincial services/programs and system-wide support
- Provincial funding to public libraries has been \$14M annually since 2010, where previously it was \$17.8M/year.

Key Outcomes:

- Operating grants ensure equitable access to library services across B.C., including extending library programs and services to under-served populations.
- Resource sharing funds enable British Columbians to find and access resources held by all B.C. public libraries and post-secondary libraries.
- OneCard funds ensure that public library users can borrow and return material from all public libraries in the province regardless of location.
- Literacy and Equity grant funds support the overall extension of library service with a focus on literacy in libraries for children and adults through B.C.
- Technology funding supports shared library catalogue (SITKA), websites, webmail and licensing of digital collections, and key strategic technology initiatives.

Public Library Funding: (Note: in Libraries Fiscal /Calendar 2017 Total was \$14.09M)

Recipient(s)	Grant Name	2017/18 Actual
Direct to Public Libraries Grants	Per Capita Operating	\$9.94M
	BC OneCard	\$0.96M
	Resource Sharing	\$0.27M
	Literacy/Equity	\$0.75M
Provincial Services/Programs Grants	Library Partners/Programs	\$2.08M
Grand Total		\$14M

2017/18 Funding Changes:

- Due to increases in population and items lent through interlibrary loan in 2016, the 2017/18 framework was forecasted to exceed its budget.
- The Libraries Branch reduced the *Resource Sharing* rate from \$2.80 to \$2.24 per item to alleviate budget pressure.
- The Branch is also currently undertaking a review of the annual grants to realign grants with strategic priorities and manage pressures in the framework.

Description

- The ministry contributes toward the coordination of community literacy by funding Decoda Literacy Solutions' *Literacy Outreach Coordinator (LOC)* program.
- The ministry contributes to Postmedia's annual *Raise a Reader* campaign, supporting local communities. Decoda manages the funds on behalf of Postmedia program.
- The Ministry of Education, alongside the Ministry of Indigenous Relations and Reconciliation, collectively fund the *Imagination Library* program which delivers books to First Nations children (ages 1-5) on reserve and Métis children province-wide.

Key Facts:

- The *Literacy Outreach Coordinator (LOC)* program helps bring literacy organizations together to achieve their unified goal of improving literacy across the province.
- Literacy outreach coordinators work with local task groups to deliver community literacy programs.
- All school districts have at least one LOC working with service providers such as public libraries.
- Decoda ensures professional training opportunities for LOCs and literacy program practitioners.
- The province participates in the *Council of the Federation Literacy Awards*, which recognizes outstanding achievement, innovative practice and excellence in literacy.

Key Outcomes:

- Responsive local approach to literacy development as each community's needs influence the programs available.
- Strong community networks, partnerships and relationships to enhance community literacy programming in all areas of the province.
- Increased awareness for the need of essential and literacy skills at the community level.
- Better linkages between formal and informal learning programs.
- Growth of professional development opportunities for community-based literacy practitioners.

Statistics:

Decoda Community Literacy Program

- 101 LOC Coordinators
- 400 Communities impacted by services
- 309 New community literacy initiatives

Raise a Reader Campaign

- 1,496 Children and family programs, attended by 10,220 people (2016).

Dollywood Imagination Library

- 356 First Nations pre-school children received books in 2016.

Services to Ministry:

- Decoda summarizes literacy reports from across B.C. and in October provides the Ministry with an annual program report highlighting the outcomes achieved.
- Decoda supports the LOC network and community to better develop coordinated literacy programs based on community needs. This includes community facilitation and professional development.
- Decoda provides staff and overhead to support and manage the LOC network.

Funding: 2017/18

- Decoda Literacy Solutions*
 - Literacy Outreach Program - \$1M
 - Administrative and Support Fees - \$85,000
- Raise a Reader Campaign - \$500,000
- Imagination Library - \$11,000 (budget)

Note. Decoda received \$2.185M in calendar year 2017.

Agreements:

Decoda funding is managed through an *Accountability Agreement* which sets out the terms, conditions and expectations of delivery.

Description:

- Provincial strategic plan and vision for public libraries - *Inspiring Libraries Connecting Communities* was released in October 2016.
- The plan supports the vision that public libraries provide British Columbians with access to the information and tools they need to learn, work, create and thrive in today’s changing world.
- The strategic plan has 4 strategies:
 1. *Fostering Connected Communities: advancing access to information*
 2. *Building Capacity: enabling inspiration and innovation*
 3. *Working Together: creating lasting and sustainable partnerships*
 4. *Sustaining our success: enhancing governance and demonstrating impact*
- The 3-year plan runs from 2017/18 to 2019/20.

Key Facts:

- The strategies and actions form a framework to guide the Ministry’s work with partners and libraries, but are flexible to allow specific programs, services or policy changes.
- The Libraries Branch developed the plan with consultation with, and support of, key partners and stakeholders in the public library community such as citizens and local government through library boards.

