

Ministry of Education Accomplishments

(Updated April 18, 2019)

Key Ministry Messages

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Key Milestones

- We are making sure all kids in B.C. get the quality education and opportunities they deserve.
- After years of underfunding, we are making historic investments in school capital projects with \$2.7 billion over three years to replace aging schools, add more spaces in growing communities and fast-track seismic upgrades.
- We've invested over \$1.1 billion since September 2017 in new schools, expansions, seismic upgrades and property purchases.
- We've approved three times as many seismic projects in the last year compared to each of the previous two years.
- In 2019/20, we are investing an extra \$228 million in operating funding for K-12 schools in BC, for a total budget of \$6.6 billion - \$1 billion more than the old government provided in 2016/17.
- In fact, since forming government student enrolment has increased by 3.2 % while at the same time we have increased our budget by 17.1 %.
- For the second year in a row, \$5-million in funding is being provided for the Playground Equipment Program (PEP). <https://news.gov.bc.ca/19181>
 - This year, PEP will fund 50 new playgrounds in 34 school districts around B.C. – including 30 universally accessible playgrounds.
 - More than 25,000 children will be able to enjoy new playgrounds at 101 schools across B.C.

- We are supporting students in the classroom by funding 4,000 new teaching positions this year as a result of the Memorandum of Agreement with the BCTF. We've also invested almost \$1 million to train new specialist teachers.
- The Indigenous student six-year completion rate has steadily improved over the last four years, rising from 62% in 2013-14 to 70% in 2017-18 – an 18% increase. This is the highest rate in history and is due to an improved, modern curriculum that embeds Indigenous content into all grades and subjects.
- There are 17 First Nations languages with approved curriculum, with six more in development.
- The Ministry of Education is also working to recruit more Indigenous teachers by investing \$400,000 towards Indigenous teacher-training curriculum development and new seats at B.C. universities in the past year.
- A ministerial order was issued Friday, April 5th, 2019, stating that all B.C. public schools will be required to provide free menstrual products for students in school washrooms by the end of 2019. This takes effect immediately but allows districts until the end of 2019 to comply – comes with \$300,000 in provincial startup funding.
- Government is also providing a one-time grant of \$95,000 to support the United Way Period Promise Research Project, to fund menstrual products for up to 10 non-profit agencies and research into how best to provide services and products for people who menstruate.

Ministry accomplishments and progress on key commitments

- Opening the door for people to upgrade their education and skills by eliminating restrictive Adult Basic Education and English Language Learning Fees
<https://news.gov.bc.ca/releases/2017PREM0071-001404>
- Undertaking the first funding model review in over 25 years, fulfilling a mandate commitment to develop a stable and sustainable model for the K-12 education system.
 - Recently released a report from an appointed Independent Review Panel – containing 22 recommendations to create a funding system that better supports all students in B.C.
 - Min. Fleming will appoint working groups in Winter 2019 to help determine implications and next steps - they will report back in Fall 2019.
- Accelerating seismic upgrades to improve safety for students and staff, fulfilling mandate commitment to accelerate the seismic upgrade program – invested about \$580 million in seismic upgrades and are streamlining process for approvals that will help get from greenlight to ground breaking faster.
 - Seismic upgrades creating nearly 20,000 safer student seats.
- Ministry is taking additional steps with school districts to accelerate the Seismic Mitigation Program, for example, the establishment of the joint project board to oversee the large seismic program in Richmond School District, and the renewal of the MOU with the Vancouver Project board
- Making progress on mandate commitment to build and upgrade schools in every region of the province.

- \$1.1 billion announced in 54 school construction projects and property purchases to date – 5,625 new student spaces funded
 - Increasing investments in B.C.'s fastest growing communities: \$220 million in Surrey, \$55 million in Sooke, \$31 million in Fort St. John.
- Addressing the backlog in school maintenance projects by increasing funding to annual facilities grants for the first time since 2004-2005.
- Working in partnership with MCFD, we have created over 2080 new child care spaces since September 2017.
- Continuing to work with Indigenous groups to build on the existing content in the curriculum to ensure it reflects accurately and fairly on the rich history of the people of this land.
 - There are 17 First Nations languages that have developed approved curriculum to be taught in B.C. schools, and there are six more in development.
- We've invested \$400,000 towards Indigenous teacher training seats and curriculum development at B.C. universities.
- Jan. 23/19 – Min. Fleming joined Canada and FNEC to announce the signing of the B.C. Tripartite Education Agreement which will benefit Indigenous students, schools and B.C. communities.
- \$100 million five-year agreement (\$20M per year) replaces the BC Tripartite Education Framework Agreement (TEFA) signed in 2012. It will benefit all Indigenous students in B.C. and 200 First Nations, supporting students who attend any one of the 131 on-reserve First Nations schools or those who attend public or off-reserve independent schools in B.C. Benefits include:
 - a more sufficient and sustained funding model for B.C. First Nations education;
 - a new \$20 million investment in funding for First Nations schools, including increased resources for First Nations language and culture and technology to enhance learning opportunities for students;
 - new policies to promote beneficial First Nations education agreements between First Nations and School Boards, including improved transportation services;
 - commitments to support the creation of a First Nations language policy leading to full-course offerings of First Nations languages in public schools;
 - joint efforts to monitor student achievement data to inform policy and practice, and;
 - professional development and information sharing opportunities to expand and deepen understanding of issues related to First Nations education.
- We're focusing on helping vulnerable students – this year we hosted our second "School Community Mental Health Conference", bringing together 500 educators and community partners focused on making life better for students struggling with mental health challenges. (<https://news.gov.bc.ca/17102>)
- We've invested \$3 million to support professional development and new school-based mental health programs focused on prevention, wellness promotion and early intervention.
- Information gathered at the first conference helped inform the development of a school-based mental health action plan that will be part of a comprehensive cross-government

mental health strategy focused on improving access, early intervention and prevention, and youth mental health.

- Focusing on inclusive, and welcoming schools by:
 - Expanding the Erase anti-bullying strategy to include resources for mental health and wellness, substance use, social media and online safety, gang prevention, and supporting students of all sexual orientations and gender identities (SOGI).
 - Working to ensure all school districts in B.C. now have SOGI inclusion policies and restraint and seclusion guidelines in place.
- On Mar. 12th the new ERASE strategy school-based gang prevention program will be offered in priority communities identified by police and safety experts as those that could benefit from additional gang prevention support. Communities will include Abbotsford, Burnaby, Delta, Kamloops, Kelowna, Langley, Nanaimo, Prince George, Surrey, Vancouver, Victoria and Williams Lake.
 - The program will see the creation and delivery of new training and intensive supports focused on gun and gang violence awareness and prevention and will also include the creation of resources for classroom teachers.
 - The new supports and training opportunities are funded through \$1.12 million announced in July 2018 by Mike Farnworth as part of the Gang Suppression Action Plan.
- Announced at the 12th Annual Pink Shirt Day, the ministry invested \$160,000 to provide over 190 online safety sessions to more than 19,000 students in grades 3-12 throughout the province. The sessions provide students with information on recognizing the importance of a positive digital reputation, protecting their privacy online and details on how to use the ERASE anonymous-reporting tool in response to bullying and other concerns.
- To meet the growing demand for French language teachers, the Ministry of Education is leading several initiatives to attract more French educators to B.C., including:
 - Invested nearly \$1 million to help address teacher recruitment and retention issues (<https://news.gov.bc.ca/releases/2018EDUC0008-000184>) and conducted mission to Europe (France, Belgium, the Netherlands) to lay groundwork for recruitment of more French language teachers (<https://news.gov.bc.ca/16725>)
 - Invested \$180,000 in partnership with the Government of Canada to support SFU and UBC to implement initiatives to address French teacher recruitment and retention challenges.
 - Adding 74 teacher education seats at post-secondary institutions, with 37 student teachers doing their practicum in classrooms this year.
 - International partnerships that have meant 17 teachers from France have been certified to work in B.C., and an additional 31 applications from France and Belgium are awaiting evaluation for certification.
 - \$3,000 scholarship awards for prospective teachers from France who want to work in B.C.
- Creating a new environment of respect with teachers, school staff and administrators.
 - Marked World Teachers Day for the first time at the B.C. Legislature (<https://news.gov.bc.ca/15548>)

- Launched the Premier's Awards for Excellence in Education
(<https://news.gov.bc.ca/16908>)
- Announced \$206 million for energy upgrades, maintenance projects and new buses. This year's funding is a \$20.6-million increase from 2016-17.
- Created a new educational website, sponsored by the Great Bear Rainforest Education and Awareness Trust to help students in grades 7 to 9 explore the rich biodiversity of the area.

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EDUC Validator/Stakeholder Quotes

Last updated – May. 13, 2019

Budget 2019

From BCCPAC Media Release – Budget 2019 Focuses on Student Well-being and Safety - Feb.19/19

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From BCTF 2nd Vice President Clint Johnston, news release dated Feb 19/19

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From BC School Trustees Association President Gordon Swan, news release dated Feb. 19, 2019:

Throne speech/education

From BC School Trustees Association President Gordon Swan, news release dated Feb. 14, 2019:

SD27 Special Advisor

From BCTF President Glen Hansman to MRF, letter dated Feb. 11, 2019:

From BC Principals and Vice-Principals Association President David Derosa letter to MRF Feb. 12, 2019:

Playgrounds

From BC Gov NR – March 15, 2019

Gary Wong, chair, Burnaby Board of Education —

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Gina Niccoli-Moen, superintendent of schools, Burnaby School District —

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From BCSTA NR, May 8, 2018

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From Richmond News, May 8, 2018:

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School Budgets

Increased government funding, enrolment lift district finances - The Daily Courier (Kelowna) - Wednesday, April 17, 2019

Copyright

Delta School District budget for 2019/20 won't include any cuts - The Delta Optimist -Thursday, April 11, 2019 - <https://www.delta-optimist.com/news/no-cuts-needed-in-delta-school-district-budget-1.23787751>

Copyright

Kershaw - SD73 budget – CHNL - Tuesday, April 09, 2019, 09:06 - By CHNL Shane Woodford

Copyright

Saanich school board eyes no-cuts budget - Times Colonist (Victoria) - Sunday, April 14, 2019

By Jeff Bell - <https://www.timescolonist.com/news/local/saanich-school-board-eyes-no-cuts-budget-1.23790891>

Copyright

Victoria school district to spend \$10,589 per student next year - Oak Bay News Thursday, April 25, 2019

Copyright

Greater Victoria School Board passes \$250.8-million budget - Times Colonist (Victoria) - Saturday, April 20, 2019

Copyright

Kamloops-Thompson School District Budget - CHNL (Kamloops) - 30-Apr-2019 14:01

Copyright

Delta trustees pass cut-free school budget - North Delta Reporter - Friday, April 26, 2019

Copyright

School district briefs: Stewart protests possible budget cuts - Terrace Standard -Friday, April 26, 2019

Copyright

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Trustees give an early OK to \$71.7 million budget – Penticton Herald – May, 2, 2019

Copyright

School District 73 budget focuses on students, growth, and improved educational outcomes - Barriere Star Journal - Wednesday, May 01, 2019

Copyright

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Karpuk - SD 73 budget – CHNL - Wednesday, May 01, 2019, 06:31

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Jensen-Labar - SD 73 budget – CHNL - Friday, May 03, 2019, 10:02

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**No cuts this time doesn't address difficult decade - The Delta Optimist -
Thursday, May 09, 2019**

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**School board to debate budget this week - Quesnel Cariboo Observer - Sunday,
May 12, 2019**

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Funding Model Review

Education funding model review focuses on more equitable services for students – Dec. 19, 2018 - <https://news.gov.bc.ca/releases/2018EDUC0075-002457>

Paul Faoro, president, CUPE BC -

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Glen Hansman, president, BC Teachers' Federation -

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Premier's Awards for Excellence in Education – Jan. 7, 2019 - <https://news.gov.bc.ca/releases/2019PREM0001-000010>

Glen Hansman, president of the British Columbia Teachers' Federation –

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Paul Faoro, president of CUPE BC –

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Curriculum

New graduation program will better prepare students for the future –

December 14th, 2019 - <https://news.gov.bc.ca/releases/2018EDUC0072-002417>

Chris van der Mark, president, B.C. School Superintendents Association —

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Kate Ross, associate vice-president, enrolment services and registrar, University of British Columbia —

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Val Litwin, president and CEO, BC Chamber of Commerce —

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Jill Tipping, president and CEO, BC Tech Association —

Capital

Construction underway, bringing more classrooms to Royal Bay students – Colwood – April 16, 2019 <https://news.gov.bc.ca/releases/2019EDUC0029-000682>

Seismically safe school coming for Maquinna students – Vancouver – April 25, 2019 <https://news.gov.bc.ca/releases/2019EDUC0035-000771>

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Another safe school project on the way for Richmond students – April 24, 2019 -
<https://news.gov.bc.ca/releases/2019EDUC0033-000752>

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New elementary school on the way for Abbotsford families – April 23, 2019 -
<https://news.gov.bc.ca/releases/2019EDUC0031-000733>

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Kamloops – Valleyview Secondary Expansion –
<https://news.gov.bc.ca/releases/2019EDUC0027-000648>

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Richmond - Mitchell Elementary School -
<https://news.gov.bc.ca/releases/2019EDUC0025-000582>

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Unique land purchase to benefit Chilliwack students – Dec.20th, 2019 -
<https://news.gov.bc.ca/releases/2018EDUC0076-002460>

Dan Coulter, Chilliwack Board of Education chair -

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Glen Hansman Tweet September 24, 2018

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Stephanie Cadieux, Tweet (April 30, 2018)

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Paul McManus, Chilliwack Board of Education, From Chilliwack South Side NR
Sept. 17

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Jaret Thompson, Peace River North School Board deputy chair, From Northeast Elementary (Fort St. John) NR June 28th

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Jim Cambridge, superintendent, Sooke School District, From Langford land purchase NR May 18

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Langford Mayor Stew Young, Victoria Times-Colonist Dec. 17, 2017 (on land purchase in Langford)

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Gary Wong, Burnaby Board of Education, From Armstrong Elementary Celebration NR, September 20th

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Jen Mezei, Former President of BCCPAC, From BCCPAC NR on Budget 2018

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Surrey Capital

Laurie Larsen, Surrey School Board Chair

Wednesday, November 21, 2018

Surrey Now-Leader

<https://www.surreynowleader.com/news/over-budget-bids-cause-delay-of-four-surrey-school-projects/>

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Laurie Larsen, Surrey School Board Chair

Wednesday, November 21, 2018

News Release: <https://news.gov.bc.ca/18504>

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Anita Huberman, Surrey Board of Trade President

Wednesday November 21, 2018

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Dianne Watts, former Surrey MP, former Surrey Mayor

Saturday, Sept. 20

CTV Election Coverage

<https://www.facebook.com/ctvbcnews/videos/2179927145604498/> (starts at 45:00)

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Cindy Dalglish, Surrey School Board Candidate, Tweet, April 30, 2018

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Laurie Larsen, Surrey Board of Education chair, News Release (Aug. 28, 2018)

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**Matt Westphal, President, Surrey Teacher's Assoc., tweet to Stone & Milobar
(Aug. 4, 2018)**

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Surrey Mayor Linda Hepner, From Surrey Now, Dec. 12, 2017

Copyright

Teacher Hiring

Glen Hansman Tweet February 9, 2018

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**Bill Ford - Kootenay-Columbia School Superintendent, From Trail Times
September 5th**

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**Amanda Jensen, President of Kamloops teachers union, CFJC Noon News,
September 28**

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Meike Wernicke, faculty of education, UBC, From SFU event, Sept. 18

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Glyn Lewis, Canadian Parents for French, B.C. –

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From PIQUE Newsmagazine April 6th

Sea to Sky, School District 48 (SD48) director of human resources Brenda Paul welcomed the move (recruiting trip to Europe):

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– Kevin Kaardal, Superintendent, Central Okanagan School District (*Kelowna Daily Courier*, Aug 22, 2018)

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NR - Government supports access to free menstrual products for students, people in need

Glen Hansman, president, B.C. Teachers' Federation –

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School Capital

Highlights:

- In a Sept. 6 letter, MLA Davies (Peace River North), stated: “in the last fiscal year this government’s [school] capital spending plan was lower than that of the previous BC Liberal government and remains lower for this year.”
- He argued “Our government had \$687 million allocated for capital in 2017/18, while the NDP spent just \$557 million. For 2018/19 we had \$678 million in capital funding budgeted, but the NDP again only have \$557M budgeted.”
- Government has announced \$911 million for 40 projects – seismic upgrades, new and expanded schools and land purchases – since Sept. 2017.

Contrast:

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Validators:

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– Glen Hansman, BCTF President, (Sept. 24, 2018)

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– Jen Mezei, BCCPAC President, reaction to Budget 2018 (News Release, Feb. 20, 2018)

Background:

- After years of underfunding, government is making historic investments in school capital projects with \$2 billion over three years in Budget 2018 to replace aging schools, add more spaces in growing communities and fast-track seismic upgrades.
- \$990 million announced in 48 school construction projects to date – 5,560 new student spaces funded, and almost 18,000 safer seats.
- Increasing investments in BC's fastest growing communities: \$211 million in Surrey, \$55 million in Sooke. \$31 million in Fort St. John.
- Over the next three years government will invest:
 - \$541 million for seismic upgrades.
 - \$693 million in expansion and replacement projects
 - \$508 million to maintain and rehabilitate schools
 - \$15 million in our new Playground Equipment Program
- Government has invested nearly \$1 billion (\$990m) million since September 2017 in new schools, expansions, seismic upgrades and property purchases.
- Three times as many seismic projects have been approved in the last year compared to each of the previous two years.
- The Ministry is taking additional steps with school districts to accelerate the Seismic Mitigation Program, for example, the establishment of the joint project board to oversee the large seismic program in Richmond School District, and the renewal of the MOU with the Vancouver Project board

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Feb. 14, 2019

Date Updated: March 25, 2019

Minister Responsible: Hon. Rob Fleming

School Capital

ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

The Ministry of Education's current mandate includes priorities to accelerate the Seismic Mitigation Program, build and upgrade schools in every region of the province, and create an ongoing capital fund for school playgrounds.

Since September 2017, the Ministry has announced \$990 million for 48 school capital projects. This includes:

- \$328.3 million for 5,625 new student seats
 - 2,510 new seats in Surrey
 - 600 new seats in Sooke
 - 905 new seats in Chilliwack
- \$544.3 million for 28 seismic upgrades or replacements
 - Creates 17,863 safe spaces
 - \$229.7 million for nine projects in Vancouver
- \$87.7 million for six property purchases for future schools
 - Property purchases in Langford, Langley, Chilliwack and Surrey.

The Ministry also supports project offices in Vancouver, Surrey and Richmond that are dedicated to accelerating the backlog of needed school capital projects in those districts.

Since September 2017, some schools in B.C. that had previously closed have re-opened.