2017 Accomplishments:

- Established the *Public Library Partners Advisory Group – Working Together*.
- Initiated research for *Core Suite of common (digital resources) - Fostering Connected Communities*.
- Connectivity project underway, including:
 - Survey of all public libraries completed November 2017
 - Working group established December 2017
 - Preliminary findings on survey results produced January 2018
 - Recommendations to be delivered before the end of March 2018
- Release of BC Library Associations’ *Professional Learning Assessment Project—Study Findings and Analysis – Building Capacity*.
- *Building Leadership Capacity Through Management Skills Certificate* (Royal Roads University) – *Building Capacity*.
- Initiated a review of the *Library Trustee Orientation* program – *Building Capacity*

Statistics:

- 70 Representatives from key stakeholder groups participated in visioning workshop
- 200+ Surveys sent to key stakeholders
- 47.5% Response rate to survey
- 30 Interviews conducted with select stakeholders
- 220+ Comments received on strategies

Public Library Funding:

Recipient	2017/18 Amount
Public Libraries	\$11.92M
Library Partners	\$2.08M
Total	\$14M

Note. Public Libraries finances run on calendar year and received \$14.09M from the Province in 2017.

Public Library Advisory Group members:

1. Association of BC Public Library Directors (ABCPLD)
2. BC Libraries Cooperative (BCLC)
3. BC Library Association (BCLA)
4. BC Library Trustees Association (BCLTA)

Description:

- BC aims to build a province-wide library system with programs, resources and technology infrastructure that benefits all libraries and communities
- Common Library Programs include:
 1. Resource Sharing (interlibrary loans)
 2. BC OneCard
 3. BC Summer Reading Club (BC SRC)
 4. National Network of Equitable Library Service (NNELS)
 5. Professional learning for library staff and trustees

Key Facts:

- *Provincial Resource Sharing/Interlibrary Loan Program: (134,000 items : +25% increase in five years)*
 - Enables British Columbians to find and access resources held by all B.C. public libraries and post-secondary libraries.
- *BC OneCard Program: (3.7M items in 2016)*
 - Public library users can borrow and return material from all public libraries in the province regardless of location.
- *BC Summer Reading Club Program: (96,000 children: +7% last year)*
 - Encourages children to make use of their library over the summer break to build their confidence in reading and access free community based programs supporting literacy development.
 - Provincial support is used to develop promotional materials. This year’s (2018) theme is “Motion Commotion”. Libraries develop their own specific community programming.
- *National Network of Equitable Library Service*
 - Enables users with print and perceptual impairments to access digital resources specially formatted for their use through their public library.
- *Professional Learning Project (100 staff trained)*
 - The project builds capacity in public library staff, volunteers, and trustees, in support of the ongoing transformation of library service in B.C.

Benefits:

- All British Columbians can access resources from all B.C. public and post-secondary libraries.
- All British Columbians can borrow materials while visiting any public library in B.C., regardless of where they live.
- Children have access to summer programs that encourage reading and build retention skills.
- British Columbians with print disabilities have improved access to alternate format materials.
- Library staff in rural areas has access to the training they need to serve their communities.

Funding:

2017/18 Fiscal

1. Resource Sharing Grants (Interlibrary loan) - \$394,333
2. BC OneCard Grants - \$959,747
3. Summer Reading Club Projects - \$65,000
4. NNELS Grant/Alternative Formats - \$115,000
5. Professional Learning Projects - \$58,000

Description:

- Public libraries are established under the *Library Act*.
- Public libraries are individual corporations governed by a board of appointed or elected trustees.
- There are five types of library systems:
 - Municipal Library Systems
 - Regional District Library Systems
 - Public Library Association
 - Integrated Library Systems
 - Library Federation
- The first four types of libraries provide direct library service to their communities.
- A Library Federation is a quasi-library system that delivers shared services to two or more public libraries in a similar geographic region.

Key Facts:

- Local governments, regional districts and municipalities provide the majority of the funding to B.C. public libraries.
- Library boards set the strategic priorities, determine and adopt policies governing the services and operation of the library, and determine the library's role in satisfying the needs of their community.
- The ministry advises and consults with library boards and local governments on matters relating to the *Library Act*.
- The ministry provides strategic direction through provincial strategic plan – *Inspiring Libraries, Connecting Communities*.
- Public library associations often serve rural communities, and are less integrated into the local government than municipal and regional library systems.
- The Ministry mandate under Library Act is:
 - Promoting the improvement and extension of public library service throughout British Columbia.
 - May apportion grants to help library boards and public bodies that are engaged in promoting and improving public library service.

Statistics:

- 71 Public library systems with 247 branches:
 - 30 Municipal Library Systems
 - 3 Regional District Library Systems
 - 36 Public Library Associations
 - 2 Integrated Library Systems
- 6 Library Federations
- 700+ Library trustees
- 3,800+ Library employees
- 2,900+ Library volunteers
- Public library service is available to 99% of B.C.'s population.
- In 2016, 40% of B.C.'s population were active library cardholders.
- Libraries registered 220,000 new library cardholders in 2016.

Note: 2017 data will not be available for most programs and services until June 2018.

Key Outcomes:

- Equitable access to library services for all British Columbians, including efforts to extend library programs and services through all areas of the province.
- Effective board governance means public libraries are accountable for the delivery of library services best suited for their community.

Funding:

Recipient	2017/18 Amount
Public Libraries	\$11.92M
Library Partners	\$2.08M
Total	\$14M

Note. Public Libraries finances run on calendar year and received \$14.09M from the Province in 2017.

Key Stakeholders and Delivery Partners:

- Association of BC Public Library Directors (ABCPLD)
- BC Libraries Cooperative (BCLC)
- BC Library Association (BCLA)
- BC Library Trustees Association (BCLTA)

Description:

- There are nine post-secondary institutions in B.C. approved to offer initial teacher education programs (TEPs). The nine institutions are:
 - *University of Victoria*
 - *Vancouver Island University*
 - *University of British Columbia*
 - *Simon Fraser University*
 - *Trinity Western University*
 - *University of the Fraser Valley*
 - *Thompson Rivers University*
 - *University of British Columbia Okanagan*
 - *University of Northern British Columbia*

There are also satellite TEP cohorts that operate in rural locations across BC:

- *East Kootenay TEP* – Cranbrook (UVIC)
- *West Kootenay TEP* – Nelson (UBC)
- *Alaska Highway Consortium on Teacher Education* – Ft. St John/Ft. Nelson (SFU)
- *UNBC Terrace Cohort* - Terrace (UNBC)

Statistics:

- 10,239 BC trained teachers have been certified by the TRB since 2012.
- An average of 1,705 teachers trained in B.C. are certified by the TRB each year:
 - *UVIC = 254/year*
 - *VIU = 143/year*
 - *UBC = 561/year*
 - *SFU = 476/year*
 - *TWU = 30/year*
 - *UFV = 50/year*
 - *TRU = 38/year*
 - *UBCO = 112/year*
 - *UNBC = 41/year*
 -

Key Facts:

- BC Teacher Education Programs must be approved by both the AEST Degree Quality Assurance Board (DQAB) as well as the BC Teachers’ Council (BCTC) prior to offering initial teacher education/training.
- The Association of BC Deans of Education (ABCDE) represents B.C. TEPs. The ABCDE exists to enhance cooperation among B.C. TEPs, and other educational stakeholders, in providing quality undergraduate and graduate teacher education programs, as well as excellence in related scholarship and research.
- Initial TEPs in B.C. exist as both 4-5 year degree programs as well as 1-2 year post degree programs. 90% of B.C. trained teachers complete the 1-2 year post degree TEP.

Review Process:

- The BCTC and ABCDE have been developing a formal *Teacher Education Program (TEP) Approval & Review Framework*. This work began in 2014 with estimated completion in spring 2018.
- During the development of this new Framework, the BCTC implemented an *Interim TEP Review Process*, and has reviewed and approved 11 proposals for changes to existing programs since the fall of 2015.
- During 2017 the BCTC also successfully completed *Structured Dialogues* with all 9 existing B.C. TEPs. These dialogues are intended to facilitate a reciprocal exchange of information between the TEP and the BCTC and inform a more formal *Regulatory Review* which will occur every 5-7 years after ratification of the Framework.
- Completion and implementation of this regulatory framework for TEPs by the BCTC is an important step towards ensuring transparency and public confidence in our teacher education programs.

Delivery Partners:

1. AEST Degree Quality Assurance Board (DQAB)
2. BC Teachers’ Council (BCTC)
3. Association of BC Deans of Education (ABCDE)

Description:

The BC Teachers' Council (BCTC) is a statutory decision maker under the *Teachers Act* with the following legislated mandate:

- Establish teacher education program approval standards
- Determine if teacher education programs meet approval standards
- Establish standards a person must meet to be issued/maintain a teaching certificate
- Classify B.C. teaching certificates
- Prepare and submit annual reports to the minister

The BCTC is comprised of 16 elected and appointed members (5 elected teachers, 10 appointed members nominated from education partners, and 1 appointed non-voting member who reports to the minister).

See Appendix A for a list of BCTC members.

Statistics:

- 7 BCTC meetings in past two years – 3 meetings in 2017
- 20 TEP Working Group meetings in past two years – 11 meetings in 2017.
- 14 Professional Standards Steering Committee meetings in the past two years – 7 meetings in 2017
- 11 Interim TEP Review Committee meeting in past two years – 4 meeting in 2017.
- 9 Teacher Education Programs at post-secondary institutions in BC
- 9 Structured Dialogues completed with BC Teacher Education Programs in 2017.

Key Facts:

- The BCTC typically meets 3 times per year for 1.5 – 2 days per meeting.
- Sub-committees, or working groups:
 1. *TEP Working Group* (Chair and Vice-Chair of BCTC, 2 members of ABCDE, and 1 member AVED).
 2. *Interim TEP Review Committee* (5 members elected by BCTC).
 3. *Professional Standards Steering Committee* (5 members elected by BCTC and 1 member ministry Learning Division).
- Administrative support provided by Teacher Regulation Branch.

Key Outcomes:

- Implementation of an *Interim Approval Process for TEPs* for changes to existing Teacher education programs (until above permanent process finalized):
 - The BCTC has reviewed and approved 11 program proposals since the fall of 2015.
- Development of a formal *Teacher Education Program (TEP) Approval & Review Framework*:
 - Collaborative process with Association of BC Deans of Education (ABCDE).
 - Began in 2014 with estimated completion for the spring of 2018.
- Review of the regulatory Standards of Education:
 - *Professional Standards Review* began in 2015 - estimated completion summer of 2018.
 - *Certification Standards Review* began in 2016 – estimated completion in 2019.
 - *TEP Approval Standards Review* began in 2016 – estimated completion in 2019.