- SD10 Arrow Lakes - Burton Elementary – reopened September 2018
- SD57 Prince George - Springwood Elementary – reopened September 2017
- SD79 Cowichan Valley - Mill Bay Elementary – reopened in September 2018 as a Nature School
- SD83 North Okanagan-Shuswap - South Canoe Elementary – reopened in September 2018
- SD40 New Westminster Hume Park Elementary – reopened (for a Home Learners Program)
- SD73 Kamloops-Thompson - Westsyde Elementary – school district is proposing to reopen for Fall 2019

Playgrounds

The Ministry has created an annual \$5 million Playground Equipment Program. In 2018, 26 schools received \$90,000 for a standard playground, and 25 schools received \$105,000 for a universally accessible playground. In 2019, the program provided funding for 50 new playgrounds in 34 school districts.

Issues

ADVICE TO MINISTER

Issues arising from capital spending have included:

- Continued overcrowding at schools in fast-growing districts such as Surrey, Sooke and Chilliwack.
- Use of swing space to temporarily re-locate students during seismic projects.
- Replacement schools built smaller than the previous structures.
- Budget escalation for new school/expansion projects and seismic upgrades
 - Government funded budget escalations at five Surrey new school/expansion projects.

Program Area Contact:	Joel Palmer	
File Created:	Feb. 14, 2019	
File Updated:	March 25, 2019	

Surrey Schools

Highlights:

- The Opposition continues to highlight government's so-called "broken promise" on Surrey portables.
- On Nov. 20, the Surrey Now Leader reported that construction of three school projects in Surrey, and one in Cloverdale have been delayed after the tenders came in over the budget due to rapid construction cost escalations.
- Treasury board has approved revised budgets for all four schools.
- Another Surrey Summit was held on Feb. 7 with Surrey Council and the Board where all parties confirmed that as a result of building a closer relationship, school projects are now accelerating in Surrey.

Contrast:

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Validators:

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– Laurie Larsen, Surrey Board of Education chair,
News Release (Feb. 7, 2019)

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– Laurie Larsen, Surrey Board of Education chair,
News Release (Nov. 21, 2018)

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– Anita Huberman, Surrey Board of Trade, Twitter
(Nov. 21, 2018)

– Linda Hepner, Surrey Mayor (Dec. 12, 2017)

– Matt Westphal, President, Surrey Teacher's Assoc., tweet to Stone & Milobar (Aug. 4, 2018)

– Member for Surrey South, Stephanie Cadieux
Tweet (April 30, 2018)

– Then Minister, current Member for Peace River South (News 1130, Aug. 30, 2016)

Background:

- Currently, there are ~7,000 students learning in about 333 portables in Surrey.
- Growing student enrollment in Surrey continues to drive overcrowding and receive significant media attention.
- The following expansion projects have opened in 2018 or are in progress:
 - Salish Secondary (new school, opened 2018)
 - Woodward Hill Elementary (addition, opened 2018)
 - Panorama Park Elementary (addition, opens 2019)
 - Pacific Heights Elementary (addition, opens 2021)
 - Coyote Creek Elementary (addition, opens 2020)
 - Frost Road Elementary (addition, opens 2020)
 - Sullivan Elementary (addition, opens 2019)
 - Douglas Area Elementary (new school, opens 2021)
 - Edgewood Drive Elementary (new school, opens 2021)
 - Grandview Heights Secondary (new school, opens 2021)
 - Maddaugh Elementary (new school, opens 2021)
 - Regent Road Elementary (new school, opens 2021)
 - Sullivan Heights Secondary (addition, opens 2021)
 - Sunnyside Area Elementary (site acquisition)

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date: Aug. 22, 2017 Date Updated: March 20, 2019 Minister Responsible: Rob Fleming	Surrey Schools - Capital
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ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

Crowding/Portables

The Surrey School District has seen considerable growth over the last decade, resulting in an increased number of portables and general student crowding. Currently, there are about 7,000 students learning in about 333 portables. Growing student enrolment and pressures from the Province's Memorandum of Understanding with the BCTF have driven overcrowding and receive significant media attention.

ADVICE TO MINISTER

Media have reported on a number of occasions on the Surrey School District's request for provincial funding to operate portables.

In mid-April 2018, media reported that the Surrey School District's cost for portables was set to rise to \$8 million in 2018/19 from \$4 million in 2017-18. In February 2019, the board told media that price would rise to \$10.7 million, and passed a motion to ask the Province to create a fund to help the district pay to operate portables.

Surrey School Board vice-chair reported that the district has added 14 portables for the 2018/19 school year, and expects 25 more for 2019/20.

Advocacy groups in Surrey, including Surrey Students Now, the Surrey Schools Coalition, and the DPAC, have been vocal about the need for accelerated capital investments to get students out of portables. The DPAC has advocated for the Ministry to provide \$4.2 million in funding to operate portables and commit to annual funding for portables until new schools are built. The Ministry does not typically provide capital funding for portables.

For 2018/2019, there is no specific capital funding for portables, as the Ministry does not typically provide capital funding for portables. School districts have been told that if they have space pressures, then they should be reflected in their capital plan submissions in June.

The Surrey School District is estimated to receive \$656.4 million in operating funding this year – the highest in the province, and an \$28.2-million increase from 2017/18.

Through surplus from previous year operating grants, the district also has about \$180.7 million in cash and investments.

Expansion Projects

The Ministry has a Capital Project Office in Surrey to manage the large number of capital projects underway. A full list of current major capital projects is available at the Ministry website.

In January 2017, the previous government announced \$217 million over three years to create 3,500 student spaces in Surrey. Prior to September 2017, funding had been approved for the following projects.

- Salish Secondary (former Clayton North), \$55.2 million, 1,500 seats, opened September 2018)
- Grandview Heights Secondary (\$60.6 million, 1,500 seats, opens 2021)
 - Budget increased by \$32.6 million to \$93.2 million
- Maddaugh Road Elementary (former Clayton #1), \$22.3 million, 605 seats, opens 2021)
 - Budget increased by \$11.8 million to \$34.1 million
- Regent Road Elementary, \$26.0 million, 655 new student spaces, opens September 2020)
- Classroom additions at Panorama Park (opens September 2019), and Woodward Hill (opened September 2018) and Sullivan (opens September 2019), elementary schools (up to 200 seats each).

Since September 2017, funding has been approved and announced for:

- New Edgewood Drive Elementary (\$24 million, 655 seats, opens 2021)
 - Budget increased by \$9.3 million to \$33.3 million
- Addition to Pacific Heights Elementary (\$9 million, 300 seats, complete in 2021)
 - Budget increased by \$1.5 million to \$10.5 million
- New Douglas Elementary (\$24.3 million, 605 seats, opens 2021)
 - Budget increased by \$8.8 million to \$33.1 million
- Sunnyside Area Elementary Site acquisition (\$28.95 million)
- Addition to Sullivan Heights Secondary (\$40 million, 700 seats, opens October 2021)
- Addition to Frost Road Elementary (\$5.6 million, 150 seats, opens April 2020)
- Addition to Coyote Creek Elementary (\$4.9 million, 100 seats, opens April 2020)

In total since September 2017, the Ministry has approved \$211.1 million for new seats (including budget escalation funding for previously approved projects), seismic upgrades and a property purchase.

Business Case Development

In addition to the approved projects, there are about 2,100 additional student spaces under business case development:

- White Rock Elementary (100-seat addition)
- Morgan Elementary (150-seat second addition)
- Martha Currie Elementary (150-seat addition)
- Sunnyside Elementary (200-seat second addition)
- KB Woodward Elementary (200-seat addition)
- South Newton Elementary (650-seat new school)
- Sunnyside Area Elementary (650-seat new school)

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In May 2018, the Ministry and the Surrey School District came to an agreement with regards to cost-sharing which states that the district will continue to honour existing commitments, commit to increase its contributions to the Province's Central Deposit Program by \$30 million from May through June 2018, and contribute \$5 million for each of its next four capital projects with a budget higher than \$15 million (as they are approved between April 2018 and April 2021). The first project to be approved through this agreement was the 700-seat addition to Sullivan Heights Secondary.

Seismic Mitigation Projects

Seismic mitigation projects are funded by the Ministry. Currently 21 of 28 seismic mitigation projects in Surrey have been completed.

Government announced \$10.4 million in funding for the District's highest-priority seismic projects, Mary Jane Shannon (completes September 2019) and Bear Creek (completes September 2018) elementary schools, on Dec. 15, 2017.

Four more seismic mitigation projects at Surrey schools are currently in business case development:

- George Greenaway Elementary
- Holly Elementary
- Prince Charles Elementary
- Queen Elizabeth Secondary

Program Area Contact:	Joel Palmer	
File Created:	Aug. 22, 2017	
File Updated:	March 20, 2019	

Seismic Projects

Highlights:

- The Opposition may ask about government's approach to seismic replacements and upgrades.
- Some parents at Edith Cavell Elementary and Eric Hamber Secondary in Vancouver have raised concerns about their proposed seismic plans.
- School districts are responsible for swing seat plans and school design on seismic projects.

Contrast:

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Validators:


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– Glen Hansman, BCTF President, (Sept. 24, 2018)


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– Jen Mezei, BCCPAC President, reaction to Budget 2018 (News Release, Feb. 20, 2018)

Background:

- Budget 2018 provides \$1.8 billion for capital projects over three years, including \$541 million for seismic upgrades.
- Concerns from some parents around seismic upgrades have centred on Edith Cavell Elementary and Eric Hamber Secondary in Vancouver.

Edith Cavell Elementary School

- The \$15.6-million seismic upgrade of Cavell was announced on Oct. 28, 2018.
- The story has been in few news stories after some parents expressed concerns that the swing spaces are too far away from the original school, and that an expansion should have been considered.
- The complaints then evolved and some people began demanding a full new replacement instead of a seismic upgrade.
- After recent consultations with parents, the VSB has decided to alter their original plans for Cavell's swing space during upcoming seismic upgrades.
- The seismic upgrade will include significant renovations to electrical and plumbing systems, and asbestos removal where necessary. Cavell's seismic upgrade will also take care of over \$2 million in deferred maintenance.
- The VSB expects their proposal would still see the school ready for occupancy in the fall of 2021 as originally planned.

Eric Hamber Secondary School

- In June 2018, the province approved up to \$79.3 million to fully replace Eric Hamber Secondary — the largest seismic project in Vancouver's history.
- In December 2018, some social media commentators started complaining that the new Eric Hamber school will not include an auditorium.
- Under the Seismic Mitigation Program, school districts have the responsibility to design and build a replacement school and have considerable flexibility in the design of the school within the budget that the Ministry approves.
- Boards are also responsible for deciding on the educational programming and activities to be delivered in any new or replacement facility space.
- The VSB is still soliciting feedback and the design has not yet been completed (as of Feb. 4, 2019).
- The new school will be built next to the existing one. Students will remain in the existing school during construction.
- Construction is slated to begin in summer 2020, and the new Eric Hamber Secondary is expected to welcome students in fall 2022.

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Feb. 12, 2019

Minister Responsible: Rob Fleming

Capital and Seismic Regional

ADVICE AND RECOMMENDED RESPONSE:

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Page 057 of 352 to/à Page 058 of 352

Withheld pursuant to/removed as

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BACKGROUND:

Since Sept. 1, 2017 Government has announced funding for 48 capital projects, including 28 seismic mitigation projects. Plus, the new Playground Equipment Program (\$5 million annually), Enrolment Growth Program (\$67 million over fiscal plan period) and Rural Districts Program (\$5 million annually).

Announced Date	Project	Location	Amount (millions)	Type
Sep 5, 2017	Gibson Elementary	Delta	\$1.6	Seismic Upgrade
Oct 11, 2017	Sir Matthew Begbie Elementary	Vancouver	\$22.4	Seismic Replacement
Oct 11, 2017	Bayview Community Elementary	Vancouver	\$24.5	Seismic Replacement
Oct 11, 2017	Westview Secondary	Maple Ridge - Pitt Meadows	\$1.0	Seismic Upgrade
Oct 11, 2017	Fairview Elementary	Maple Ridge - Pitt Meadows	\$2.0	Seismic Upgrade
Oct 27, 2017	Campus View Elementary	Greater Victoria	\$2.4	Seismic Upgrade
Nov 3, 2017	Hugh Boyd Secondary	Richmond	\$10.7	Seismic Upgrade
Nov 21, 2017	Maple Drive Middle	Quesnel	\$1.7	Renovation
Dec 7, 2017	Pacific Heights Elementary (Site 134)	Surrey	\$10.5	300 Seat Addition
Dec 7, 2017	Edgewood Drive Elementary (Site 206)	Surrey	\$33.3	New School
Dec 15, 2017	Mary Jane Shannon Elementary (Site 054)	Surrey	\$7.3	Seismic Upgrade
Dec 15, 2017	Bear Creek Elementary (Site 069)	Surrey	\$3.1	Seismic Upgrade
Dec 18, 2017	Westhills Site	Sooke	\$24.9	Site Acquisition
Jan 12, 2018	Keating Elementary	Saanich	\$8.0	Seismic Upgrade
Jan 15, 2018	Handsworth Secondary	North Vancouver	\$62.3	Seismic Replacement
Jan 15, 2018	David Lloyd George Elementary	Vancouver	\$24.2	Seismic Replacement
Jan 29, 2018	Irvine Elementary	Coquitlam	\$24.3	Seismic Replacement
Feb 1, 2018	H S Grenda Junior Middle (formerly Lake Country)	Central Okanagan	\$40.4	New School
Mar 9, 2018	Richard McBride Elementary	New Westminster	\$22.6	Seismic Replacement
Mar 9, 2018	Lord Tweedsmuir Elementary	New Westminster	\$6.1	Seismic Upgrade
Mar 16, 2018	Royal Bay Secondary	Sooke	\$31.1	600 Seat Addition
Apr 30, 2018	Coyote Creek Elementary (Site 157)	Surrey	\$4.9	100 Seat Addition
Apr 30, 2018	Frost Road Elementary (Site 160)	Surrey	\$5.6	150 Seat Addition

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Apr 30, 2018	Douglas Area Elementary (Site 180)	Surrey	\$33.1	New School
Apr 30, 2018	Sunnyside Area Elementary (Site 207)	Surrey	\$28.9	Site Acquisition
May 17, 2018	Armstrong Elementary	Burnaby	\$6.7	Seismic Upgrade
May 18, 2018	Skirt Mountain Site	Sooke	\$6.6	Site Acquisition
May 22, 2018	Lake Trail Middle	Comox Valley	\$27.2	Seismic Upgrade
May 24, 2018	Walnut Park Elementary	Bulkley Valley	\$28.5	Replacement
Jun 6, 2018	South West Yorkson Elementary Site	Langley	\$9.6	Site Acquisition
Jun 19, 2018	Eric Hamber Secondary	Vancouver	\$79.3	Seismic Replacement
Jun 21, 2018	Sullivan Heights Secondary (Site 164)	Surrey	\$40.0	200 Seat Addition
Jun 28, 2018	North East Elementary	Peace River North	\$31.4	New School
Sep 7, 2018	Robert J Tait Elementary	Richmond	\$7.6	Seismic Upgrade
Sep 7, 2018	W D Ferris Elementary	Richmond	\$8.5	Seismic Upgrade
Sep 17, 2018	South Side Area Elementary	Chilliwack	\$53.6	New School
Sep 28, 2018	Edith Cavell Elementary	Vancouver	\$15.6	Seismic Upgrade
Sep 28, 2018	General Wolfe Elementary	Vancouver	\$20.2	Seismic Upgrade
Oct 12, 2018	Burnaby North Secondary	Burnaby	\$79.2	Seismic Upgrade
Nov 16, 2018	Mountainside Secondary (Balmoral Jr)	North Vancouver	\$23.7	Seismic Upgrade
Nov 21, 2018	Maddaugh Road Elementary (Site 184)	Surrey	\$11.8	Budget Increase
Nov 21, 2018	Grandview Heights Secondary	Surrey	\$32.6	Budget Increase
Dec 20, 2018	UFV Site	Chilliwack	\$10.0	Site Acquisition
Jan 29, 2019	North East Latimer Elementary	Langley	\$9.6	Site Acquisition
Feb 8, 2019	Braefoot Elementary	Greater Victoria	\$10.4	Seismic Upgrade
Feb 11, 2019	Dr. George M. Weir Elementary	Vancouver	\$19.7	Seismic Upgrade
Feb 11, 2019	Lord Selkirk Elementary	Vancouver	\$5.7	Seismic Upgrade
Feb 11, 2019	Lord Byng Secondary	Vancouver	\$18.2	Seismic Upgrade
TOTAL	48 Projects		\$991.4	

Program Area Contact:	Joel Palmer	250 216-4627
File Created:	Aug. 22, 2017	
File Updated:	March 22, 2019	

Funding Model Review

Highlights:

- On Dec. 19, Government released the final report from the independent review panel on education funding, and announced working groups to help shape the path forward to make education funding work better for students.
- MLA Davies (Peace River North) accused government of “kicking the can further down the road,” and of “picking winners and losers” without new funding.
- The Review Panel for the K-12 Public Education Funding was launched on March 1, 2018 to review the current model – how government distributes more than \$5.65 billion in operating funding to 60 boards of education in B.C.

Contrast:

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Page 062 of 352 to/à Page 063 of 352

Withheld pursuant to/removed as

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Background:

- The funding allocation system annually distributes more than \$5.65 billion of provincial funding among 60 Boards of Education.
- The Funding model review – launched in October, 2017 – was a platform commitment and is included in the Minister of Education’s mandate letter from the Premier.
- The report of the Independent Funding Model Review panel entitled “Improving Equity and Accountability” was posted online on December 19th, 2018.
- Among the report’s recommendations are calls to:
 - eliminate the Classroom Enhancement Fund and allocate this funding as part of SD operating grants;
 - base funding allocations on the number of students rather than the number of courses being take;
 - create a “hybrid” funding system for children with special needs;
 - retain the current system for students requiring high-cost supports,
 - move to a “prevalence” based model for remaining inclusive education, funds;
 - establish a provincial accountability and reporting framework and monitor SD’s progress against these goals;
 - establish clear policies on SD cash reserves to ensure consistent reporting;
 - maintain targeted funding for Indigenous learners.
- Working groups will be established for the following areas: inclusive education, distributed learning, adult education, financial management. Since accountability impacts all areas, there will be an overall accountability committee.
- The working groups will focus on implications associated with the recommendations and solutions to those implications.
- They will assess the impact of the recommendations on students and school districts by looking at how this would improve services, drive better outcomes and also ensure rural and remote, and fast-growing districts get the resources they need.
- The working groups will include representation by all education partners, including teachers, parents, school administrators, support staff, trustees, superintendents, the First Nations Education Steering Committee (FNESC) and inclusive education groups. They will report back to the Minister of Education by summer of 2019 on how best to implement the recommendations.

ADVICE TO MINISTER

<p>Confidential ISSUES NOTE Ministry of Education Date: March 1, 2018 Date Updated: February 8, 2019 Minister Responsible: Rob Fleming</p>	<p>Funding Model Review</p>
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ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

The funding allocation system annually distributes more than \$5.65 billion of provincial funding among 60 Boards of Education.

The Funding model review – launched in October, 2017 – was a platform commitment and is included in the Minister of Education's mandate letter from the Premier.

ADVICE TO MINISTER

The report of the Independent Funding Model Review panel entitled "Improving Equity and Accountability" was posted online on December 19th, 2018.