Funding:

- Operational funding for BCTC from TRB *Special Account* established under the *Teachers Act*.
- BCTC members, as appointees to a government/crown board, are remunerated at level 2 of the classification grid in section 5.8.
- 2017-2018 budget forecast - \$202,000
- 2016-2017 budget - \$175,000

Delivery Partners:

1. Association of BC Deans of Education (ABCDE)
2. BC teacher education programs
3. All major BC education stakeholders

APPENDIX A – CURRENT BC TEACHERS' COUNCIL MEMBERSHIP:

Name	Nominating Organization or Electoral Zone	Term Expires *
Janine Fraser	Interior Zone	April 2018 (E)
Laurence Greeff	Fraser Zone	April 2018 (E)
Matthew Cooke	Northern Zone	April 2018 (E)
John Hall	Vancouver Coastal Zone	April 2018 (E)
Fred Robertson	Vancouver Island Zone	April 2018 (E)
Cathy Lambright	BC Teachers' Federation	April 2018 (A)
Jim Iker	BC Teachers' Federation	April 2019 (A)
Rebecca Blair	BC Teachers' Federation	April 2020 (A)
Teresa Rezansoff	BC School Trustees Association	April 2018 (A)
Susan Wilson	BC Confederation of Parent Advisory Councils	April 2019 (A)
John Tyler	BC Principals' and Vice-Principals' Association	April 2019 (A)
Jo-Anne Chrona	First Nations Education Steering Committee	April 2020 (A)
Ted Riecken	Association of BC Deans of Education	April 2020 (A)
Peter Van Huizen	Federation of Independent School Associations	April 2020 (A)
Jeffrey Jones	BC School Superintendents Association	April 2018 (A)
Paul Squires	Ministry of Education	At Pleasure

Description:

- The current teacher regulatory structure for education in BC was established in January 2012 with the passing of the *Teachers Act*. The regulatory structure consists of five statutory decision-making bodies:
 - The BC Teachers’ Council (BCTC)
 - The Director of Certification (DOC)
 - The Commissioner for Teacher Regulation (Commissioner)
 - The Independent School Teaching Certificate Standards Committee (ISTCSC)
 - The Disciplinary and Professional Conduct Board (DPCB)
- The Teacher Regulation Branch (TRB) serves as the operational arm of the regulatory structure, providing administrative support to the five bodies.

Statistics:

- The TRB employs 58 full-time equivalents.
- As of January 31, 2018 there are 71,969 BC Teaching Certificate and Letter of Permission holders.
- In 2017, 4,279 applications for certification were received. An average of 3,510 applications has been received per year since 2012.
- In 2017, 3,774 certificates were issued. An average of 3,370 has been issued per year since 2012.
- There were 257 active conduct files open in the TRB Professional Conduct Unit as of January 31, 2018. The average number of files open since January 2015 was 338.

Key Facts:

- The BCTC consists of 10 members appointed by the Minister, five members elected by certificate holders, and one appointed non-voting member who reports to the Minister. They set the standards for certification, competence and conduct for certificate of qualification holders, and review/approve BC teacher education programs.
- The Director of Certification is an employee of the ministry with statutory authority to issue, suspend and cancel certificates and letters of permission, while maintaining the Online Registry of current certificate holders.
- The Commissioner is appointed by the Minister and oversees disciplinary processes for educators in BC’s K-12 school systems.
- The ISTCSC consists of three members appointed by the Minister. They set the certification, conduct and competence standards for Independent School Teaching Certificate holders.
- The DPSB consists of 9 BCTC members appointed by the Minister, forming a pool which serves on disciplinary hearing panels.

Key Outcomes:

- BCTC elections are currently underway, with one election to take place on March 20, 2018 and four unopposed candidates are due to be acclaimed in April 2018.
- Following the expiration of the former Commissioner’s term of office in November 2018, a transition plan for a new appointment is underway. It is anticipated that a new Commissioner will be appointed in winter 2018.
- The provincial teacher recruitment drive has increased the applications for certification by 92% between December 31, 2017 and January 31, 2018.
- Since 2014, the TRB outreach team delivered 197 workshops to more than 18,500 participants.

Funding:

- The regulatory structure is funded by the TRB *Special Account* established under the *Teachers Act*.
- Application fees and certificate holder’s annual fees account for approximately \$6.5 million per year.

Delivery Partners:

1. All major BC education stakeholders

Description:

- The Commissioner for Teacher Regulation (Commissioner) position is established by the *Teachers Act* (the Act).
- As an independent statutory decision maker, the Commissioner is responsible for:
 - Receiving complaints/reports of alleged teacher misconduct;
 - Deciding which disciplinary process under the Act is appropriate to address the matter;
 - Overseeing the disciplinary process for all BC certificate holders
 - Reviewing certification appeals from applicants who have been denied a certificate or from certificate holders who have had their certificate rescinded by the Director Certification;
 - Appointing hearing panels to consider evidence and submissions at a discipline or certification appeal hearing.
- The Commissioner relies on the administrative support of the Teacher Regulation Branch (TRB) and two Ministry of Attorney General lawyers to carry out the mandate.
- The Commissioner is appointed for a five year term by the Lieutenant Governor in Council (LGIC), on the advice of the Minister of Education (Minister).
- The Commissioner submits an annual report to the Minister.