Among the report's recommendations are calls to:

- eliminate the Classroom Enhancement Fund and allocate this funding as part of SD operating grants;
- base funding allocations on the number of students rather than the number of courses being taken;
- create a "hybrid" funding system for children with special needs:
 - retain the current system for students requiring high-cost supports,
 - move to a "prevalence" based model for remaining inclusive education, funds;
- establish a provincial accountability and reporting framework and monitor SD's progress against these goals;
- establish clear policies on SD cash reserves to ensure consistent reporting;
- maintain targeted funding for Indigenous learners.

Working groups will now focus on implications associated with the recommendations and solutions to those implications. They will assess the impact of the recommendations on students and school districts by determining what might need to change in order to ensure that services are improved, outcomes improved, and there are equitable supports in place to ensure that rural and remote and fast-growing districts are properly supported.

The working groups will include representation by all education partners, including teachers, parents, school administrators, support staff, trustees, superintendents, First Nations and inclusive education groups. Working groups will begin meeting in March, 2019 and they will report back to the Minister of Education by the fall of 2019 on how best to implement the recommendations.

Working groups will be co-chaired by a program lead from the Ministry of Education, and an external expert that has already been advising on implementation.

- In October 2018, the Minister of Education also appointed an Implementation Advisory Committee comprised of sector experts

The Committee will continue to provide advice and guidance going forward, and will play a key role in co-chairing the working groups with Ministry program staff to ensure that we are coordinated and on track.

Program Area Contact:	Kim Horn and Reg Bawa	
File Created:	March 14, 2018	
File Updated:		

Inclusive Education

Highlights:

- The Opposition may ask about supports for students with special needs.
- Media has reported on the practice of exclusion of students with special needs, as well as two Surrey parent's human rights complaints over what they call a lack of continuity with their children's educational assistants.
- A Times Colonist story on February 6th stated that students with special needs at View Royal Elementary were being asked to stay home due to shortage of educational assistants.

Contrast:

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Page 069 of 352 to/à Page 070 of 352

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Background:

- The ministry works with school districts to ensure students with special needs are supported.
- Decisions regarding the planning and delivery of supports and services for every student, including those with designated special needs are made by local boards of education and school district administrators.
- All students in the public school system are eligible for the full per pupil operating grant, in addition, supplementary funding is provided to students with designated special needs. These funds are not targeted to specific students.
- Decisions regarding the planning and delivery of supports and services for every student, including those with designated special needs (e.g. Learning Disabilities, ADHD and Autism Spectrum Disorder) are made by local boards of education and school district administrators.
- The BCTF is responsible for offering professional development opportunities to teachers related to inclusive education practices.
- Outcomes for students with special needs are showing steady improvements.
- Completion rates went from 44% in 2008 to 71% last year.

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Oct. 25, 2018

Date Updated: May 15, 2019

Minister Responsible: Rob Fleming

BCEdAccess & Inclusion

ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

On May 15, 2019 BCEdAccess wrote an open note for the Premier. The UN reviewed inclusive education in Canada and noted British Columbia lacks appropriate services for students with disabilities. In particular, the review noted there is a disconnect between the Province's commitment towards inclusive education and everyday implementation. The open letter to the Premier requests the Minister of Education's mandate letter include a formal mandate to improve outcomes and inclusiveness in the classroom for special needs students.

In October 2018, BCEdAccess released an "Exclusion Tracker Interim Report." The report presented the results of a survey BCEdAccess has been compiling of incidents when children with disabilities experienced exclusion at school. Parents of children with disabilities were asked to fill out the survey and 228 incidences of exclusion were reported. 35 of 60 districts had reports filed in a variety of rural and urban districts.

4% of respondents reported their child was restrained and the report refers to Inclusion BC's report from May 2018 regarding incidences of restraint.

5% of survey respondents reported waits for assessments.

The BCEdAccess tracker also 2600 reported incidences of exclusion since its inception.

The ministry works with school districts to ensure students with special needs are supported.

Typically, the ministry works with district principals of Inclusive Education through their professional organization, called BC CASE (B.C. Council of Administrators of Special Education).

BCEdAccess is an organization comprised of parents whose goal is to ensure equitable access to education for children with diverse abilities and disabilities. The organization began as a private Facebook page in 2014 and now reports a membership of 1,500.

In May, 2019, New Brunswick announced it is planning to track the number of students who only attend school for part of the day, becoming the first province to undertake the effort on a wide scale. Starting in the fall of 2019, the government will monitor the number of students on partial

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or reduced days in its anglophone school districts through an online tool that will include the reason for the modified day, the student's schedule, goals and the supports in place.

Inclusion BC

In May 2018 *Inclusion BC* released a follow-up report called *Stop Hurting Our Kids 2* to their 2013 report of the same name. This report's main premise is that too many kids are being retrained and put in seclusion – and in some cases are experiencing traumas or even abuses. This report notes the Ministry did introduce new guidelines after the 2013 report, but according to the findings in this report, only nine of 60 districts had policies on restraint and seclusion and there are no tracking or processes in place.

In response to the May 2018, *Inclusion BC* report, *Stop Hurting Our Kids 2*, the ministry has reminded school districts of their responsibility to create local policies aligned with the provincial guidelines for physical restraint and seclusion. In 2017, ministry staff consulted with a number of stakeholders, including *Inclusion BC*, to develop an inclusive education multi-year plan that will guide the work of Inclusive Education for the next 3-5 years.

The report has three calls for immediate action from the Ministry of Education:

- 1) Provincial prohibition on the use of restrain and seclusion, except in very limited and very specific situations, with all school boards required to adopt policies and procedures to demonstrate compliance.*
- 2) School incident reporting requirements to inform parents and strengthen accountability. As well, incidents must be tracked at district levels and reported to the Ministry of Education.*
- 3) Provincial support for training in positive behaviour supports and conflict de-escalation for teachers, support staff, principals and district administrators.*

The report also calls for swift action on three areas:

- A clear prohibition order
- Accountability instruments
- Support for violence free alternatives

Restraint and Seclusion Guidelines

As of December 31, 2018, 28 school districts have sent a copy of their physical restraint and seclusion policy to the Ministry for review, 4 school districts are in the process of having their policy approved by their Board, and 28 school districts have yet to respond to the Ministry. Ministry staff are in the process of phoning each school district that has not yet responded.

Of the 28 school districts that have sent in their policy, 24 of the policies include a reporting component. Ministry staff are following up with school districts that have not included a reporting component.

Program Area Contact:	Patricia Kovacs ADM Jennifer McCrea	250 882-5233 250 216-9102 778 698-8955
File Created:	Oct.25, 2018	

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov. 29, 2017

Date Updated: January 9, 2019

Minister Responsible: Rob Fleming

Special Needs (Diverse Abilities)

ADVICE AND RECOMMENDED RESPONSE:

s.13

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BACKGROUND:

In October 2018, Global News ran several reports in one week about parents' frustrations with the support their children with special needs were receiving in school. The news reports focused on concerns about the levels of supports for students with special needs in a Vancouver school (Sir Wilfred Grenfell school) – and another report focused on the salaries of education assistants.

The ministry works with school districts to ensure students with special needs are supported.

The BCTF is responsible for offering professional development opportunities to teachers related to inclusive education practices.

All students in the public school system are eligible for the full per pupil operating grant, in addition, supplementary funding is provided to students with designated special needs. These funds are not targeted to specific students. Decisions regarding the planning and delivery of supports and services for every student, including those with designated special needs (e.g. Learning Disabilities, ADHD and Autism Spectrum Disorder) are made by local boards of education and school district administrators.

TRB Report

In February 2018, the Commissioner for BC Teacher Regulation determined that it is twice as likely that a complaint of teacher misconduct will involve a special needs student. To address this, the Commissioner for BC Teacher Regulation's 2016/17 Annual Report recommended that:

"In order to reduce the frequency of instances of misconduct involving special needs students, it has become clear to me that additional remedial education is necessary in order to assist teachers who face disciplinary consequences as a result of reports and complaints of misconduct. This need is one that should be addressed quickly by the creation of a course directed toward skill development for teachers to add to the three existing remedial courses already developed. I suggest that the Ministry of Education develop an online course for this purpose."

The Commissioner for Teacher Regulation, Howard Kushner, has had preliminary discussions with the Justice Institute on the development of a special needs course for teachers. The commissioner also plans to have further discussions with the ministry and key education partners on this issue.

Program Area Contact:	Patricia Kovacs ADM Jennifer McCrea	250 882-5233 250 216-9102
File Created:	Nov. 29, 2017	

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Aug. 22, 2017</p> <p>Date Updated: March 27, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>ERASE Strategy (Expect Respect and a Safe Education)</p>
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ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

ERASE, an acronym for Expect Respect and a Safe Education, was launched by the Ministry of Education in 2012. It's a comprehensive prevention and intervention strategy designed to foster school connectedness; address bullying; prevent violence; and, provide support to school districts during critical incidents.

ERASE offers a provincial training program for school district staff and community partners; a provincial team of subject matter experts that provides direct support to school districts and independent schools; online resources for parents and students; and, an anonymous web-based incident reporting tool.

Since its inception:

- ERASE has delivered more than 280 training sessions to more than 18,000 educators, child and youth mental health workers, police and other community partners.
- All 60 school districts and many independent schools have dedicated safe school co-

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ordinators, trained to respond to bullying and threats.

- ERASE has developed provincial guidelines for threat assessments.
- Every school district and all independent schools have codes of conduct and anti-bullying policies in place.
- Codes of conduct for schools have been updated to be inclusive of sexual orientation and gender identity (SOGI), and cyberbullying.
- More than 1,200 incidents have been reported through the ERASE strategy's anonymous web-based incident reporting tool.

Since its launch in 2012, ERASE has been delivered through a partnership with TC Safer Schools Together and the North American Centre for Threat Assessment and Trauma Response. In August 2018, the contract was renewed for another three years (with options to renew to cover a period of up to five years). Safer Schools is also providing an updated version of ERASE's anonymous safety reporting tool. The tool was previously provided through a contract with UBC that concluded in Summer 2018 and was not renewed.

ERASE strategy expansion

Since the launch of ERASE, the world has changed with the evolution of social media, youth mental health concerns and world events impacting schools.

Throughout the 2018/19 school year, ERASE is being expanded to be a more comprehensive resource to better represent the issues facing youth and their communities today. The expanded strategy will include a focus on four pillars:

- Prevention of bullying and violence in schools;
- District support for educators and community partners;
- Child and youth mental health supports; and,
- Supporting students of all sexual orientations and gender identities (SOGI).

New components of ERASE are being launched this school year, including:

- New resources and training opportunities for students, parents, educators and community partners;
- Stronger partnerships and information-sharing between school districts and local law enforcement agencies;
- Increased regional capacity so school communities are better equipped to handle safety issues as they arise;
- An updated anonymous web-based incident reporting tool; and,
- An updated and rebranded website and social media presence.

Guns and gangs prevention

On July 3, 2018, the Ministry of Public Safety and Solicitor General announced the Province is providing \$1.12 million in additional funding to expand ERASE to help educate youth and to fight the lure of gangs and gang violence in B.C. The expanded program will provide specific training for communities where gang-affiliated behaviours have been identified and for youth who would benefit from additional support.

On March 12, 2019, Minister of Education Rob Fleming, joined by Mike Farnworth, Minister of Public Safety and Solicitor General, announced specific plans for the new ERASE school-based gang prevention program at an event at W.J. Mouat Secondary in Abbotsford.

Program highlights include:

- The program will be offered in 12 priority communities (Abbotsford, Burnaby, Delta, Kamloops, Kelowna, Langley, Nanaimo, Prince George, Surrey, Vancouver, Victoria and Williams Lake) which have been identified by police and safety experts as those that could benefit from additional gang prevention support.
- New after school programs will be set up (where they don't already exist), and new local secondary school elective courses will be created, focused on connecting teenage boys with positive adult role models, and providing leadership and career development opportunities.
- About 2,200 students, 1,500 parents and 2,500 school and school district staff members, law enforcement officials, and representatives of community-based organizations in the 12 communities will participate in gang prevention and awareness education and training sessions. Topics will include an overview of the current B.C. gang landscape as well as information on how gang members are recruiting, myths and realities of gang membership, real consequences, why youth choose to engage in gang-related behaviour, warning signs, and what to do if you or someone you know is being recruited or is already involved in gang-related activity.
- A new provincial learning resource for B.C. education professionals focused on gang prevention will be developed. It will be aligned with the provincial Physical and Health Education curriculum, and will include videos and a teacher guide, focused on helping all students develop healthy relationships, avoid unsafe or exploitive situations, and, ultimately, protect themselves from harm.
- Localized monthly reports on public social media activity regarding gang activity will also be provided to school districts.

How is the \$1.12 million being allocated?

- \$859,000 of that will flow to the BC School Superintendents Association.
s.13; s.17

ERASE funding:

\$4.52M for 2018/19

- \$1.12M – Student Safety
- \$0.29M – SOGI
- \$3.11M – Mental Health

\$1.48M for 2017/18

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- \$1.05M – Student Safety
- \$0.13M – SOGI
- \$0.3M – Take A Hike and Right to Play – one-time funding

\$5.07M from 2012 to 2017 (approx. \$1M per year)

\$1.12M for intervention and prevention measures to address gang violence.

Ad campaign

To raise awareness of the new ERASE resources, website and anonymous reporting tool for students, a \$200,000 TBD (using STOB 67 funds) social media advertising campaign will run during the 2019/20 school year. Platforms will include Facebook, Instagram, Snapchat, YouTube, Digital Display, Google AdWords and ChatterHigh.

Program Area Contact:	Scott Beddall Nikki Lachance ADM Jennifer McCrea	250 514-4961 250 507-6324 778 698-8955
File Created:	Aug. 22, 2017	
File Updated:	March 27, 2019	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: February 25, 2019

Minister Responsible: Rob Fleming

Seclusion Rooms and Restraints in Schools

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

Inclusion BC released a report in November 2013 titled *Stop Hurting Kids: Restraint and Seclusion in BC Schools*.

Parents reported that children were restrained in closets, isolation rooms, stairwells, and classrooms. The report recommended that restraint and seclusion come to an end.

In 2017, *Inclusion BC* released a follow-up report *Stop Hurting Kids2* and findings of a parent survey. Restraint and seclusion practices were still being routinely applied and only 9 out of 60 boards of education had policies in place.

In February 2019, the Alberta government announced that seclusion rooms would be banned in all schools beginning the following school year.

The Ministry released guidelines in 2015 following 18 months of consultation between ministry staff, school districts and provincial partner organizations, including:

- Inclusion BC
- the Family Support Institute of BC
- the B.C. School Trustees Association
- the B.C. Confederation of Parent Advisory Council
- the B.C. Council of Administrators of Special Education (principals, teachers and assistant superintendents)
- the B.C. Association of School Psychologists.

In September 2018 communication was sent out through the Deputy Minister's Bulletin to school districts requesting a copy of their Restraint and Seclusion Policy, or an update on their policy status

ADVICE TO MINISTER

Ministry staff are also reviewing each of the policies to ensure each school district has a reporting structure in place that outlines the parties that need to be notified when an incident of restraint or seclusion occurs. This includes notifying the district administrator for support services and the superintendent on the day the incident occurs. We will work with all districts to ensure this reporting structure is included within their policy.

As of February 25th, 2019, 40 school districts have policies and reporting requirements. Six school districts have policies in place without reporting requirements, and 13 school districts have draft policies awaiting board approval. The ministry is engaged with school districts to ensure policies without reporting components are revised and updated and to ensure draft policies have been approved by boards. s.13

s.13

Program Area Contact:	Cloe Nicholls ADM Jennifer McCrea	(778) 698-2963 (250) 896-3735
File Created:	Aug 22, 2017	
File Location:	n:\education lan\operations\issues notes\school safety\in_seclusion rooms and restraints.docx	

Teacher Hiring - Main

Highlights:

- On Jan. 7, Glen Hansman from the BC Teachers' Federation (BCTF) told CFX that he believes there are still 350 unfilled teaching positions in B.C., need for more teachers on call, and a high number of uncertified teachers.
- He stated the BCTF will be wanting to talk about teacher salaries at the bargaining table, along with forgiving student loans for students.
- On Oct. 16, media reported that the BCTF won a grievance against the Chilliwack school board over a shortage of educators.
- On Oct. 15, BCTF president Glen Hansman claimed on CBC Radio that government "simply hasn't acted" on recommendations to improve teaching hiring and retention.

Contrast:

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Background:

Copyright

– Amanda Jensen, President, Kamloops teachers' union (CFJC Noon News, Sept. 28, 2018)

Copyright

– Bill Ford, Kootenay-Columbia School Superintendent, (Trail Times, Sept. 5, 2018)

Copyright

– Kevin Kaardal, Superintendent, Central Okanagan School District (Kelowna Daily Courier, Aug. 22, 2018)

Background:

- To address acute pressures in certain areas, Government has invested nearly \$1 million to train more teachers. This includes:
 - \$571,000 in one-time funding to create over 170 additional spaces in teacher education programs over the next two years.
 - This included a UBC pilot community-based Indigenous Teacher Education program in Williams Lake/Quesnel for 20 Indigenous students.
 - These spaces will produce qualified special education, French language, secondary math and physics teachers, and help address those areas where there is some of the highest demand for teachers.
 - Providing \$260,000 to support initiatives aimed at increasing the number of Indigenous teachers across BC.
 - Supporting the B.C. Public School Employers' Association (BCPSEA) and other partner groups to develop regional profiles that accurately define how B.C.'s teacher supply-and-demand challenges are being uniquely experienced in each region, so that targeted recruitment strategies can be further refined.
 - Supporting BCPSEA's development of the BC Passport feature on makeafuture.ca – which will allow applicants to apply for teaching opportunities to multiple districts with the one application. (Total funding: \$31,500)
 - Supporting the B.C. School Superintendents' Association (BCSSA) and BCPSEA to collaborate in helping school districts develop and enhance materials and practices that promote effective recruitment and retention. (Total funding: \$100,000)

French teacher recruitment

- In 2018, the Ministry of Education has certified 17 individuals who completed a teacher education program in France to work in BC, 14 after the recruitment mission.
- An additional 27 applications currently in process
- More teachers from France have been certified to teach in BC in 2018 than any of the previous six years:

	2012	2013	2014	2015	2016	2017	2018 (to date)
Teachers certified from France	3	8	10	4	6	6	17

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 24, 2017

Date Updated: February 12, 2019

Minister Responsible: Rob Fleming

Teacher Hiring

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

School districts continue to fill positions as the 2018/2019 school year is underway. The vast majority of teachers have been hired. Some media reports have focused on job postings that were open as of the start of the school year.

Latest communications from the BCTF are in line with the Ministry's estimate of approximately 300 unfilled teaching positions, representing less than 1% of the educator workforce.

A posting can be for multiple vacancies, and for full-time, part-time, temporary or on-call (substitute) jobs. The number of postings at any given time is fluid depending on retirements, medical leaves, relocations, etc.

Overall job postings have generally resumed to normal levels. There are some acute pressures that are longstanding, such as for French immersion, indigenous education and special education. These pressures are largely felt in rural and remote schools.

Memorandum of Agreement – March 3, 2017

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

A main component of the MoA is the Classroom Enhancement Fund (CEF), which funds new teachers, classrooms, space enhancements and other overhead costs.

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

- Non-enrolling (specialty) teacher ratios
- Compliance with class-size maximums

ADVICE TO MINISTER

- Compliance with class composition limits
- Remedy where class size maximums and class compositions limits cannot be met due to local circumstances.

The Memorandum of Agreement with the BCTF is continuing to be fully funded.

The Classroom Enhancement Fund (CEF) funds new teachers, classrooms, space enhancements and other overhead cost associated with the Memorandum of Agreement (MoA) with the BCTF.

Program Area Contact:	Shelaina Postings and Keith Godin	
File Created:	Aug 24, 2017	
File Updated:	Feb. 12, 2018	

Teacher Hiring – French Teachers

Highlights:

- In January 2018, media reported extensively on the high demand for French immersion programs as parents lined up overnight to register their children.
- On Aug. 23, media reported that Williams Lake was going to be starting the school year short 5 French Immersion teachers.
- MLA Davies (Peace River North) suggested that the Minister “appears to have forgotten about the grievance the BCTF launched in June because of the shortage of TOCs, and the shortage of French immersion teachers in rural districts.” (Sept. 6, 2018)

Contrast:

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Validators:

Copyright

– Glyn Lewis, Canadian Parents for French, B.C.
(Sept. 18, 2018)

Copyright

– Meike Wernicke, UBC Faculty of Education, UBC
(Sept. 18, 2018)

Copyright

– Kevin Kaardal, Superintendent, Central Okanagan
School District (*Kelowna Daily Courier*, Aug 22,
2018)

– Brenda Paul, Sea to Sky School District, director of HR (*Pique News Magazine*, April 6, 2018)

Background:

- French teacher recruitment and growing demand for French programs have been an issue for several years.
- Many school districts set up first-come, first-served enrolment policies that result in wait lists and students being turned away. Other districts have set up lotteries for enrolment to deal with demand.
- In the 2017/18 school year, there were:
 - 5,940 students in the Francophone Program, about 1% of the B.C. student population;
 - 53,487 students in French Immersion, about 9.5% of the B.C. student population.
- Over the last 10 years, the number of Francophone students has increased by 50% and the number of French Immersion students has increased by 30%.
- Given this increased demand, there is currently a shortage of available French Immersion seats in B.C.
- A report commissioned by Canadian Parents for French (released in September 2014) shows the most problematic issue for school districts was already a shortage of qualified French Immersion teachers, with 85% of school districts saying it was challenging or very challenging to find qualified applicants.
- The recent Memorandum of Agreement on class size and composition between the government and the B.C. Teachers' Federation has added some pressure to the already existing challenges regarding French teacher recruitment.
- In 2018, the Ministry of Education has certified 17 individuals who completed a teacher education program in France to work in BC, 14 after the recruitment mission.
- An additional 27 applications currently in process
- More teachers from France have been certified to teach in BC in 2018 than any of the previous six years:

	2012	2013	2014	2015	2016	2017	2018 (to date)
Teachers certified from France	3	8	10	4	6	6	17

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: February 12, 2019

Minister Responsible: Rob Fleming

French Programs Supply and Demand

ADVICE AND RECOMMENDED RESPONSE:

s.13

Background:

Based on Section 23 of the Canadian Charter of Rights and Freedoms, families who have French as a first language have minority-language educational rights and as such, can enroll their children in the Francophone Program.

Families who don't have minority-language educational rights but wish for their children to become bilingual can enroll their children in a French Immersion program. Since French

ADVICE TO MINISTER

Immersion is a program of choice, school districts have the authority to establish enrolment methods and make decisions to limit or cancel a program.

French teacher recruitment and growing demand for French programs have been an issue for several years and continue to be this year. In some districts, media reports focus on parents lining up to register their children in French immersion. Many school districts set up first-come, first-served enrolment policies that result in wait lists and students being turned away. Other districts have set up lotteries for enrolment to deal with demand.

In the 2018/19 school year, there were:

- 6,087 students in the Francophone Program, about 1% of the B.C. student population;
- 53,995 students in French Immersion, about 9.5% of the B.C. student population.

Over the last 10 years, the number of Francophone students has increased by 39% and the number of French Immersion students has increased by 23%. Nationwide, the number of students enrolled in French immersion programs jumped by 72,156 between 2011/2012 – 2015/2016 [Stats Can].

Given this increased demand, there is currently a shortage of available French Immersion seats in B.C. A report commissioned by Canadian Parents for French (released in September 2014) shows the most problematic issue for school districts was already a shortage of qualified French Immersion teachers, with 85% of school districts saying it was challenging or very challenging to find qualified applicants.^{s.13}

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The recent Memorandum of Agreement on class size and composition between the government and the B.C. Teachers' Federation has added some pressure to the already existing challenges regarding French teacher recruitment.

Since February 2018, the Ministry of Education has funded 74 seats for French teacher education programs at post-secondary institutions in B.C. as part of our ongoing recruiting efforts:

- In February 2018, 37 seats for French education teachers programs were funded jointly with the federal government (started this fall):
 - \$125,000 for 17 seats at SFU
 - \$120,000 for 20 seats at UBC

Some of these teachers will be certified to teach and enter classrooms by September 2019.

- In September 2018, 37 more seats were announced (intake in September 2019):
 - \$100,000 for 20 seats at UBC Okanagan
 - \$165,000 for 17 seats at SFU
- We are working with the B.C. Public School Employers' Association, school districts and a provincial stakeholder advisory committee to develop the multi-year French teacher recruitment and retention strategy. It will be implemented in 2019-2020. As part of this strategy, we are developing a proposal to access a new federal investment supporting French teacher recruitment and retention initiatives (to be submitted to the Government of Canada in February/March 2019).

Program Area Contact:	Linda Beddouche	778 679-1697
File Created:	September 18, 2018	
File Updated:	July 31, 2018	
File Location:		

Teacher Bargaining

Highlights:

- Teacher bargaining will formally begin in February 2018.
- Media has speculated the negotiations will be “challenging.”
- The collective agreement between the British Columbia Teachers' Federation (BCTF) and the BC Public School Employers' Association (BCPSEA) expires on June 30, 2019.
- The BCTF has been active in the media telegraphing the issues it intends to address in bargaining, particularly salaries, wage grids and recruitment and retention incentives.

Contrast:

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Background:

- The collective agreement between the British Columbia Teachers' Federation (BCTF) representing the province's 44,000 public school teachers, and the BC Public School Employers' Association (BCPSEA) representing the province's 60 public boards of education, expires on June 30, 2019.
- Negotiations between the BCPSEA and the BCTF are slated to formally commence in February 2019 under the Province's Sustainable Services Negotiating Mandate. Currently, just over 197,000 public sector employees are now covered by tentative or ratified agreements reached under the Mandate.
- Recent media coverage has speculated that the upcoming round of negotiations will be "challenging" and "hard bargaining".
- The BCTF has been active in the media telegraphing the issues it intends to address in bargaining, particularly salaries, wage grids and recruitment and retention incentives.

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CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: July 25, 2018

Date Updated: April 2, 2019

Minister Responsible: Rob Fleming

Bargaining

KEY MESSAGES:

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ADVICE TO MINISTER

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BACKGROUND:

The collective agreement between the British Columbia Teachers' Federation (BCTF) representing the province's just over 45,000 public school teachers, and the BC Public School Employers' Association (BCPSEA) representing the province's 60 public boards of education, expires on June 30, 2019. Formal bargaining to negotiate the terms and conditions of a new Provincial Collective Agreement (PCA) began on Feb. 19 2019. Both parties have publicly expressed they are seeking to conclude a negotiated collective agreement before the expiry of the current agreement on June 30, 2019.

This will be the first round of bargaining with the teachers' union following a 2016 Supreme Court of Canada (SCC) decision that led to the restoration of 20-year old class size and composition language. This round of bargaining is highly anticipated and it is expected there will be significant interest from media, parents, teachers, other unions throughout the public sector and the general public to see what the nature of the negotiations will be.

Negotiations will be carried out under the Province's 2019 Sustainable Services Negotiating Mandate (SSNM). The SSNM is characterized by three-year agreements with general wage increases of 2% in each year, as well as conditional and modest funding that can be used to drive tangible service improvements for British Columbians. Currently, just over 215,000 of B.C.'s unionized public sector employees are now covered by tentative or ratified agreements reached under the Mandate , including nurses.

TEACHER HIRING BACKGROUND:

School districts continue to fill positions as the 2018/2019 school year is underway. The vast majority of teachers have been hired – latest communications from the BCTF are in line with the Ministry's estimate of approximately 300 unfilled teaching positions, representing less than 1% of the educator workforce.

There are some acute pressures that are longstanding, such as for French immersion, Indigenous education and special education. These pressures are largely felt in rural and remote schools. To meet this demand, Government has directly funded \$1.4-million to create 179 seats new seats in teacher education programs.

- Feb 2018 investment - \$831,000 for 107 seats (50 special education, 20 secondary math and physics, 37 French)
- September 2018 investment - \$600,000 for 72 seats (20 special education, 37 French, 15 Indigenous training)

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CLASS SIZE AND COMPOSITION BACKGROUND:

In the 2018/2019 school year, the number of classes with more than 30 students decreased by 40% compared to 2015/2016. In some cases, it is beneficial to have a larger class size, for example in Music, Physical Education, or Drama classes. As a result of the Memorandum of Agreement, some of these class sizes have been reduced.

The Memorandum of Agreement (MOA) restored province-wide contract language on class size for Kindergarten - Grade 3 to the 2001 levels:

- o Kindergarten – 20 student cap restored (from 22) – current (2018/2019) provincial average class size 18.0
- o Grade 1-3 – 22 student cap restored (from 24) – current (2018/2019) provincial average class size 19.9

When it comes to grades Grade 4 to 12, the old class size limits varied from district to district.

In terms of children with special needs, about a third of the school districts have no language on class composition at all – the rest have language that varies significantly by district. Some have very restrictive language – s.13

s.13; s.17

REMEDIES BACKGROUND:

There is a provision in the MOA that in the event that it is not practicable to provide a teacher with the remedies identified in the MOA, it is up to the local parties to meet and determine what alternative could be provided to teachers who are owed a remedy. These decisions, therefore, reside – strictly speaking – between the union local and the school district employer.

The Ministry of Education, BCPSEA, and the PSEC Secretariat are aware that the remedy payout is controversial to the teachers' union and some of its locals. Parties have been working very hard to respectfully hear the views of the union and have provided numerous options and opportunities to resolve outstanding situations. The intent of the remedy is to recognize the additional workload some teachers have had to take on in their classrooms with respect to the renegotiated language in the MOA.

s.13; s.17

Program Area Contact:	Keith Godin	
File Created:	July 25, 2018	
File Updated:	April 2, 2019	

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**Confidential
ISSUES NOTE**

Ministry of Education

Date: Sept. 12, 2018

Date Updated: January 3, 2019

Minister Responsible: Rob Fleming

WHL Player Fees

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ADVICE AND RECOMMENDED RESPONSE:

s.13

Background:

In December 2018, Kootenay East MLA Tom Shypitka erroneously issued a press release alleging that the Ministry of Education is eliminating Western Hockey League (WHL) players from being funded. He also alleged that SD5

in the local paper
was planning on implementing a fee for out of province WHL student athletes, a fact that was denied by Frank Lento, the SD5 board chair.

Through a position paper, the Western Hockey League has requested that the Ministry of Education waive fees that it imposes on out-of-province students attending B.C. schools in order to play for its teams. The WHL incorrectly argues that the Ministry has waived these fees in the past.

However, the Ministry does not impose fees on students – it provides FTE funding to school boards for BC students reported by the boards, and Ministry of Education has no authority to charge or waive fees to students – this is a Board of Education responsibility.

This issue arose from the Southeast Kootenay School District reporting students for funding who were not resident in BC. Evidence provided by the school district verified these were out-of-province and international hockey players residing in Cranbrook to play in the WHL.

Several MLA's have written Minister Fleming asking that the ministry "review the situation and ensure the long standing practice of providing funding for these students continues."

All students reported by districts for Ministry funding need to be ordinarily B.C. residents, as such, students living and attending school in B.C. temporarily (such as Western Hockey League players from outside B.C.) do not qualify for Ministry funding. School districts have the discretion to offer educational programming with their own funds, or charge out-of-province fees, and set the rate in which those fees are charged.

The Ministry's Compliance Program annually conducts Kindergarten to Grade 12 Regular Enrolment audits, in selected school districts, to verify enrolment reported for provincial funding. The School Act provides Boards of Education (not the Ministry) with the responsibility to verify residency, ability to claim eligible students for funding, and, if required, charge fees.

Implementing an exception for the WHL in BC would be difficult to accomplish without extending that exception to other sports and teams or other groups (for example the MLS Whitecaps have school-age soccer academies, both in the Metro area and regionally, with high proportions of out of province students between U16 and U19 age groups).

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Program Area Contact:	Kim Horn	250 893-3680
File Created:	December 2018	
File Updated:	January 3, 2019	

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<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Feb. 2, 2018</p> <p>Date Updated: Feb. 6, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>Student Mental Health</p>
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ADVICE TO MINISTER

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BACKGROUND:

Statistics

Approximately 84,000 school-aged children (1 in 8 students) experience one or more mental health disorders at any given time. Only 1/3 receives specialized treatment.

In 2017/18 there were 15,075 (2.3 per cent) students with mental illness/behaviours designations in B.C. schools, a 14 per cent increase since 2013/14 in both categories:

- 8,521 students designated in Intensive Behaviour Interventions/Serious Mental Illness Category; and,
- 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 per cent, 28.3 per cent below the provincial rate.

School supports

Supports in public schools include:

- 180 educational psychologists;
- 918 school counsellors; and
- 3,200 special education resource teachers.

Mental well-being is one of the four key focus areas of the new K-12 Physical and Health Education curriculum.

The Ministry of Education and Ministry of Health have partnered with DASH BC since 2011/12 to support Healthy Schools BC.

- Healthy Schools BC seeks to build the capacity of the health and education sectors to support healthy schools.
- Healthy Schools BC provides regional grants supporting shared health priorities and health-education partnerships to teams composed of school district (and/or groupings of First Nations schools) and health authority staff. Since 2016/17, mental well-being has been the key focus of the regional grants.
- In the 2018/19 school year, Healthy Schools BC offered individual school grants focused on Indigenous ways of wellness to First Nations schools.

In response to recent recommendations from the Representative for Children and Youth, and the Coroners Service and First Nations Health Authority, the Ministry of Education developed

ADVICE TO MINISTER

trauma-informed practice training and resources for educators as part of the Erase strategy. The ministry is in the process of developing training resources for school districts to support compassionate learning communities, including trauma-informed practice. Resources were piloted in January 2019 and are expected to be released in Spring 2019.

The Ministry of Education leads and promotes a variety of initiatives to support mental health and substance use prevention, including:

- A mental health education curriculum;
- Supplemental funding for students with serious mental illness;
- Provincial Resource Programs provide education programs for students who cannot be in education settings (hospitals, treatment centres, custody);
- CommunityLINK and Vulnerable Student Supplement support social functioning of students and academic achievement through funding to public school districts for programs and services focused on vulnerable students;
- Substance use and opioid overdose resources for teachers and schools; and,
- The Erase strategy.

School supports include counselling, prevention and intervention programs, and school-based health centres.

The ministry provides approximately \$144 million annually on mental health supports for students. The ministry also provided \$1.24 million during the 2017/18 school year for Erase, which includes focuses on mental health and substance use.

School Community Mental Health Conference, Erase strategy expansion, and \$3M in new federal funding for student mental health

Throughout the 2018/19 school year, Erase is being expanded to be a more comprehensive resource to better represent the issues facing youth and their communities today.

The expanded strategy will include a focus on four pillars:

- Prevention of bullying and violence in schools;
- District support for educators and community partners;
- Child and youth mental health supports; and,
- Supporting students of all sexual orientations and gender identities (SOGI).

As the expanded Erase strategy includes a focus on the additional pillar of child and youth mental health supports, the ministry presented the inaugural School Community Mental Health Conference, May 10-11, 2018, in Richmond. For the first time, more than 300 representatives of B.C.'s public, independent and First Nations schools, police, health authorities, and child and youth mental health workers came together under one roof, focused on how to make life better for students struggling with mental health issues.

Information gathered at the 2018 School Community Mental Health Conference helped inform the development of a school-based mental health action plan that will be part of government's mental health and addictions strategy focused on improving access, early prevention and youth mental health. The school-based mental health action plan will:

- Provide stronger leadership from the Ministry of Education regarding mental health;
- Focus on mental health promotion, prevention and intervention;

ADVICE TO MINISTER

- Build human resource capacity and infrastructure;
- Support professional learning;
- Leverage the new curriculum to focus on mental well-being; and,
- Expand school-based mental health hubs and services.

Government's mental health and addictions strategy will be announced following the release of Budget 2019.

The second annual School Community Mental Health Conference was held Feb. 4-5, 2019 in Vancouver. The conference's goal was to help those in attendance figure out specifically how to make positive change in their schools.

At the conference, Minister Fleming announced:

- The federal government is investing \$262 million to the B.C. Ministry of Mental Health and Addictions over five years. As part of this, the Ministry of Education received \$3 million in 2018/19 to support professional development and the creation of new resources to support student mental health and addictions in B.C. public and independent schools.
 - All 60 school districts and independent schools received grants to help:
 - Reduce the number of B.C. students requiring targeted mental health and addictions supports and referrals to specialized services;
 - Help them feel safe and connected at school;
 - and, improve graduation rates and transitions from high school into the workforce.

Program Area Contact:	Danielle Carter-Sullivan Nikki Lachance ADM Jennifer McCrea	250 588-7012 250 507-6324 778 698-8955
File Created:	Feb 1, 2018	
File Updated:	Feb. 6, 2019	

Records Management – General

Background:

- During QP in the Spring and Fall 2018 legislative session, the opposition questioned government's records management practises, and responses to FOI requests.

Contrast:

s.13

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Feb. 25, 2019

Date Updated: April 12, 2019

Minister Responsible: Rob Fleming

VSB Long Range Facilities Plan

ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

The Vancouver School Board released a draft Long-Range Facilities Plan (LRFP) on Feb. 22, 2019 that includes the potential closures of 28 Vancouver schools that need seismic upgrades and are under-utilized.

The LRFP is a comprehensive 10-year plan outlining how the District will manage its school facilities in order to deliver its educational programs.

This has been covered extensively in media, notably by the Vancouver Courier, which received an embargoed copy of the LRFP prior to its release.

District staff drafted the LRFP

(<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/appendix-c-lrfp-guideline-2019-20.pdf>) based on data and previous engagement with the public and stakeholder groups as a way to consolidate empty seats throughout the district

and save money in operating funding. The plan will be considered for approval by VSB trustees in April 2019.

The Ministry has called for the VSB to complete an LRFP in order to assist with planning for investments from the Province. Currently, there are about 10,000 empty seats throughout the district, although some schools are operating over capacity while others are well under capacity.

Board approval of the District's LRFP would then initiate much engagement with school communities throughout Vancouver. No actions would immediately result from approval. The VSB's secretary-treasurer is quoted in media saying that passing the LRFP would provide the district with more money it could use to build up a capital fund that would allow the district to make decisions to fund projects, such as replacing Edith Cavell Elementary.