Key Facts:

- The Honourable Bruce Preston was appointed the first Commissioner under section 2 of the Act on November 12, 2012 by Order in Council for a period of five years. His term expired on November 12, 2017.
- The process for appointment of a new Commissioner is underway. Under the Act, consultation with the BC Teachers Council is required as a part of the appointment process, and has been fulfilled by appointing the BCTC chair to the selection committee which screened applicants and made a recommendation to the Minister.
- During his term, Commissioner Preston was largely concerned about the delay in the completion of discipline matters, caused in large part due to a backlog of files carried over from the former BC College of Teachers.

Key Outcomes:

- The Commissioner’s role ensures teacher quality and student safety by enforcing the Standards for educators in BC’s public and independent school systems.
- The independence of the Commissioner’s role, and the ability of the office to facilitate public access to discipline outcomes, increases public confidence in the education system.

Statistics:

- An average of 230 new discipline matters is received each year.
- Commissioner Preston ordered an average of 180 investigations per year.
- An average of 230 discipline matters is resolved each year.
- An average of 75% of all matters results in no disciplinary action; 23% have disciplinary outcomes through a consent resolution agreement; and 2% are resolved at a disciplinary hearing.
- Current median timelines for disciplinary processes:
 - preliminary review – 2 weeks
 - investigations – 11 months
 - consent resolution – 6 months

Funding:

- Operational funding for the Commissioner from the TRB Special Account is established under the Act.
- The Commissioner, as an LGIC appointment, is remunerated as per the terms of the appointment. The first Commissioner was remunerated at a rate of \$1000 per day.
- The 2017-2018 budget forecast for Commissioner remuneration was \$193,970; it is anticipated that the new Commissioner will be remunerated at a comparable rate.

Delivery Partners:

1. Ministry of Attorney General
2. All Boards of Education and Independent School authorities

Description:

- The Disciplinary and Professional Conduct Board (DPCB) is comprised of nine members of the BC Teachers’ Council appointed by the Minister
- The DPCB and a pool of Commissioner selected public ad-hoc members serve on three-member hearing panels to hear cases of alleged certificate holder misconduct/incompetence, and certification appeals at the request of the Commissioner.
- If a discipline matter cannot be resolved by way of consent resolution, and the Commissioner determines that further action is required, he/she will refer the matter to a hearing panel.
- The hearing panels also make decisions on certification appeals under the *Teachers Act*.

Key Facts:

- The Minister is responsible for appointing nine members of the BC Teachers’ Council to the DPCB as listed below. This board is classified as an administrative tribunal for remuneration purposes.
 - 4 Council members nominated by the BCTF or elected through the election process; [Rebecca Blair, Matthew Cooke, John Hall and Fred Robertson]
 - 5 Council members nominated by other education partners. [Jo-Anne Chrona (FNESC), Jeffrey Jones (BCSSA), Teresa Rezansoff (BCSTA), Peter Van Huizen (FISA) and Susan Wilson (BCCPAC)]
- Of the nine members, one must have substantial knowledge of and experience in the independent school system.

Key Outcomes

- Hearing panels consider evidence, and interpret and apply the Standards for Educators in BC. If a panel finds a certificate holder failed to meet the Standards, it must determine appropriate consequences as outlined under the Teachers Act, which can include the imposition of terms on a certificate or the suspension or cancellation of a certificate.

Statistics:

- Since the Teachers Act came into effect (January 2012), 13 discipline matters have been referred to and resolved by hearing panels, representing a total of 26 hearings.
- Each matter requires two separate hearings under the Act:
 1. one for determination of whether there has been a breach of the standards, and
 2. one for assessing penalty and costs.

Services to Ministry:

- Ministry of Attorney General provides administrative law training for DPCB members and manages retainers for independent legal advice to hearing panels.

Funding

- The DPCB budget for 2017/2018 was approximately \$78,000.

Delivery Partners:

1. Ministry of Attorney General
2. Education partners

Description:

- The Independent School Teaching Certificate Standards Committee (ISTCSC) is composed of three current or former independent school educators appointed by the Minister of Education under section 5 of the *Independent School Act*.
- The ISTCSC mandate is to:
 - Establishes standards to qualify and maintain an independent school teaching certificate.
 - Provides advice about independent school teaching certificate criteria and applications to the Inspector of Independent Schools and the Director of Certification.
- The ISTCSC, the Inspector of Independent Schools, the Director of Certification and FISA BC work collaboratively to maintain standards in the independent school sector.

Key Outcomes:

- 730 Subject Restricted Independent School Teaching Certificates upgraded in November, 2017 to reflect amended certification standards and enable employer flexibility.
- Standardized language proficiency criteria for the School and Subject Restricted ISTC.
- Established process to temporarily waive the requirement for employers to post a position for two weeks prior to application for a Letter of Permission.
- In January 2018 the ISTCSC approved criteria to allow for a Prior Learning Assessment Recognition process for additional language learners.

Key Facts:

- The Memorandum of Agreement (MOA) initiated an influx of teachers to the public system from the Independent school system.
- The ISTCSC met 3 times in 2017 to address teacher recruitment, certification, and retention in the independent school sector (*see Key Outcomes for initiatives undertaken*).
- Teachers must hold a Certificates of Qualification (COQ) or a Letter of Permission to teach in the public school system. COQ holders can also teach in the independent school system.
- There are three types of Independent School Teaching Certificates that can only be used in the independent school system: System Restricted, Subject Restricted, and School and Subject Restricted.

Statistics:

	2014	2015	2016	2017
Total ISTCs Issued	234	257	272	297

Letters of Permission Issued	2015	2016	2017
to Independent School Employers	35	58	300
to Public School Employers	37	44	51
	72	102	351

Applications	Jan 2015	Jan 2016	Jan 2017	Jan 2018
ISTC Applications	5	17	20	39
LOP Applications	3	7	9	34
Total Applications	125	376	386	596

Practicing Certificate Holders in the BC School System, based on annual practice fees deducted from payrolls for upcoming school year:

School System	2014/2015	2015/2016	2016/2017	2017/2018
Independent Schools	6,611	6,844	7,032	7,123*
Public School	40,528	40,525	40,978	41,459
Total	47,139	47,369	48,010	48,582

*6,127 teachers in the Independent School system have a Certificate of Qualification (COQ). A COQ is the certification type required to teach in BC’s public school system.

Description:

- Teacher Regulation Branch (TRB) certifies all teachers to work in BC’s public boards of education, independent schools and offshore schools.
- The TRB administers yearly criminal record checks; processes annual fee payments for BC’s approx. 70,000 certificate holders; processes annual employer lists of over 40,000 teachers; and responds to over 2000 certificate holder requests annually.

Enhancements/improvements:

- In fiscal 2017/18, the ministry’s certification unit has:
 - Implemented processes to prioritise the applications of teachers identified by employers in response to recruitment and retentions efforts generated by the MOA.
 - Established processes to temporarily waive the requirement for employers to post a position for two weeks prior to application for a Letter of Permission.
 - Actively engaged with partners such as BC Public School Employers Agency (BCPSEA), ISTCSC, and Independent Schools Branch, in supporting recruitment by providing insight into certification standards.

Key Facts:

- The Director of Certification (DOC) is responsible for overseeing the certification process, determining fitness of applicants, and maintaining an online registry of all certificate and letter of permission holders.
- The DOC bases decisions on certification criteria established by the BC Teachers’ Council (BCTC) and the Independent School Teacher Certificate Standards Committee (ISTCSC).
- Workload in the Certification Unit increased after the Memorandum of Agreement (MOA) was signed between the BCTF, BCPSEA, and the BC Ministry of Education that returned class size and composition limits to the 2002 collective agreement provisions.

Statistics:

Applications Received Per Year	2014	2015	2016	2017
Total Applications	3,188	3,251 (+2%)	3,694 (+14%)	5,019 (+36%)
Certificate of Qualification Applications	2,937	3,025 (+3%)	3,399 (+12%)	4,211 (+24%)
Independent School Certificate Applications	150	143 (-5%)	178 (+24%)	320 (+80%)
Letter of Permission Applications	101	83 (-18%)	117 (+41%)	488 (+317%)

<i>Early indication is that 2018 will see an increase in overall applications:</i>	Month	Jan 2016	Jan 2017	Jan 2018
	Total Applications		376	386 (+3%)

Certificates issued per year:	2014	2015	2016	2017
Certificates of Qualification	2,943	2,912 (-1%)	2,971 (+2%)	3,263 (+10%)
Independent School Certificates	234	257 (+10%)	294 (+14%)	297 (+1%)
Letters of Permission (public)	43	37 (-14%)	44 (+19%)	51 (+16%)
Letters of Permission (independent)	42	35 (-17%)	59 (+69%)	300 (+408%)
Total Certificates issued	3,262	3,241 (-1%)	3,368 (+4%)	3,911 (+16%)

2017 Application Processing Time:

(largely dependent on how quickly applicants submit all required documents)

Average time from complete application (i.e. all required document received) to evaluation result for eligible applicants	6 days
Average time from application submitted to response from evaluator regarding outstanding documents	44 days
Average time from response from evaluator regarding outstanding documents to complete application	88 days

Description:

- Teacher regulation in B.C. has been established to be delivered on a cost recovery basis.
- The *Teachers Act* Special Account was created as the mechanism through which the application and annual practice fees paid by teachers would fund all operating costs associated with the regulatory structure for the teaching profession.

Statistics:

- \$80 – annual practice fees paid by ~ 71,000 certificate holders
- \$3.79M – total funds in Special Account surplus as of April 2017
- \$6.5M – average revenue generated by fees each fiscal year and held in the *Teacher’s Act* Special Account

s.12,s.13,s.17

Key Facts:

- When the new regulatory model was established in January 2012:
 - the former BC College of Teachers’ accumulated surplus was transferred to the Special Account
 - the annual practice fee was reduced from \$120 to \$80 resulting in decreased revenue of \$2.5 million per year
- The Special Account surplus cannot be accessed without approval from the Treasury Board.
- Current annual practice fees do not fully cover the cost of operations.
- The Special Account surplus is being accessed to meet the cost recovery requirement.

s.13,s.17

Key Outcomes:

- To lessen the impact of the reduction of the annual practice fee that occurred in 2012, all aspects of the regulatory structure have been reviewed to find administrative cost savings where possible.
- Options for increasing the annual practice fees of certificate holders to create long term sustainability of teacher regulation operations are currently under consideration within the Ministry

Description:

- The Leadership Development Framework (LDF) is a partnership approach to improving recruitment, retention and capacity of education leaders across the sector.