The last time the VSB staff submitted a LRFP (in 2016), the board refused to approve it.

LRFPs:

The ministry has now made significant changes to the LRFP guidelines as outlined above in order to speed up capital investments. LRFP's are to be considered akin to an Official Community Plan rather than an evidentiary document required to justify capital projects.

Re-openings

Since September 2017, some schools in B.C. that had previously closed have re-opened.

- SD10 Arrow Lakes - Burton Elementary – reopened September 2018
- SD57 Prince George - Springwood Elementary – reopened September 2017
- SD79 Cowichan Valley - Mill Bay Elementary – reopened in September 2018 as a Nature School
- SD83 North Okanagan-Shuswap - South Canoe Elementary – reopened in September 2018
- SD40 New Westminster Hume Park Elementary – reopened (for a Home Learners Program)
- SD73 Kamloops-Thompson - Westsyde Elementary – school district is proposing to reopen for Fall 2019

Program Area Contact:	Joel Palmer	250 356-6760
File Created:	Feb. 25, 2019	
File Updated:	March 7, 2019	

Accomplishments

Background:

- This is a list of recent government accomplishments – creating good jobs, making life more affordable and improving the services people count on.

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Opposition - Priorities

Highlights:

- A list of the opposition's positions that would make life harder for people.

Message:

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Opposition – Broken Promises

Highlights:

- The old government had a long record of breaking promises to British Columbians

Contrast:

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Quotes:

Copyright

- BC Auditor General Carol Bellringer, (“An Audit of BC Housing's Non-Profit Asset Transfer Program”, March 2017)

Education House Binder – Spring 2019

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- 50. UFV Chilliwack Campus
- 51. MoF MSP Elimination

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<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: December 15, 2017</p> <p>Date Updated: February 28, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>Indigenous Education</p>
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ADVICE AND RECOMMENDED RESPONSE:

s.13

Background:

The Ministry of Education has been working towards completing the Truth and Reconciliation Commission's Calls to Action. Education Minister Rob Fleming's mandate letter calls for making substantial progress on implementing the new First Nations history curriculum, developing full-course offerings in Indigenous languages, and implementing the educational Calls to Action from the TRC.

B.C. will be the first province in Canada to introduce legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples, legislation co-developed with the First Nations Leadership Council and other Indigenous organizations.

This legislation will form the foundation for the Province's work on reconciliation, mandating government to bring provincial laws and policies into harmony with the Declaration.

There are 65,269 Indigenous students attending BC public schools in 2017/18 - about 11.6% of total enrollment.

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In the 2017/18 school year, the Indigenous student six-year completion rate increased by 4% over the previous year – the largest one-year increase since 2010/11 – with 70% of Indigenous students completing secondary school. That is an 8% improvement over the last four years.

For Indigenous children in the continuing custody of the Ministry of Children and Family Development, completion rates in the 2017/18 school year are 58%, an 8% increase over the year before and an 18% increase since 2013/14.

Curriculum

Indigenous histories, cultures and perspectives have been integrated across subject areas and grade levels in B.C.'s new curriculum. The inclusion of Indigenous perspectives and knowledges is based on the understanding that it is an important part of the historical and contemporary foundation of BC and Canada. Over the past decade, curriculum has integrated Indigenous content into courses and grade levels. This means that from Kindergarten to graduation, students will experience Indigenous perspectives and understandings as an integrated part of what they are learning.

Several new Indigenous-focused courses are also being offered as part of the new B.C. Graduation Program, including Contemporary Indigenous Studies 12, B.C. First Peoples 12, and expanded course options for English First Peoples 10 through 12.

Indigenous languages

The *Aboriginal Languages IRP Review Report* (2016), by researcher-writer Lorna Williams, was guided by the First Nations Education Steering Committee and the Ministry of Education. The report's recommendations focus on: Leadership; Curriculum Design; Funding and Recourses; and Teacher prep, development and certification.

The Ministry is also working closely with FNEESC to develop an Indigenous language learning policy.

In January 2018, the ministry secured \$190,000 (\$10,000 for 19 districts) to support resource development for 17 Indigenous language curricula. These funds were a one-time grant provided to the 19 districts with a provincially approved curriculum for Indigenous languages.

Teacher training

The Ministry of Education is providing \$831,000 in one-time funding to four of B.C.'s public post-secondary institutions to increase the number of available teacher training spaces. These spaces will support the development of specific teaching skills that are in immediate high-demand in B.C. \$571,000 will be used to create 107 new spaces in specialty teacher education programs over the next two years:

\$260,000 will be used to increase the number of Indigenous teachers throughout B.C.:

Nicola Valley Institute of Technology
Indigenous teacher education – curriculum development
Total funding: \$50,000

University of British Columbia
Indigenous teacher education – curriculum development
Indigenous teacher education – piloting of community-based delivery for existing students
Total funding: \$210,000

Fall 2018: Vancouver Island University
• 15 news spaces Indigenous teacher education – intake fall, 2019
Total funding \$65,000

BC Tripartite Education Agreement

The agreement is supported by the Government of Canada with \$100 million over five years (currently \$20 million per year) to support language and culture, adult education, and transportation capital.

It also incorporates the High Cost Special Education program for on-reserve schools and outlines clearer roles and responsibilities for all parties.

The original Tripartite Education Framework Agreement (TEFA) expired June 30, 2018 and a new five-year agreement is now signed. It will expire in June 2023.

Program Area Contact:	Kaleb Child (Content) & Jennifer McCrea (ADM)	
File Created:	November 29, 2017	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Dec. 14, 2018

Date Updated:

Minister Responsible: Rob Fleming

Mandatory Indigenous Course

ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

The B.C. First Nations Education Steering Committee (FNESC), with the support of the B.C. Teachers' Federation (BCTF) and B.C. School Trustees Association (BCSTEA), has

ADVICE TO MINISTER

communicated with the Ministry of Education on numerous occasions regarding the importance of including at least one Indigenous course or bundle of credits as a requirement in the updated B.C. Graduation Program - which they feel could be fulfilled by students taking an existing Indigenous course or a relevant locally developed course.

The recommendation is perceived to be an important component of their collaborative efforts with the Ministry of Education to design relevant policies and approaches to improve outcomes for First Nations students in B.C., consistent with the 2018 B.C. Tripartite Education Agreement (BCTEA), signed by FNESEC, Canada and B.C.

An Oct. 18, 2018 letter states:

"As we have noted previously, a mandatory First Peoples course would significantly advance reconciliation in B.C. and help to address the racism faced by Aboriginal learners. As such, we are extremely disappointed to learn that the B.C. Ministry of Education is not planning to move ahead with this much-needed recommendation."

The ministry has communicated to the groups that no Indigenous course has been added as a requirement for graduation at this time. However, the new curriculum provides increased opportunities for students to learn about Indigenous knowledge and perspectives across all grades and areas of learning. This is part of the ministry's broader commitment to improving results for Indigenous students and efforts to align with government commitments to the United Nations Declaration on the Rights of Indigenous Peoples, the calls to action of the Truth and Reconciliation Commission, and B.C.'s new Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples.

The ministry is providing support for teachers to weave Indigenous worldviews and perspectives into lesson plan content, from producing instructional samples and a teacher guide, to designating a non-instructional day for teachers to focus on Indigenous education. Additional resources are being developed, including for example, a comprehensive overview specifying where Indigenous knowledge and perspectives are reflected in the new curriculum for each area of learning.

The recent revision of all curriculum complements earlier efforts, including the development of Indigenous content-focused courses: English First Peoples 10, 11, 12 and B.C. First Nations Studies 12.

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

Program Area Contact:	Nell Hodges Emilie Hillier Nancy Walt Keith Godin	250 216-5329 250 886-4844 250 217-4978 250 356-6760
File Created:	Dec. 14, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: April 24, 2018

Date Updated: February 25, 2019

Minister Responsible: Rob Fleming

Class Size and Composition

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

2018/19 class size data was posted online on February 14, 2019. Class composition data has yet to be posted.

The class size data was reported in the Vancouver Courier,
<https://www.vancourier.com/opinion/new-stats-show-class-sizes-in-b-c-schools-are-steadily-growing-1.23641321>

In the 2018/2019 school year, the number of classes with more than 30 students decreased by 40% compared to 2015/2016 – the last full school year before the Memorandum of Agreement was signed with the BCTF.

It is important to note that in some cases, it is beneficial to have a larger class size, for example in Music, Physical Education, or Drama classes. As a result of the Memorandum of Agreement, some of these class sizes have been reduced.

In 2018/2019, the overall number of classes was 76,815, compared to 67,107 in 2015/16. That's

ADVICE TO MINISTER

an increase of 9,708 or (14%).

The Memorandum of Agreement (MOA) restored province-wide contract language on class size for Kindergarten - Grade 3 to the 2001 levels:

- o Kindergarten – 20 student cap restored (from 22) – current (2018/2019) provincial average class size 18.0
- o Grade 1-3 – 22 student cap restored (from 24) – current (2018/2019) provincial average class size 19.9

When it comes to grades Grade 4 to 12, the old class size limits varied from district to district.

Under the School Act, the class size limit is generally 30 students, unless it's a course where it is potentially advantageous to have more students, for example in band or performing arts.

Some districts also have collective agreement language in grades 4 -12 which varies greatly.

Here are the average class sizes by grade over the past 5 years:

School Year	Grade K	Grade 1-3	Grade 4-7	Grade 8-12
2013/14	19.3	21.5	25.7	23.0
2014/15	19.5	21.5	25.6	23.2
2015/16	19.7	21.8	26.0	23.4
2016/17	19.1	20.4	24.5	22.9
2017/18	17.8	19.4	23.3	22.0
2018/19	18.0	19.9	23.9	22.1

Here is the number of classes with more than 30 students:

School Year	Total Number of Classes	Number of Classes with more than 30 Students	Percent of Classes with more than 30 Students
2013/14	68,020	1,067	2%
2014/15	66,596	1,077	2%
2015/16	67,107	1,343	2%
2016/17	70,620	1,385	2%
2017/18	74,998	757	1%
2018/19	76,815	812	1%

Here is the number of Classes with Assigned Education Assistants/

s.13

School Year	Total Number of Assigned Education Assistants
2013/14	20,368
2014/15	20,232
2015/16	19,800
2016/17	21,153
2017/18	25,329
2018/19	27,198

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

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

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

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

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

Program Area Contact:	Shelaina Postings and Keith Godin	
File Created:	Aug 24, 2018	
File Updated:	February X, 2019	

[Home](#) » [Opinion](#)

New stats show class sizes in B.C. schools are steadily growing

Number of classrooms with support workers for students with special needs has also risen

Tracy Sherlock / Vancouver Courier

FEBRUARY 21, 2019 11:31 AM

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Keith Baldrey Feb 23

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Tracy Sherlock

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CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: February 21, 2018

Date Updated: March 5, 2019

Minister Responsible: Rob Fleming

Non-Certified Teachers & Letters of Permission

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

A Letter of Permission may be issued to a suitable person who is not a certificate holder and whose services the Director of Certification considers are required for a specified period of time. They are used to fill teaching positions when teachers are not available, as well as to fill a need for specialized skill sets or niche topics (for example trades, language programs, religious studies), especially in the Independent School System. The maximum validity period for a letter of permission is one school year – individuals who are issued a Letter of Permission must re-apply every year.

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During the 2017/2018 school year, there were several media stories focusing on the issue of non-certified teachers being hired to teach certain classes. In one example, a want ad was posted online by the North Okanagan-Shuswap School District (SD83) calling for teacher “replacements” for on-call work. Per the ad, applicants need a university degree, experience working with children and a clean criminal record check—but do not need a teaching certificate. While the practice is not new, BCTF President Glen Hansman has called the situation “unprecedented”, especially for a larger district like SD83. Hansman is quoted by Global News as saying “putting any warm body with a university degree” in a classroom does students a disservice...if this was any other profession, people wouldn’t put up with it.

Program Area Contact:	Keith Godin	
File Created:	Jan 2018	
File Updated:	March 5 2019	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: February 19, 2019

Date Updated: Feb. 21, 2019

Minister Responsible: Rob Fleming

Budget 2019

ADVICE AND RECOMMENDED RESPONSE:

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ADVICE TO MINISTER

BACKGROUND:

The ministry's total operating budget for fiscal 2019/20 is \$6.57 billion, a \$228 million increase from fiscal 2018/19, and includes \$195 million in new funding.

The operating budget is forecast at \$6.54b in 2020/21, and \$6.57b in 2021/22.

Over the life of the fiscal plan (three years), Budget 2019 provides an additional \$552 million in operating funds. This includes:

- \$325m for actual and projected enrolment growth in public schools
- \$94m for the Economic Stability Dividend for SD's
- \$73m for the impact of the Employer Health Tax on public schools
- \$58m in funding under the Classroom Enhancement Fund
- \$31m for independent schools
- \$2m for the Teachers Act Special Account
- \$33m one-time reduction in 2020/21 as a result of re-profiling the timing of grants to other partners – Public Libraries (\$14m) and the Public Education Benefit Trust for CUPE long-term disability (\$19m)

The ministry's capital budget for 2019/20 is \$788 million, up from \$483 (restated estimates) for 2018/19. The capital budget is forecast at \$851m in 2020/21 and \$793m in 2021/22.

In all, the total three-year capital budget in Budget 2019 is \$2.7 billion, up \$600 million from Budget 2018. This includes:

- \$1.12 billion for expansion and replacement projects
 - Includes \$15m over 3 yrs for Rural District Program.
- \$791 million for the Seismic Mitigation Program
- \$502 million for asset rehabilitation and maintenance (routine capital)
- \$15m for the Playground Equipment Program

Note: the ministry's budget declines by \$33.4m in 2020/21 due to a reprofiling of grants to public libraries and the Public Education Benefits Trust Grant. Overall funding to these partners will remain whole over the three-year fiscal plan but grants will be timed earlier, creating the one-year dip in the ministry's budget.

Budget comparisons:

Year	Operating (\$000)	Capital (\$000)
2013/14	5,365,750	469,054
2014/15	5,386,605	438,217
2015/16	5,498,443	392,109
2016/17	5,608,854	454,385
2017/18	6,099,997	523,657
2018/19	6,340,751	483,205
2019/20	6,568,898	788,189

GCPE Contact:		
Program Area Contact:		
File Created:		
File Updated:		
File Location:		

Minister's Office	Program Area	ADM	Communications Director

Year	Operating (\$000)	Capital (\$000)
2013/14	5,365,750	469,054
2014/15	5,386,605	438,217
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2017/18	6,099,997	523,657
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Page 168 of 352 to/à Page 172 of 352

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ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: February 19, 2019

Date Updated: Feb. 21, 2019

Minister Responsible: Rob Fleming

Budget 2019

ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 174 of 352

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ADVICE TO MINISTER

BACKGROUND:

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2018/19	6,340,751	483,205
2019/20	6,568,898	788,189

GCPE Contact:		
Program Area Contact:		
File Created:		
File Updated:		
File Location:		

Minister's Office	Program Area	ADM	Communications Director

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Banh, Lindsay EDUC:EX

From: Harrison, Veronica EDUC:EX
Sent: February 22, 2019 9:35 AM
To: Banh, Lindsay EDUC:EX
Subject: Re: Updated: For MRF Info | Operating Budget

I put it in his QP binder under budget.

Sent from my iPhone

On Feb 22, 2019, at 9:31 AM, Banh, Lindsay EDUC:EX <Lindsay.Banh@gov.bc.ca> wrote:

Reading binder?

From: Henderson, Kelly EDUC:EX
Sent: February 21, 2019 4:24 PM
To: Harrison, Veronica EDUC:EX <Veronica.Harrison@gov.bc.ca>
Cc: Maartman, William EDUC:EX <William.Maartman@gov.bc.ca>; Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>; Banh, Lindsay EDUC:EX <Lindsay.Banh@gov.bc.ca>; Farrance, Melissa EDUC:EX <Melissa.Farrance@gov.bc.ca>; Teng, Zita EDUC:EX <Zita.Teng@gov.bc.ca>; Charlton, Julie EDUC:EX <Julie.Charlton@gov.bc.ca>; Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>; Williams, Eve EDUC:EX <Eve.Williams@gov.bc.ca>; Merry, Kathleen EDUC:EX <Kathleen.Merry@gov.bc.ca>; Bawa, Reg R EDUC:EX <Reg.Bawa@gov.bc.ca>
Subject: Updated: For MRF Info | Operating Budget

Hi Veronica,

As requested see updated table below -- all budget figures represent the Restated Estimates. This includes 2017/18, which reflects the Budget 2017 Update (and the final budget allocations for the fiscal).

Year	Operating (\$000)	Capital (\$000)
2013/14	5,365,750	469,054
2014/15	5,386,605	438,217
2015/16	5,498,443	392,109
2016/17	5,608,854	454,385
2017/18	6,099,997	523,657
2018/19	6,340,751	483,205
2019/20	6,568,898	788,189

Thanks—

Kelly Henderson | Documents Coordinator
Deputy Minister's Office | Ministry of Education
Phone: (778) 974-5567
Email: kelly.henderson@gov.bc.ca

From: Harrison, Veronica EDUC:EX
Sent: February 21, 2019 3:20 PM
To: Henderson, Kelly EDUC:EX <Kelly.Henderson@gov.bc.ca>
Cc: Maartman, William EDUC:EX <William.Maartman@gov.bc.ca>; Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>; Banh, Lindsay EDUC:EX <Lindsay.Banh@gov.bc.ca>; Farrance, Melissa EDUC:EX <Melissa.Farrance@gov.bc.ca>; Teng, Zita EDUC:EX <Zita.Teng@gov.bc.ca>; Charlton, Julie EDUC:EX <Julie.Charlton@gov.bc.ca>; Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>; Williams, Eve EDUC:EX <Eve.Williams@gov.bc.ca>
Subject: RE: For MRF Info | Operating Budget

Thanks Kelly – can 19/20 be included? And does 16/17 include budget update? Or was that the amount before update?

From: Henderson, Kelly EDUC:EX
Sent: February 21, 2019 12:09 PM
To: Harrison, Veronica EDUC:EX <Veronica.Harrison@gov.bc.ca>
Cc: Maartman, William EDUC:EX <William.Maartman@gov.bc.ca>; Hahn, Andra EDUC:EX <Andra.Hahn@gov.bc.ca>; Banh, Lindsay EDUC:EX <Lindsay.Banh@gov.bc.ca>; Farrance, Melissa EDUC:EX <Melissa.Farrance@gov.bc.ca>; Teng, Zita EDUC:EX <Zita.Teng@gov.bc.ca>; Charlton, Julie EDUC:EX <Julie.Charlton@gov.bc.ca>; Sampson, Laura EDUC:EX <Laura.Sampson@gov.bc.ca>; Williams, Eve EDUC:EX <Eve.Williams@gov.bc.ca>
Subject: For MRF Info | Operating Budget
Importance: High

Hi Veronica,

Please see below the operating budget numbers for the past 6 years as requested.