Funding:

- \$200,000 in 2017/18 leadership development project funding for professional associations in November 2017:
 - BCPVPA - \$87,500
 - BCSTA - \$50,000
 - BCSSA - \$25,000
 - BCASBO - \$25,000
 - BCFISA - \$12,500
- 2018/19 funding to be determined once phase two action plans are received by the ministry.

Delivery Partners:

1. BCSTA
2. BCSSA
3. BCASBO
4. BCPVPA
5. BCFISA

Key Facts:

- The goals of the LDF include:
 - Supporting student success
 - Improving recruitment and retention
 - Building capacity of leaders
 - Building public confidence
 - Improving cross-sector collaboration
- Phase One: Complete with the release of the *Leadership Development Framework* document in November 2017.
- Phase Two: Currently underway and includes the development of partner specific, concrete action plans for leadership development program funding designed to achieve framework goals.

Background:

- In 2015, the Sector Advisory Council (formed in 2015 and consists of the 5 delivery partners and the ministry) identified some challenges including: challenges with leadership recruitment, retention and building capacity.
- To respond to these challenges, the Leadership Working Group (LWG) was formed in January 2016. The LWG is a collaborative commitment to ensure students, educators and school communities thrive through skilled and effective leadership.

Key Outcomes:

- Release of the *Leadership Development Framework* in November 2017
- Announcement of \$200,000 in 2017/18 leadership development project funding for professional associations in November 2017
- Commencement of Phase 2 with LWG in December 2017

Description:

- The B.C.-Yukon Education MoU is the avenue through which the Yukon's use of B.C.'s curriculum and the graduation program are permissible.
- The MoU ensures the jurisdictions work in partnership to continue cooperation and information-sharing in areas such as:
 - Delivery of specialized education services;
 - Curriculum and learning resources;
 - Assessment tools and services;
 - Shared information technologies; and
 - Other educational opportunities.

Key Facts:

- B.C. and the Yukon have historically shared educational resources and services.
- The Yukon's use of B.C.'s curriculum, graduation program and assessment systems provide significant savings to the Yukon while improving the quality and diversity of both education programs.
- In 2009, B.C. and the Yukon agreed to continue its long-term relationship through the B.C.-Yukon Education MoU.
- In early 2016, staff from the Ministry of Education and the Yukon Department of Education created a working group to review the 2009 MoU in order to renew it, and met six times between April 2016 and December 2016.
- B.C.'s Ministry of Attorney General reviewed the MoU.
- In April 2017, B.C. and the Yukon renewed the MoU. The Deputy Ministers of both jurisdictions signed.
- The 2017 B.C.-Yukon Education MoU benefits both jurisdictions because it extends the formal relationship and greatly enhances operational efficiencies between both jurisdictions.
- The MoU is intended to promote further cooperation and information-sharing between the jurisdictions.
- The MoU is not intended to be legally-binding and does not create any contractual or other legal obligation or any legal liability whatsoever for either British Columbia or the Yukon with respect to any of the provisions.
- With no specified length of time agreed upon, the MoU is considered effective until terminated or a new agreement is signed between the two jurisdictions. However, the MoU will be reviewed every five years from the date that it was last signed.

Key Outcomes:

- In January 2017, Yukon officially announced its intention to use B.C.'s redesigned curriculum.
- The revisions to the MoU aim to address:
 - B.C.'s redesigned curriculum and the shift to personalized learning;
 - New approaches (in both jurisdictions) to Aboriginal education and cultural knowledge;
 - New assessment systems and the advent of the new student information service - Aspen/MyEdBC; and
 - The increased focus on clear information security procedures.
- The MoU and its appendices provides guidelines for the use of the MyEdBC system for Yukon students, enhances the potential for distance learning with B.C. school districts, and provides clarity concerning the protection of privacy and security regarding student information.
- B.C. had an overarching goal to revise and renew the MoU so that it strengthened the shared commitment to the protection of privacy and security of student information and access to resources.

Description:

- An agreement between the BC Green Caucus and BC NDP where the BC Green Party provides confidence in and support for an NDP government.

Engagement to Date:

- Two briefings on K-12 funding review (Oct. 2017 and Jan. 2018)
- AEST has briefed on 2.h: Co-op and Work Experience (Nov. 2017)

Key Facts:

- Commits the NDP government to consult and share information with the Green Party on major policy issues, budgets, legislation and other matters outlined in the Agreement.
- Based on the principle of "good faith and no surprises."
- Effective for four years or until the next fixed election date.
- Contains a fourth commitment not mentioned in the Mandate Letter: making democracy work for people.
- Changes to legislation or major policy issues are shared with the Green party prior to enactment.

Education Related Commitments:

Commitment	Status/Comments
2. h: Invest over four years to support co-op, apprenticeship and work experience programs for high-school and undergraduate students.	s.12,s.13
2. m: Build needed hospitals, schools and other infrastructure that reduce emissions and increase energy efficiency throughout B.C.	s.13
3. f: Respond to the crisis in mental health and addictions with a dedicated Minister responsible for developing and implementing a Mental Health and Addiction Strategy and a Youth Mental Health Strategy.	
3. g: Recognize that education is about lifelong learning, and make post-secondary education more accessible and affordable i. Restore funding to Adult Basic Education and English Language Learning.	
3. h: Fast track enhancement to K-12 education funding to restore faith in public schools after a decade and a half of government that shortchanged a generation of students. i. Priorities for funding include early intervention and Healthy Starts Programs. ii. Review the funding model for the K-12 education system with a view to ensuring equitable access for students.	
3.i: Invest in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure child care is accessible for all families, with a focus on early childhood education.	

Description:

- Established in 1967 by provincial ministers of education as a forum to discuss K-12 and post-secondary education issues on a pan-Canadian level.
- CMEC allows provinces and territories to work together and be represented internationally.
- All provincial and territorial ministers of education and advanced education are members of the Council of Ministers.
- CMEC consults and acts on a variety of issues in early childhood learning and development, elementary-secondary education, post-secondary education and adult learning and skills development.
- CMEC has relationships with Statistics Canada and the Organization for Economic Co-operation and Development (OECD) which supports work on education policy and research in Canada and internationally.

Agreements:

- CMEC represents provinces and territories in negotiations with the federal government for the Official Languages in Education Protocol (OLEP).
- Under the current multi-year agreement, B.C. receives \$16.1M annually, total of \$80.5M over five years (2013-18) to support French programs and initiatives in K-12 and post-secondary. For more information, please see the OLEP fact sheet.

Key Facts:

- CMEC is governed by an Agreed Memorandum approved by all members.
- CMEC is led by an executive director, Chantal C. Beaulieu.
- CMEC Secretariat is comprised of approximately 50 staff in Toronto that supports CMEC committees, organizes meetings and teleconferences, and supports the ongoing work of the education priorities with provinces and territories.
- Provinces and territories rotate chair and vice-chair of CMEC on a two-year term.
- B.C. Minister of Advanced Education, Skills and Training is chair of CMEC from September 2017 to August 2019. The chair of CMEC, and the Ministry acts as the lead for day-to-day chair duties with the CMEC Secretariat.
- As chair, B.C. supports the ongoing pan-Canadian education priorities including global competencies, indigenous education and post-secondary education sustainability. B.C. also approves agendas for meetings and teleconferences with provinces and territories.
- B.C. education ministries work together to respond to CMEC requests and invitations.

Key Outcomes:

- As chair province of CMEC, B.C.'s key legacy is to promote indigenous education, and also to advance discussions on student well-being.
- B.C. will host the meeting of the Advisory Committee of Deputy Ministers of Education (ACDME) and the Ministers' meeting in Vancouver, July 4-6, 2018. It will bring together deputy ministers and ministers of education from all 13 provinces and territories and include an Indigenous Education Symposium which will focus on the indigenization of teacher education programs.

Statistics:

- Fifteen B.C. Ministry of Education staff currently participate in 20 CMEC committees.

Funding:

- Provinces and territories pay membership to CMEC through a funding formula based on the latest Statistics Canada census data (2016).
- B.C.'s general membership contribution for 2017/18 was approximately \$687,000 - the total is divided between the Ministry of Advanced Education, Skills and Training and the Ministry of Education. The Ministry of Education's share was approximately \$387,000.
- B.C.'s general member contribution for 2018/19 is estimated at \$691,000.

<p>Description:</p> <ul style="list-style-type: none"> Letter from the Premier to the Minister communicating ministry priorities. 	<p>Key Facts:</p> <ul style="list-style-type: none"> Typically issued annually by the Premier to each Minister, current letter dated, July 18, 2017. Includes three key commitments to British Columbians made by government and is included in ALL ministry Mandate Letters: <ol style="list-style-type: none"> Make life more affordable Deliver services people count on Build a strong, sustainable, innovative economy Includes eight key priorities directed specifically to the Minister of Education
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Mandate Priorities:

#	Priority	Status
1.	Fast-track enhancement to K-12 education funding.	IN PROGRESS – linked to Mandate 2.
2.	Review the funding formula to develop a stable and sustainable model for the K-12 education system.	COMPLETE – linked to Mandate 1; review has been publically announced.
3.	Provide additional annual funding to ensure students have the school supplies they need to succeed.	s.12,s.13
4.	Create an ongoing capital fund for school playgrounds.	IN PROGRESS – expected to be in Budget 2018 announcement.
5.	Make schools safer by accelerating the seismic upgrade program.	COMPLETE – joint project board established
6.	Work in partnership to build and upgrade schools in every region of the province.	IN PROGRESS – links to Mandate 5; 17 Capital Project approvals since Sept 2017
7.	Implement the new First Nations history curriculum, develop full-course offerings in Aboriginal languages and implement the educational Calls to Action from the Truth and Reconciliation Commission.	IN PROGRESS – on track for March 31 completion
8.	Implement BC's new school curriculum and provide new technology, lab equipment, learning material and professional development support for teachers.	<p>IN PROGRESS - Curriculum: Gr. 10-12</p> <p>COMPLETE - Curriculum: K-9</p> <p>s.12,s.13</p> <p>IN PROGRESS - Professional Development: linked to both K-9 and 10-12 implementation schedules</p>