Year	Operating (\$000)	Capital (\$000)
2013/14	5,365,750	469,054
2014/15	5,386,605	438,217
2015/16	5,498,443	392,109
2016/17	5,608,854	454,385
2017/18	6,099,997	523,657
2018/19	6,340,751	483,205

Thank you –

Kelly Henderson | Documents Coordinator
Deputy Minister's Office | Ministry of Education
Phone: (778) 974-5567
Email: kelly.henderson@gov.bc.ca

Description:

- In the 2018/19 school year, the interim operating grant (as at January 2019) is calculated at \$5.2 billion. In addition, more than \$672 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:

- 2017/18 year end results for the public education system are as follows:
 - Accumulated operating surplus increased by \$25.7M to end the year at \$324M
 - \$213.1M local capital (\$194M in 2016/17)
 - Cash and s-t investments increased by \$84M to end the year at \$1.64B
 - Administration spending as a % of total operating expenses increased for the first time in four years, to 7.02% (6.50% in 2016/17)
 - One district in an accumulated operating deficit position – SD64 (Gulf Islands) \$250,498 deficit

Key Facts:**Cost pressures, and savings, 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.
- For 2018/19, with the positive effect of MSP, MPP and TPP reduced costs, school districts will benefit from a net savings of \$58M. These savings will help districts balance their budgets and maintain, or enhance, service levels to students.
- An additional \$20M of savings from TPP reduction will be realized in 2019/2020 school year.
- School districts continue to voice opposition to the downloading of NGN costs (\$21M), year one of administrative savings (\$29M), and exempt compensation (approx. \$20M 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 \$5M/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.
- BCASBO reports the incremental unfunded net cost pressure for 2018/19 is \$49M.
- BCASBO is also reporting a cumulative net unfunded pressure since 2009 of \$382M in 2018/19.

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Statistics (Continued):

- School districts collectively appropriated \$73M of accumulated surplus to balance their 2018/19 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 7.02% – it's lean, and districts continue to maintain a very lean mindset around administration spending.

Key Facts:**Assessment of unfunded cost pressures for 2018/19:**

- There is no single source of agreed-upon information
- The following pressures are generally considered "unfunded" by the sector (\$105.5M):
 - Inflation at approximately 1.5-2% per year – an incremental \$10M in 2018/19
 - NGN – an incremental \$21M in 2018/19
 - CPP, EI, and WCB contribution increases – incremental \$4.5M in 2018/19
 - Utility rate/usage increases – incremental \$6.5M in 2018/19
 - Restructuring of exempt staff wage grids – approximately \$20.5M in 2018/19
 - Exempt compensation – approximately \$10M in 2018/19
 - Year one of administrative savings – \$29M in 2018/19
 - Access Copyright and BCPSEA Chargeback – \$1.5M and \$2.5M respectively in 2018/19
- MPP, MSP and TPP rate decreases mitigate unfunded cost pressures – \$110.4M in 2018/19 and \$130.4M in 2019/2020.
- School districts have made the reductions to manage this pressure in 2018/19. They may need to make additional reductions in 2019/20 to manage.
- Growing districts with increasing funding are better-able to manage these pressures – those in funding protection and experiencing flat enrolment are comparatively worse-off.
- Generally speaking, the results of recent reviews have indicated that school districts are doing well, but there is room for improvement in the following areas:
 - Strategic planning, aligning spending with strategic priorities, risk management, engaging with their communities, long-range facilities planning, and performance evaluations of senior staff.

Ministry has provided guidance to Boards of Education and school district senior administration on best practices for strengthening financial governance and accountability practices.

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School District 83 reveals fall budget changes due to surplus funds

Extra staff, counselling and supports a top priority for additional funds

- JODI BRAK
- Oct. 19, 2018 6:00 a.m.
- NEWS

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<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: March 14, 2019</p> <p>Date Updated: April 12, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>Richmond LRFP</p>
--	-----------------------------

ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

The Richmond School District released [a draft Long-Range Facilities Plan](#) on March 14, 2019 and will consult publicly on how it will manage its school facilities in order to deliver its educational programs.

The draft LRFP has identified nine strategies and alternatives to be considered to help improve the optimization of space within schools, aligning school assets with future educational space needs while maximizing community and

ADVICE TO MINISTER

school use opportunities.

Potential school consolidations is one of the nine strategies to be considered to optimize capacity utilization. The most recent LRFP for the Richmond School District was completed in 2012, and does not address many of the current opportunities and challenges faced by the District at present or in the future, and is in need of significant revision. In 2016, a plan to close schools in Richmond was rejected by the board.

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The district has already sought public feedback through online surveys, and will now hold three Open House events to gather feedback on the draft plan.

Timeline:

- March 14 – Draft LRFP released, Open House #1 Date Announced
- April 4 – Open House #1, MacNeill Secondary, 6-8 p.m.
- April 22 – Open House Date #2 Announced
- May 17 – Revised LRFP released publicly
- May 28 – Open House #2, Burnett Elementary – 6-8 p.m.
- June 1 – Open House #3 – Bridge Elementary – 11 a.m. to 1 p.m.
- June 12 – Public Board Meeting – Final LRFP presented to Board for vote

The ministry has now made significant changes to the LRFP guidelines as outlined above in order to speed up capital investments. LRFP's are to be considered akin to an Official Community Plan rather than an evidentiary document required to justify capital projects.

Richmond Seismic Program:

Between 2010 and April 2017, only one seismic project was approved in Richmond. Since September 2017, three have been approved, three more are nearing approval, and four more been requested by the district. Government is committed to giving every B.C. student a seismically safe school.

Program Area Contact:	Joel Palmer	
File Created:	March 14, 2019	
File Updated:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: November 26, 2018

Date Updated: March 19, 2019

Minister Responsible: Rob Fleming

Edith Cavell

ADVICE AND RECOMMENDED RESPONSE:

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Background:

On December 11, 2018, the VSB sent a letter to parents of Cavell Elementary, Maple Grove Elementary and Magee Secondary schools regarding plans for temporary accommodation options for Edith Cavell Elementary during seismic upgrades.

In the letter the district said that after a hearing the concerns from parents and students at Cavell, Maple Grove and Magee, staff are not recommending using the original planned schools of Magee/Maple Grove as swing sites for September 2019. Instead, staff decided to delay Cavell's construction until summer 2020, when the replacement school for Maple Grove is expected to be complete and use the former Maple Grove school as a swing site.

The \$15.6-million seismic upgrade of Cavell Elementary was announced on Oct. 28, 2018 during a two-school announcement at General Wolfe Elementary. The story has been in several news stories after some parents expressed concerns through social media and letters to MLAs that the swing spaces are too far away from the original school, and that an expansion should have been considered, despite it not being part of the seismic mitigation project. The complaints then evolved and some people began demanding a full new replacement instead of a seismic upgrade. In mid-November, a public protest was organized and students and parents marched, demanding a new school. The protest received some media attention.

The seismic upgrade of Edith Cavell Elementary requires temporary accommodation for student. This was planned to be at two separate swing sites – MacCorkindale Elementary and Champlain Heights elementary, starting in Spring 2020 until completion in fall 2021. Transportation costs to host schools are included as part of the funding agreement, and the bus time from Cavell to the swing spaces is estimated to take 20 minutes.

The delay of Cavell's seismic upgrade to wait for a closer available swing site would cost millions of dollars in escalation costs that are not part of the funding agreement.

10% of the Cavell's population comes from out of catchment. There are schools located very close to Cavell that are currently operating at 60-89% (Brock Elementary & Van Horne Elementary), which could potentially be used to reduce the enrolment pressure at Cavell.

Cavell is a heritage building; therefore, seismically upgrading the school allows the ministry and the district to preserve the heritage while making it seismically safe.

It is the Vancouver School District's responsibility to determine the most effective and efficient temporary accommodation plan for their seismic projects – the district was unable to find a single school space to accommodate the Cavell students during construction.

Boards of education have the autonomy to decide how best to address the needs of students within their local communities. Cavell was not listed as an expansion priority in the Vancouver School District 2018/19 Capital Plan Submission, and was listed as the third expansion priority (behind new schools at Coal Harbour and Olympic Village) in the upcoming 2019/20 Capital Plan Submission. The Ministry issued capital plan response letters for 2019/20 in March 2019, and the request to expand Cavell was not approved.

The Vancouver School District has not adopted a Long Range Facilities Plan in years, making it difficult to determine where and if expansions are required. There are two elementary schools (Van Horne Elementary & Brock Elementary) very close to Cavell Elementary that have surplus seats and could be used to help manage enrolment pressures. However, the board has released a draft LRFP and will consult with stakeholders before a finalized LRFP is completed.

Board approval of the District's LRFP would then initiate much engagement with school communities throughout Vancouver. No actions would immediately result from approval. The VSB's secretary-treasurer is quoted in media saying that passing the LRFP would provide the district with more money it could use to build up a capital fund that would allow the district to make decisions to fund projects, such as replacing Edith Cavell Elementary.

The Vancouver School District is experiencing both enrolment growth and decline throughout the district, and is currently reviewing enrolment, catchments and programming to best utilize available space, including the 5,000 thousand empty elementary school seats available within the district.

Program Area Contact:	Joel Palmer & Reg Bawa	Dec. 11, 2018
File Created:		
File Updated:	March 18, 2019	

Edith Cavell

Highlights:

- In October 2018, government announced \$15.6M to seismically upgrade Cavell Elementary in Vancouver. Construction is expected to begin in 2019.
- On Nov. 14, MLAs Davies and Lee attended a rally at Cavell calling on the province to do a full replacement instead of a seismic upgrade, and expressing concern about the temporary accommodations for students at two swing sites.
- On Nov. 15, Patti Bacchus published an editorial in the Georgia Straight on Cavell criticizing the current approach to seismic upgrades, and calling on the School Board to terminate the project office MOU with the Province.

Contrast:

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Page 196 of 352 to/à Page 197 of 352

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Validators:

Copyright

– Glen Hansman, BCTF President, (Sept. 24, 2018)

Copyright

– Jen Mezei, BCCPAC President, reaction to Budget 2018 (News Release, Feb. 20, 2018)

Background:

- The \$15.6-million seismic upgrade of Cavell Elementary was announced on Oct. 28, 2018 during a two-school announcement at General Wolfe Elementary.
- Initially comments focused on feelings that swing spaces are too far away from the original school, and that an expansion should have been considered. Some people then began demanding a full new replacement instead of a seismic upgrade.
- An open house was held by the School District on Oct. 16, 2018 to field questions.
- There are schools located very close to Cavell that are currently operating at 60-89% (Brock Elementary & Van Horne Elementary), which could potentially be used to reduce the enrolment pressure at Cavell.
- Boards of education have the autonomy to decide how best to address the needs of students within their local communities.
- Cavell is a heritage building; therefore, seismically upgrading the school allows us to preserve the heritage while making it seismically safe.
- Cavell was not listed as an expansion priority in the Vancouver School District 2018/19 Capital Plan Submission, and was listed as the third expansion priority (behind new schools at Coal Harbour and Olympic Village) in the upcoming 2019/20 Capital Plan Submission, currently under review.
- The Vancouver School District is experiencing both enrolment growth and decline throughout the district, and is currently reviewing enrolment, catchments and programming to best utilize available space, including the several thousand empty elementary school seats available within the district.
- The seismic upgrade of Edith Cavell Elementary requires temporary accommodation for students at two separate swing sites – MacCorkindale Elementary and Champlain Heights elementary, starting in Spring 2020 until completion in fall 2021.
- The school district will decide in February 2019 how to best accommodate Cavell's 317 students at those sites, and will consider the impact on families with sibling students.
- This strategy is currently being used for students during the seismic upgrades at Kingsford Smith elementary. Bus time from Cavell to the swing spaces is estimated at 20 minutes.
- It is the Vancouver School District's responsibility to determine the most effective and efficient temporary accommodation plan for their seismic projects.
- The delay of Cavell's seismic upgrade to wait for a closer available swing site would cost millions of dollars in escalation costs that are not part of the funding agreement.

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LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

3:47 pm

Dan Davies, MLA
Peace River North
10104-100 Street
Fort St. John, BC V1J 3Y7

November 20, 2018

Honourable Rob Fleming
Minister of Education
Parliament Buildings
Victoria, BC

Minister,

I am writing to you in conjunction with the families of students at Edith Cavell Elementary to voice concerns over the process being put into place for seismic upgrades. While it is assuring that seismic upgrades are going to be made in order to ensure the safety of the children, the process which is being put into place undermines the best options for Edith Cavell school, the children and all involved. The displacement of students to multiple school sites, with long commutes is a concerning issue. Students who take public transit are forced to travel alone for upwards of an hour and a half alone to get to the assigned school during the upgrade. This unsafe placement option has been presented in lieu of others, many of which were not properly discussed with parents, school officials or staff during the design process.

Furthermore, concerns regarding use of public funds are high, as the community feels that the seismic upgrade is not the only point of issue to be dealt with in regards to Edith Cavell Elementary. Millions of dollars in maintenance deficits are present; repairs such as single pane windows, replacing lead pipes, and rewiring, along with a proposed expansion and seismic upgrades would cost more than replacing the school completely. To use a piece from Edith Cavell's PAC press release:

A newly released report reveals government waste with the Province's seismic upgrade project. The BC government recently announced that it would seismically upgrade Edith Cavell Elementary (Cavell) rather than rebuild the dilapidated 98-year-old school. The Province's own Project Development Report (PDR) reveals that while this requires less upfront spending, in the long run this will cost taxpayers \$8.8 million more – \$2.7 million in building lifecycle costs plus \$6.1 million in deferred maintenance. This short-sighted way of thinking will cost taxpayers millions more with 50 Vancouver schools still on the Seismic Mitigation Project list.



LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

The sheer fiscal disregard being presented here is of major concern, as forty-eight other seismic projects like this one are planned. The future of Edith Cavell students remains unclear, and the community is looking for answers to their questions. The complete lack of consultation has caused much grief in that community. I know that your office has received many letters from concerned parents. I look forward to hearing from you to solve this matter with urgency and efficiency. In the words of the Cavell Parents, let's do seismic right, even if that means delaying the project temporarily.

Dan Davies
MLA: Peace River North

s.22

CC:
Edith Cavell Elementary PAC
Vancouver School Board

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: December 13, 2018</p> <p>Updated: April 30, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>Hamber</p>
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ADVICE AND RECOMMENDED RESPONSE:

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ADVICE TO MINISTER

Background:

In June 2018, the Province approved up to \$79.3 million to fully replace Eric Hamber Secondary — the largest seismic project in Vancouver's history. There have been concerns from the school community that the replacement school will be built smaller than the original school, and that it won't contain an auditorium or sufficient space from some of its programming, such as fine arts and fashion design programs.

In April 2019, after the VSB's planning process, it was found that the cost to rebuild the school will be larger than what was originally approved due to higher than expected inflation of construction costs in Vancouver.

Eric Hamber Secondary serves 1,700 students in grades 8–12. It opened in 1962 and has had several additions and renovations over the years. However, the structure needs further upgrading, and has been deemed high risk in the event of an earthquake.

The new school will be built next to the existing one on the northwest corner of the site. Students will remain in the existing school during construction. This will prevent the need for portables and minimize disruption, like bussing Eric Hamber students.

The new school will be built to Leadership in Energy and Environmental Design (LEED) gold standards. LEED gold schools are healthy, high-performance learning environments that include sustainable low-toxic materials, natural light, abundant fresh air, energy conservation, habitat protection and reduced demand on local landfills. The new school will also accommodate a child care facility.

Construction is scheduled to begin in summer 2020, and the new Eric Hamber Secondary is expected to welcome students in fall 2022.

Program Space and Area Standards

In December 2018, some social media commentators started complaining that the new Eric Hamber school will not include an auditorium.

The comments on social media started to focus on area standards for schools and that they should include spaces such as art rooms and auditoriums. The design for the new school does not specifically include an auditorium and this has drawn criticism because the current school's auditorium is used by Hamber's popular fashion program for shows.

There were also concerns that the new gymnasium would be built smaller, however the VSB has since allocated more space to the gymnasium within the original budget.

In other districts — such as recently in Greater Victoria at Oak Bay Secondary School — there have been locally driven initiatives to raise funds for additional amenities, such as the Dave Dunnet Community Theatre (seats 422 people for performances).

School districts are responsible for drafting business cases for capital projects, including creating options with cost estimates. The primary purpose of space allocations is to establish the capital project budget, not to dictate specific required allocations of space within a school.

While there is some chatter on social media about area standards, the Ministry of Education is undertaking several reviews with respect to the costing models and processes used to generate

appropriate capital budgets for new schools and replacement schools, as well as additions and partial replacements of existing schools.

Budget Escalation

With a preliminary design now complete, the project team has found that the original \$79-million budget is insufficient to build the base school design as approved. The District has raised this budget issue with the Ministry of Education and will be reviewing options through the Vancouver Project Office.

The current budget is based on the construction costs and escalation at the time the project business case was developed and approved over one year ago. These costs have escalated significantly due to a competitive construction climate in Vancouver.

The VSB shared a letter with staff and students' families on April 30, 2019 noting the budget has been re-costed (as a matter of regular project process) and the current budget is insufficient for the base project (as approved). The letter will note that the Board is working with the Ministry to address the gap. The school's alumni will also be provided with a copy of the letter.

Neighbourhood Learning Centre

The Hamber PAC, through an FOI, has raised concerns that funding for a Neighbourhood Learning Centre was originally approved by the Ministry as part of this project in order to provide childcare space.

The Ministry approves Neighbourhood Learning Centre space on a case-by-case basis, with an emphasis on providing space for childcare programming. Funding for childcare was set aside for the Hamber replacement project, however the City of Vancouver offered to provide the funding for that service.

The ministry's funding that was originally set aside for childcare space at Hamber is still part of the total budget for the replacement project and the VSB is using that funding to deliver the new school. However, this funding is not enough to build the desired auditorium at the school.

Program Area Contact:	Joel Palmer & Reg Bawa	
File Created:	December 7, 2018	
File Updated:	April 30, 2019	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Sept. 26, 2018

Date Updated: Feb. 19, 2019

Minister Responsible: Rob Fleming

Rutland Middle School

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

In its capital plan, the Central Okanagan School District has requested ministry funding to replace Rutland Middle School (RMS) by renovating the existing Quigley Elementary School (QES) to become a new, 650-student Grade 6-8 middle school and distributing the current Quigley students to surrounding schools. RMS would then be demolished. The request is to fund the project through the ministry's School Replacement Program.

The previous government invited the district to move forward with planning for a replacement school with a proposed budget, however the district submitted plans that were well beyond that budget. No further plans are currently expected. The District's proposal would mean elementary school space would be reduced and the RMS property would be empty for the foreseeable future, in order to give middle school students an updated facility. The district's stance is that there is not available land nearby to build a new school. The ministry's preference is to not reduce overall school capacity in an area of enrolment growth and high capacity utilization.

There are currently no known structural safety issues at Rutland Middle School.

In October 2018, the MLA for Kelowna-Lake Country wrote to Premier John Horgan requesting a meeting to discuss the future of Rutland Middle School, noting that "while Minister Fleming appears to appreciate the need to replace this school his answers to my request in estimates and to the public regarding other higher school priorities has left our community discouraged." In November 2018, Premier Horgan responded to MLA Letnick with a letter explaining Government's position on this issue, emphasizing the increased costs of the project not being affordable within the Ministry's capital budget.

On Feb. 15, 2019, Minister Fleming wrote to Central Okanagan School Board chair Moira Baxter and suggested that the district request an expansion to Rutland Middle School as part of its 2020/21 Five-Year Capital Plan. The letter also noted that the district can apply for funding for the Annual Facilities Grant and School Enhancement Program for any projects that improve the safety, functionality, energy efficiency and condition of the school.

Media Attention

In May 2017, local media reported that the Province had supported the District to move forward ahead with the plan to demolish RMS and renovate QES with provincial funding of \$14.5 million. A year later, in May 2018, media

ADVICE TO MINISTER

reported that plan had been delayed, due to the ministry's preference to not give up an elementary school for a new middle school. In September 2018, district chair Moyra Baxter told media that the ministry had indicated its current mandate was to province new, rather than replacement schools, and that a replacement for RMS could be 10 to 15 years away.

In November 2018, the Kelowna Courier reported that the District would begin to look at other options to upgrade the school, citing issues such as having only one female bathroom and one male bathroom, and accessibility concerns. "We know that [the ministry] has put their priorities on rebuilds and replacements on schools in the Lower Mainland which need to be seismically upgraded," board chair Moyra Baxter said Wednesday afternoon.

In January 2019 the issue received considerable media attention after a letter from the Ministry to the school board revealed that funding had been denied for a replacement. "School District 23 requested \$40 million to build a new school, but B.C. Education Minister Rob Fleming has written back, saying he doesn't have the money. In a letter to the school district, Fleming wrote 'I know the replacement of Rutland Middle School has been a priority for the Central Okanagan Board of Education for several years. At this time, a capital project for Rutland Middle School is not approved for funding.'"

Program Area Contact:	Joel Palmer	250 216-4627
File Created:	Sept. 26, 2018	
File Updated:	Feb. 19, 2019	



February 15, 2019

Ref: 207921

Moyra Baxter, Chairperson
Board of Education
School District No. 23 (Central Okanagan)
Email: Moyra.Baxter@sd23.bc.ca

Dear Ms. Baxter:

Thank you for your email of February 5, 2019, regarding Rutland Middle School within the Central Okanagan School District.

Further to my letter of January 3, 2019, a replacement capital project at Rutland Middle School is not currently approved for funding. The Ministry of Education is prioritizing expansion projects that reduce the reliance on portables, as well as seismic mitigation projects that increase student safety.

As part of the upcoming 2020/21 Five-Year Capital Plan Submission, the District may want to consider prioritizing an expansion project for Rutland Middle School to create permanent capacity and reduce the reliance on portables in that neighbourhood. A Project Request Fact Sheet will be required to support your request for expansion and provide the Ministry with the rationale for a future capital investment so it can be evaluated against other expansion requests in the province.

The Ministry also has annual capital funding programs, like the Annual Facility Grant and the School Enhancement Program, that provide capital funding specifically for projects that will improve the safety, facility condition, energy efficiency, and functionality of existing school.

I am aware of the expansion priorities in your District's 2019/20 capital plan submission, such as a new site and secondary school in West Kelowna. These expansion requests are also being considered as part of the government's capital planning process for Budget 2019.

Again, thank you for writing.

Sincerely,

Rob Fleming
Minister

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November 7, 2018

MLA Norm Letnick
Kelowna-Lake Country
101 – 330 Highway 33 West
Kelowna, BC V1X 1X9

Dear MLA Letnick:

Thank you for inquiring about the status of the Rutland Middle School (RMS) replacement project. I appreciate your taking the time to write and apologize for the delay in response.

As you know, the province is experiencing rapid enrolment growth across the province, including in the Central Okanagan. The Ministry of Education is working hard to keep up with this growth while also upgrading existing school infrastructure in the Seismic Mitigation Program. Ensuring the safety of our students and teachers has always been our top priority.

In the specific case of Rutland Middle School, I understand the project has gone through significant changes since the plan was submitted in 2009. The most recent Project Definition Report received in September 2017 outlined two options to address the RMS replacement project. The two recommended options would be replacing RMS at the current site of Quigley Elementary, or to expand Quigley Elementary to accommodate RMS students. Both options come with inflated costs due to the increased scope of the project than what was originally proposed. Unfortunately, these options are both not affordable in the current Ministry capital plan.

On your behalf, I have requested that the Honourable Rob Fleming ensure that both you and MLA Steve Thomson are kept informed on any developments in the RMS replacement project going forward.

.../2

Thank you, again, for writing. It was good to hear from you.

Sincerely,

A handwritten signature in black ink, reading "John J. Horgan", followed by a long horizontal flourish.

John Horgan
Premier

pc: Honourable Rob Fleming, Minister of Education
MLA Steve Thomson, Kelowna-Mission

Farrance, Melissa EDUC:EX

From: Rochon, Jake PREM:EX
Sent: Friday, February 8, 2019 3:12 PM
To: Farmer, Susan PREM:EX
Subject: Letnick letter
Attachments: 715587-letnick.pdf

From: Letnick, Norm
Sent: October 1, 2018 11:05 AM
To: OfficeofthePremier, Office PREM:EX ; Horgan, John
Cc: Thomson, Steve ; rob.fleming.minister@gov.bc.ca
Subject: meeting request

Premier,

Can Steve and I please have 10 minutes of your time to discuss our community's desire to see the replacement of Rutland Middle School? While Minister Fleming appears to appreciate the need to replace this school his answers to my request in estimates and to the public regarding other higher school priorities has left our community discouraged.

Norm

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: January 12, 2018

Date Updated: Feb. 5, 2019

Minister Responsible: Rob Fleming

Kamloops- Thompson Capital

CAPITAL REQUESTS - KEY MESSAGES:

s.13

BACKGROUND:

Kamloops Thompson school district has been actively campaigning for more capital investments in their district.

In late April 2018, the district announced that they have been given the go ahead to put together a project definition report (PDR) for a possible expansion for Valley View Secondary School. Board Chair Wade said this is "tremendous news." "We're very pleased, we're very excited, we're very appreciative as a board and as a district. This isn't a guarantee of capital funding but it does set us on the path. The first draft of the PDR was submitted to the Ministry on Sept. 10, 2018, and the Ministry and school district will work together on the business case now that the first draft has been received.

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

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

The District would like to see South Kamloops Secondary replaced but it has no structural, foundational, or hazardous materials issues. There is also no mold, no dry rot, etc.^{s.13}

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

ADVICE TO MINISTER

portables Westmount Elementary being at 136% with 4 portables.

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

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

Program Area Contact:	Reg Bawa and Joel Palmer	250 882-3699
File Created:	Jan 12, 2018	
File Updated:	Feb. 5, 2019	

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Aug 22, 2017</p> <p>Date Updated: Feb. 12, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>Capital Facilities - Deferred Maintenance and FCI</p>
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ADVICE AND RECOMMENDED RESPONSE:

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ADVICE TO MINISTER

BACKGROUND:

There are close to 2,000 buildings in B.C. that are owned by school districts.

Facility condition assessments performed by VFA Canada Corporation's professional assessment teams identify dollar values associated with immediate (within 1 year), short-term (1 to 3 year), and long-term (4 to 5 year) repair and maintenance work that MAY be required for each board-owned building, based on assuming replacement of components at the end of the manufacturer's suggested life for the systems in each school facility.

VFA's facility condition assessments also determine a facility condition index (known as an FCI) for each facility that provides a "score" based on the total cost of existing deferred maintenance compared to the current replacement value of the facility.

It is worth noting that most components last well past the manufacturer's suggested life with regular maintenance and upkeep, and so short-term projects can often be pushed into future years as the lifespan of the component is extended.

Facility condition assessment data is only one of the inputs school districts use for the planning and prioritization of capital project expenditures to address building repairs and maintenance requirements.

According to VFA's assessments for all 60 public school districts in the province, there are currently over \$343 million in immediate deferred maintenance concerns that should be addressed within one year, an additional \$373 million in short-term (1 to 3 year), and approximately \$5.9 billion of long-term (4 to 5 year) investments estimated.

Vancouver School District has the largest estimated value of long-term (4 to 5 year) deferred maintenance requirements at approximately \$864 million.

For the 2018/19 fiscal year, \$115 million in Annual Facilities Grants were provided to school districts to repair and maintain their facilities. This is a \$5-million increase, and the first increase to the AFG since 2004/05. School districts also received a total of \$65 million in funding through the School Enhancement Program for maintenance and/or replacement projects (e.g. boilers, roofs, plumbing, etc).

Program Area Contact:	Michael Nyikes	250 893-6268
File Created:	Aug 22, 2017	
File Updated:	Feb. 12, 2019	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: July 9, 2018

Minister Responsible: Rob Fleming

Earthquake Detection

ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

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

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

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

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

The ministry's support has helped scientists increase their knowledge of seismic activity in B.C. and helped test EWS devices. There are several independent schools that are equipped with sensors – this is because independent schools are not a part of the seismic mitigation program however many independent schools do have high seismic risks. The ministry has had limited involvement in the program as its main focus is on structural seismic risk mitigation of public schools. In 2003, government supported the British Columbia Smart Infrastructure Monitoring System by installing Strong Motion Sensors in 54 schools.

Program Area Contact:	Joel Palmer	250-356-2588
File Created:	Dec. 12, 2017	
File Updated:	July 9, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_earthquake detection.docx	

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<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Aug. 22, 2017</p> <p>Date Updated: Feb. 1, 2018</p> <p>Minister Responsible: Rob Fleming</p>	<h1>School Closures</h1>
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ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

There have been 315 school closures since 2001.

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

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

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

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

Rural Education Enhancement Fund (REEF)

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

The successful 2017-18 applicants were announced on confirmed on March 15, 2017. 11 schools received a total of \$3.4M in 2017-18: <https://news.gov.bc.ca/releases/2017EDUC0085-001054>

The following four schools received funding for the first time for the 2017-18 school year:

Vernon School District (SD 22)

- Cherryville elementary, Cherryville – \$443,320

North Okanagan-Shuswap School District (SD 83)

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

Sooke School District (SD 62)

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

Powell River School District (SD 47)

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

Kootenay Lake School District (SD 8)

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

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

Quesnel School District (SD 28)

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

Okanagan Similkameen School (SD 53)

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

Okanagan Skaha School District (SD 67)

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

Program Area Contact:	Ryan Spillett and Kim Horn	250 882-3699
File Created:	Aug. 22, 2017	
File Updated:	Feb. 1, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_school closures.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: November 28, 2018

Minister Responsible: Rob Fleming

Climate Change

ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

Since the new curriculum launched, there has been some criticism regarding a lack of emphasis on climate change. In fall 2018, the Tyee ran a story about these concerns and this issue was raised by the third party in the house.

The curriculum does mention climate change and the flexible nature of the curriculum allows teachers to talk with students about climate change in a variety of classroom lessons.

As an example, in Grade 9, students learn that a systems approach to sustainability sees all matter and energy as interconnected and existing in dynamic equilibrium (e.g., carbon as a key factor in climate change, greenhouse effect, water cycle, etc.); and in Earth Sciences 11, students examine the big idea of “The distribution of water has a major influence on weather and climate” and learn about “effects of climate change on water sources”.

Carbon Neutral Capital Program

A total of \$5 million is provided annually through the Carbon Neutral Capital Program, so school districts can undertake electrical and mechanical improvements to their schools that will lower carbon emissions.

Much of this funding has helped districts replace boilers with more energy efficient models and has been applied to innovative strategies such as heat recovery projects, heat pumps, renewable energy and digital building controls.

For example, Penticton Secondary school used its funding to install a solar panel system. The new system will provide sustainable energy and savings for years ahead.

The Ministry has funded over \$300,000 for solar installation projects for 2018-2019 through the Carbon Neutral Capital Program (CNCP).

School districts will use the money to fund projects that cut greenhouse gas emissions. These upgrades benefit schools by saving them money on electricity, natural gas and maintenance. Schools can put the money that is saved back into classrooms.

Projects are based on the specific needs of each district, how well they would save money by boosting energy efficiency, and the school district and energy service provider contributions.

Program Area Contact:	Nancy Walt and Joel Palmer	
File Created:	Nov. 28, 2018	
File Updated:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: March 3, 2018

Date Updated: Dec.14, 2018

Minister Responsible: Rob Fleming

New B.C. Graduation Program and Grades 11 and 12 Curriculum

ADVICE AND RECOMMENDED RESPONSE:

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ADVICE TO MINISTER

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BACKGROUND:

New curriculum

In September 2015, the previous government announced plans for a redesigned curriculum for B.C. schools, teachers and students. The new curriculum was developed in collaboration with more than 200 B.C. teachers, after extensive stakeholder consultation.

The K-9 curriculum was implemented in September 2016.

The Grade 10 curriculum was implemented in September 2018.

In October 2017, the ministry announced there would be one additional year of optional trial use for the grades 11 and 12 curriculum. This was in response to feedback from educators who expressed needing more time to prepare for the transition and post-secondary partners who needed more time to review their admissions requirements to align with the changes.

The new grades 11 and 12 curriculum will be implemented in September 2019, completing the curriculum redesign process.

The new, modernized K-12 curriculum is focused on helping students embrace technology, and develop the communication, collaboration and critical thinking skills that will prove valuable in every career.

B.C. Graduation Program

The B.C. Graduation Program sets the province's expectations for students during their final years of high school. Based on the provincial curriculum, it outlines what courses and assessments are required for graduation. In addition, the program determines how grades are communicated to students and parents on report cards and transcripts.

With the implementation of the province's new K-12 curriculum almost complete, the B.C. Graduation Program is being updated to ensure all students: graduate with important foundational skills like reading, writing and math; are supported to embrace new technology; and develop the communication, collaboration and critical thinking skills employers and post-secondary institutions are seeking.

The changes have been informed by extensive engagement that has been undertaken with K-12 education partners, including BCSTA, BCSSA, BCPVPA, FISA, BCTF, BCCPAC and FNESE/FNSA, along with students/parents, government, post-secondary institutions and businesses.

During their graduation years, students will now write three new mandatory provincial graduation assessments - numeracy in Grade 10, and literacy in grades 10 and 12. The assessments align with B.C.'s new curriculum, and maintain the high standards and rigour that the province's education system is known for. Unlike B.C.'s previous provincial exams in math (phased out during the 2015/16 school year) and language arts (being written for the last time this school year - 2018/19), the new graduation assessments are not course-based. The new graduation assessments evaluate numeracy and literacy skills that students develop across all subjects. Results will be reported as standalone items on student transcripts, offering important insight into both student and system performance.

The new Grade 10 numeracy assessment was successfully implemented during the 2017/18 school year and is being written again this school year.

Beginning in the 2019/20 school year, Grade 10 students will write both a numeracy and a literacy assessment.

Starting in January 2021, the final literacy assessment for students in Grade 12 will be added. The new Grade 12 literacy assessment will be developed in collaboration with key education partners and stakeholders. As with the Grade 10 numeracy and literacy assessments, the new Grade 12 literacy assessment will be piloted prior to province-wide implementation.

The BCTF is among those voicing concerns that there aren't enough resources and training for teachers to support the implementation of the new curriculum and B.C. Graduation Program.

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

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File Created:	Aug. 22, 2017	
File Updated:	Dec. 14, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date: April 18, 2019 Date Updated: April 29, 2019 Minister Responsible: Rob Fleming	New Graduation Assessments (Numeracy and Literacy)
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ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

As part of the new B.C. Graduation Program, students will now write three mandatory provincial graduation assessments - numeracy in Grade 10, and literacy in grades 10 and 12.

Unlike B.C.'s previous provincial exams in math (phased out during the 2015/16 school year) and Language Arts (being written for the last time this school year - 2018/19), the new graduation assessments are not course-based.

Assessment results will be reported as standalone items on student transcripts, offering important insight into both student and system performance. Students will continue to receive letter grades and percentages for all courses in grades 10-12.

The new Grade 10 numeracy assessment was successfully implemented during the 2017/18 school year and is being written again this school year. Over 60,000 students from throughout the province have taken it. Feedback from educators and students has been positive and results were consistent with past provincial measures. Student results have shown that the assessment was an effective way to determine that students acquired the important numeracy skills they'll need for the future.

Beginning in the 2019/20 school year, Grade 10 students will write both a numeracy and a literacy assessment. Based on recommendations from the Graduation Assessment Working Group, there will be three Grade 10 numeracy and literacy graduation assessment sessions, of one week each, held in November 2019, January 2020 and April 2020. Three sessions will also be held for the outgoing provincial exams associated with the previous Language Arts 12 courses in November 2019, January 2020 and June 2020, mainly for rewrite purposes.

Starting in January 2021, a second literacy assessment for students in Grade 12 will be added. The new Grade 12 literacy assessment will be developed in collaboration with key education partners and stakeholders.

There will be a gap period between the discontinuation of the provincial Language Arts 12 exams, written for the last time this school year, and the introduction of the new Grade 12 literacy assessment in January 2021. The ministry is working closely with UBC and other B.C. post-secondary institutions to ensure no student falls through the cracks during the transition period.

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A student can't fail a numeracy or literacy assessment. If students are unhappy with their result, they can rewrite the assessments. The best outcome for each will be recorded on their transcript.

The ministry is continuing to engage in discussions with education partners and stakeholders on a number of policy questions, including the number of times students can rewrite the assessments.

Potential post-secondary implications

There is significant interest from educators, parents and students regarding what post-secondary institutions will do with results from the new graduation assessments. Post-secondary institutions are reviewing their requirements to align with changes to the B.C. Graduation Program. Each has the authority to determine their admission requirements. This includes their consideration of the provincial graduation assessments. Most have indicated they will not use the graduation numeracy assessment for admissions at this time. Post-secondary institutions will give consideration to the graduation literacy assessments as they are developed.

In April 2018, a letter from a group of teachers sent to universities was forwarded to the Minister regarding the graduation literacy assessment. The group expressed concerns on the elimination of the English 12 provincial exam, and its impact on students' university applications. They argue that the English 12 exam provided a common benchmark for all students, and take issue with it being replaced with an exam that "counts for 0%" and is less challenging for students and thus less likely to expose potential grade inflation. The teachers are asking universities to provide direction so they can ensure their students will not miss out on scholarships and admissions. The ministry responded in May 2018.

Student Reporting

The Grade 10 graduation numeracy assessment and grades 10 and 12 graduation literacy assessments will be reported on a four-level proficiency scale (emerging – developing – proficient – extending).

On the front of their transcript, their grade will be reported on a four-level proficiency scale. On the back of their transcript, descriptions of each of the proficiency levels will be featured. Students will also receive a detailed report with comprehensive information on what their proficiency level means and what they have achieved.

Raw scores will appear on individual student and school reports only and will not appear on transcripts or be shared with post-secondary institutions.

The assessments will not be tied to or based on a particular course and results will not be blended with classroom marks. This is in contrast to the previous course-based math and current provincial Language Arts 12 exams where marks were blended with classroom marks and reported on the transcript as one final percentage and letter grade.

Concerns regarding new assessment reporting

In September 2018, the ministry started receiving feedback from students who expressed concerns with the way the Grade 10 numeracy assessment was being marked. One student, who took the assessment in January 2018, was confused after they received a three on the four-point scale as well as a raw score of 36/40. The student didn't understand why their raw score suggested they achieved a 90%, but they only received a three on the four-point scale.

They also pointed out that other students who had received lower raw scores had been awarded a four on the four-point scale.

How are marks determined for the graduation numeracy assessment?

- Each student's assessment is marked and assigned an overall raw score based on their answers to each question.
- Because students write different versions of the graduation numeracy assessment during and between sessions, there can be slight variations in difficulty between the assessments and between questions within each assessment.
- To ensure the same standards are applied to each student, statistical methods are used to ensure a student's score is not dependent on which version of the assessment they wrote.
- These statistical procedures give students slightly more credit for correctly answering more difficult questions.
- All large testing companies and provincial Ministries of Education use these statistical methods to ensure fairness and equity of results. The B.C. Ministry of Education has been applying these methods to graduation exams and assessments since 2004.

How can two students with the same raw score achieve different proficiency levels?

- Statistical procedures are used to account for slight variations in difficulty between questions on provincial assessments.
- Raw scores cannot be compared against one another and a raw score cannot be directly converted into a proficiency level.
- Two students can get the same or similar raw scores and be assigned different proficiency levels because it depends on which assessment they wrote, and which questions they answered correctly.

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File Created:	April 18, 2019	
File Updated:	April 29, 2019	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Feb. 20, 2019

Minister Responsible: Rob Fleming

Curriculum Resources

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

New curriculum

In September 2015, the previous government announced plans for a redesigned curriculum for B.C. schools, teachers and students. The new curriculum was developed in collaboration with more than 200 B.C. teachers, after extensive stakeholder consultation.

The K-9 curriculum was implemented in September 2016. The Grade 10 curriculum was implemented in September 2018.

In October 2017, the ministry announced there would be one additional year of optional trial use for the grades 11 and 12 curriculum. This was in response to feedback from educators who expressed needing more time to prepare for the transition and post-secondary partners who needed more time to review their admissions requirements to align with the changes.

The new grades 11 and 12 curriculum will be implemented in September 2019, completing the curriculum redesign process.

The new, modernized K-12 curriculum is focused on helping students embrace technology, and develop the communication, collaboration and critical thinking skills that will prove valuable in every career.

There are many instructional samples and resources currently available through Educational Resource Acquisition Consortium (ERAC) and on the Ministry's website.

New curriculum teacher supports to date:

2015/16:

- 10 new hours of non-instructional time for all public school teachers. How this time was allocated was determined by local school districts and teacher associations.
- More than 2,000 teachers were trained through local learning sessions. Focus of sessions was to review the new curriculum and determine how the 10 hours of non-instructional time could be best used in their district. (Approx. cost: \$900,000)
- Travel support was available to rural school districts to support teachers attending local learning sessions. (Approx. cost \$100,000)

2016/17:

- Five new hours of non-instructional time for public school teachers.
- One existing professional development day designated to new curriculum training.
- \$10.5 million Supplement for the Education Plan. These funds were provided to help districts support educational transformation in the areas of curriculum, assessment and

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reporting, deepening the work already occurring locally.

- A number of instructional samples were produced and posted on the Ministry website.

2017/18:

- Five new hours of non-instructional time for public school teachers.
- One existing professional development day designated to new curriculum training.
- \$10.7 million Supplement for the Education Plan. These funds were provided to help districts support educational transformation in the areas of curriculum, assessment and reporting, deepening the work already occurring locally.
- A number of instructional samples were produced and posted on the Ministry website.

2018/19:

- Five hours of non-instructional time for public school teachers.
- Designated one day for education priorities, including curriculum implementation, SOGI, Indigenous education or mental health.
- Boards had the flexibility to determine which of these priorities to focus on for this NI day.
- \$10.8 million Supplement for the Education Plan. Boards were asked to leverage these with other existing structures and initiatives to further the implementation of the redesigned curriculum.
- A number of instructional samples were produced and posted on the Ministry website.
- Assessment webinars and classroom assessment support materials were produced and posted.

2019/20:

- Starting in 2019/20, at least one professional development day for teachers per school year for the next five years will be focused on enhancing Indigenous learning for students.
- The Ministry will continue to work with teachers to identify and develop instructional samples and other resources.

Criticism regarding lack of resources

The BCTF is among those voicing concerns that there aren't enough resources and training for teachers to support the implementation of the new curriculum and B.C. Graduation Program.

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

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File Created:	Aug. 22, 2017	
File Updated:	Feb. 20, 2019	
File Location:		

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<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Aug. 19, 2018</p> <p>Date Updated: Feb. 20, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<h1>Student Reporting</h1>
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ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:**K-9 STUDENT REPORTING**

Since the start of the 2016/17 school year, Boards of Education have had two options for K-9 student reporting:

- Use the ministry's traditional Student Reporting Policy; or,
- A flexible option - If they have developed their own new student progress reporting policies and procedures, they may be used as long as they meet the Interim Student Reporting Guidelines.

Additionally, the Ministry is piloting a new draft K-9 policy in select school districts. There was overwhelming interest in the pilot and 13 districts and two independent schools were selected to participate. The goal is that the work of the pilot will inform eventual changes to the overall K-9 reporting policy.

Under the new draft policy, Boards of Education or Independent School Authorities must provide parents with a minimum of five reports describing students' school progress in relation to the

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learning standards of the curriculum. Reporting must be done using the 4-level provincial proficiency scale, along with descriptive feedback. Reports must include:

- A minimum of four points of progress throughout the year, two of which must be in writing. Examples of Points of Progress include student-led conferences, parent-teacher conferences, digital portfolio posts, use of journals, in-person discussions or telephone calls, and written summaries.
- A summary of progress at the end of the school year or semester (written report).

The 13 districts and two independent schools participating in the pilot are:

SD 10 - Arrow Lakes
SD 5 - Southeast Kootenay
SD 8 -Kootenay Lake
SD 34 – Abbotsford
SD 42 -Maple Ridge Pitt Meadows
SD 62 -Sooke
SD 69 -Qualicum
SD 68 -Nanaimo
SD 48 -Sea to Sky
SD 38 – Richmond
SD 60 -Peace River North
SD 73 –Kamloops
SD 93 -Conseil scolaire francophone
Our Lady of Lourdes
Fraser Academy

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

Grades 10-12 Student Reporting

At present, changes are not being made to reporting requirements for grades 10-12. During the 2018/19 school year all current reporting requirements for grades 10-12 will remain in effect. It is anticipated that the K-9 pilot participants may offer feedback and advice, based on their piloting experience, to help inform future directions for reporting policies and practices at grades 10-12.

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CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 30, 2018

Date Updated:

Minister Responsible: Rob Fleming

Physical Education in B.C. Schools

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

B.C.'s new curriculum, currently in place for grades K-10, offers a revised Physical and Health Education Curriculum.

Unlike the past provincial curriculum, as part of the new curriculum, all students are not required to participate in specific activities like dancing or gymnastics. The only requirement is that students participate in a "variety of physical activities and environments."

The Physical and Health Education Curriculum Goals and Rationale states:

"An underlying principle of the PHE curriculum is that students must be active in creating, assessing, and applying what they learn to their daily lives. Simply giving students opportunities to be physically active and providing information about health and safety is not enough to have a long-lasting effect on behaviour. It can actually be counterproductive if it causes students to focus on their perceived weaknesses and develop a negative view of PHE.

"PHE offers opportunities for learning in a wide range of environments with a variety of activities, including dance, games, and sports. Students have an array of different interests, abilities, perspectives, and goals, and responding to these will encourage the development of positive behaviours that make sense to students and that are sustainable for life."

What physical education classes are required:

During grades K-9:

- Physical and Health Education K-9 (in each grade)

During grades 10-12:

- Grade 10 - Physical and Health Education 10
- At 11 and 12 the three courses offered are electives and not required for graduation: Active Living 11 & 12, Fitness and Conditioning 11 & 12, and Outdoor Education 11 & 12.

Media coverage of negative experiences in physical education classes

Georgia Straight education columnist Patti Bacchus launched a Twitter discussion by stating:

"We really need to talk about how horrible PE is for many students. "The most consistent associations were between unpleasant memories of P.E. classes and lingering resistance to exercise years later." #bced

(<https://twitter.com/pattibacchus/status/1033753165181595648>)

Bacchus was quoting, and included a link to a New York Times article, entitled "How You Felt About Gym Class May Impact Your Exercise Habits Today"

(<https://www.nytimes.com/2018/08/22/well/move/how-you-felt-about-gym-class-may-impact-your-exercise-habits-today.html>).

The article argues that according to a new study, people tend to harbour vivid memories of gym class, resulting in potential implications for motivating adults to stay physically active.

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**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Reviewed: Aug. 20, 2018

Minister Responsible: Rob Fleming

Sex Education in the New Curriculum

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

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

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

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

As with the previous curriculum, there is an Alternative Delivery policy that enables students and their parents/guardians to consult with their school and choose means other than regular classroom instruction to address learning standards in sexual health.

By Grades 4, 5 or 6 it is expected that conversations occur regarding the use of technology, as

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well as topics like body image, social media, appropriate behaviour and safeguards.

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

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

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<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: August 15, 2018</p> <p>Date Updated:</p> <p>Minister Responsible: Rob Fleming</p>	<h1>School Supplies</h1>
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ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

AS the 2018/2019 school year approaches, there is chatter on social media about parents having to purchase school supplies.

The School Act (sec. 82) sets out that boards of education must provide, free of charge - instruction in an educational program sufficient to meet the general requirements for graduation with the educational resource materials necessary to participate in the educational program.

However, boards are permitted to charge fees for certain programs including specialty academies, international baccalaureate and trades programs, and musical instruments.

Boards may also charge fees for "goods and services," such as school supplies (e.g., exercise books, paper, writing tools) that are for a student's personal use and optional field trips or special events. It is up to locally-elected boards of education to set the school fees that are charged in their districts.

If a board does charge fees, they must have a financial hardship policy in place to help students whose parents cannot afford the fees. The content of these specific policies varies by district.

Under the legislation, school districts can charge fees:

- To defray costs to run specialty academies that are in addition to the costs of providing a standard education program,
- For the rental or purchase of musical instruments,
- For the rental or purchase of tools, materials or equipment for students' participation in trades training or apprenticeship programs.
- For materials and equipment beyond that which is necessary to meet the learning outcomes or assessment requirements of a course,
- For paper, writing tools, calculators (other than graphical calculators), exercise books and other school supplies and equipment for students' personal use,
- For the costs associated with optional field trips not necessary to meet the learning outcomes of a course.
- For International Baccalaureate programs.

Program Area Contact:	Kim Horn & Reg Bawa	
File Created:	August 15, 2018	
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ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: March 14, 2019

Minister Responsible: Rob Fleming

Preliminary Operating Grants 2019/2020

ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

The *School Act* requires the Minister of Education to provide operating grant allocations to boards of education for the coming school year on, or before, March 15. This year the Ministry is publishing the preliminary rates on March 15, 2019. School districts are required to submit their 2019/2020 Annual Budget to the Ministry by June 30, 2019. These figures are estimates and will be adjusted in the fall to reflect actual enrolments.

Operating grants will be recalculated following the September, February and May enrolment counts. If actual enrolment exceeds district estimates, government has committed to maintain published formula rates and increase the Operating Block.

This year \$74 million in new Labour Settlement Funds are being distributed in a way that aligns with the primary recommendation in the Funding Model Review: to improve equity by first allocating funding to cover unique student, school district and school needs. This recommendation is a key part of the process of increasing equity of educational opportunity across the province and improving student success.

The funds are being allocated to first supporting students with diverse learning needs, Indigenous education, and provide additional funding to rural and remote school districts, so that for the first time since 2006/07 all 60 school districts will receive year over year funding increases. With the same amount of funding under the traditional allocation method, 12 districts would have seen a drop in September operating funding totaling \$1.1M compared to the previous school year.

Boards are projecting a full-year enrolment increase of 3,439 FTE in 2019/20, including enrolment counts at July, February and May. When you include all operating funding, including special grants, government provides \$10,678 on average per student, more than 10% higher than in 2016/17.

Provincial total – total public school operating grants

- 2016/17: \$4.932 billion
- 2017/18: \$5.046 billion (increase from 2016/17: \$114 million; 2.3%)
- 2018/19: \$5.222 billion (Increase from 2017/18: \$176 million; 3.5%)
- 2019/20: \$5.338 billion (Increase from 2018/19: \$116 million; 2.2%)

Provincial total – full-year FTE enrolment

2018/19: 558,125

2019/20 (estimated): 561,564 (Change +3,439, 0.6%)

SUPPLEMENTARY FUNDING ALLOCATIONS 2019/20

Special Needs

- Level 1 – Physically Dependent/Deafblind
 - \$42,400/student - \$3,600 more than 2018/19 allocation
- Level 2 – Intellectual disability, physical disability or chronic health impairment, visual impairment, deaf/hard of hearing, autism spectrum disorder
 - \$20,200/student - \$800 more than 2018/19 allocation
- Level 3 – intensive behavior interventions or serious mental illness
 - \$10,250/student - \$450 more than 2018/19 allocation

Indigenous students

- \$1,450 per student - \$220 more than 2018/19 allocation

ELL

- \$1,495 - \$75 more than 2018/19 allocation

Student Location

- Provincial total: \$87,947,176 - \$3,556,780 more than 2018/19 allocation

Small Community

- Provincial total: \$73,833,529 - \$6,172,057 more than 2018/19 allocation

Low Enrolment

- Provincial total: \$55,906,896 - \$2,754,809 more than 2018/19 allocation

Program Area Contact:	Kim Horn and Reg Bawa	
File Created:	March 14, 2019	
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File Location:		

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Online

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-19-20>

Government is providing an additional \$116 million in operating funding to school districts next year for a total of about \$5.338 billion. For the first time since 2006, every B.C. school district is forecasted to see an increase in funding for next school year. Including all operating funding for school districts, the average per student funding in 2019/20 is estimated at \$10,678, more than 10% higher than in 2016/17.

The ministry is improving equity in the system by increasing funding rates that support students with special needs, Indigenous education and rural students. The rate for Indigenous Education is increasing 17.9%, rates for rural and remote districts are increasing approximately 9% and rates for students with special needs between 4%-9%. The basic per-student allocation for standard, alternate and continuing education schools is also increasing this year.

Supplement	2019/20 Rate Increase	2019/20 Rates
Basic Allocation (excluding Distributed Learning)	49.38	7,468.00
Summer (Gr 1-9)	3.00	215.00
Summer (Gr 10-12)	7.00	439.00
Students with Special Needs - Level 1	3,600.00	42,400.00
Students with Special Needs - Level 2	800.00	20,200.00
Students with Special Needs - Level 3	450.00	10,250.00
English / French Language Learners	75.00	1,495.00
Indigenous Students	220.00	1,450.00
Non-graduated Adult Education	77.00	4,773.00
Student Location Factor (elementary)	6.96	266.46
Student Location Factor (secondary)	9.28	355.28
Small Community	N/A	N/A
Low Enrolment	N/A	N/A

Preliminary operating grants are released by March 15 every year, and provide school districts with funding rates and estimates to support their budgeting process for the next school year.

Letter

Dear Superintendents and Secretary Treasurers;

The Ministry was very pleased to release the preliminary operating grant tables for the 2019/20 school year on Friday March 15th. The purpose of this letter is to clarify the 2019/20 preliminary funding rates and amounts, to support school districts in their budgeting process. I wanted to take this opportunity to highlight some very important elements of the funding for next year as the Ministry works towards its strategic goal of enhancing student success and supporting students with diverse learning needs.

I am pleased to confirm that for the first time since 2006 every school district is forecast to see an increase in funding for next school year, which is a tremendous achievement. I can also confirm that the funding formulae have not changed – all supplements and model calculations will remain the same next year. Overall, operating grants to school districts are set to increase by at least \$116 million for the 2019/20 school year for a total of approximately \$5.338 billion. Including all operating funding for school districts, the average per student funding in 2019/20 will be an estimated \$10,678, more than 10% higher than in 2016/17.

The Ministry has taken steps this year to improve equity in the system by increasing funding rates that support students with special needs, Indigenous education and rural students. The rate for Indigenous Education is increasing 17.9%, rates for rural and remote districts are increasing approximately 9% and rates for students with special needs between 4%-9%. Including labour settlement and enrolment growth funding, total estimated funding for students with special needs will increase by at least \$33 million this year, while the Supplement for Indigenous Education will increase by \$13 million. Supplemental geographic funding will also keep pace with an additional \$16 million, and an additional \$49 million is being provided through the basic allocation for standard, alternate and continuing education schools.

Funding for these categories has not kept pace with the growth in the basic allocation over the past eight years. Since 2011, the supplements for Indigenous Education and students with special needs have only been increased three times, while the basic per student allocation has increased six times. Since the 2012/13 school year the geographic supplements have only increased by a cumulative total of \$11 million. When we consider that in 2016/17 the provincial 6-year completion rate was 66% for Indigenous students, 48% for students with moderate to severe special needs, and 13% for physically dependent/deaf-blind students, it is clear that we need to work together to improve outcomes.

This distribution of rate increases ensures that all 60 school districts receive a fair share of labour settlement funding for 2019/20, noting that there have been a number of school districts that have received little to no share of provincial labour settlement funding increments in past years.

The distribution of the labour settlement funding and rate increases are as follows:

Supplement	2019/20 Rate Increase	Recovery Rate Change	2019/20 Rates	Allocation of Labour Funding
Basic Allocation (excluding Distributed Learning)	49.38	(4.38)	7,468.00	25,512,118
Summer (Gr 1-9)	3.00		215.00	99,465
Summer (Gr 10-12)	7.00		439.00	128,646
Students with Special Needs - Level 1	3,600.00		42,400.00	2,070,000
Students with Special Needs - Level 2	800.00		20,200.00	14,356,800
Students with Special Needs - Level 3	450.00		10,250.00	3,191,850
English / French Language Learners	75.00		1,495.00	4,436,475
Indigenous Students	220.00		1,450.00	12,246,520
Non-graduated Adult Education	77.00		4,773.00	255,006
Student Location Factor (elementary)	6.96		266.46	2,162,369
Student Location Factor (secondary)	9.28		355.28	
Small Community	N/A		N/A	6,161,984
Low Enrolment	N/A		N/A	3,108,003
				73,729,235

Please note that the basic allocation rate reflects a recovery of 0.06% in order to increase funding for the BC Public School Employers' Association and to pay a portion of the fees due for Access Copyright. The recovery represents only a portion of the costs for these items, with the Ministry continuing to pay the majority of these costs.

2019/20 preliminary grant tables include funding for the final round of wage and prep time increases under the expiring collective agreements and the Economic Stability Dividend. Additional funding for support staff and teacher collective agreements set to begin in 2019 has not yet been received or allocated by the Ministry, and so is not included as part of the preliminary operating grants released on March 15th. Confirmation of additional funding for these agreements (once finalized and ratified) will be provided by the Ministry at a later date. As well, final Classroom Enhancement Fund (CEF) costs will not be known until the fall of 2019, which includes salary for CEF-funded teachers.

If you have any further questions, please contact either myself (Kim.Horn@gov.bc.ca) or Jonathan Foweraker (Jonathan.Foweraker@gov.bc.ca).

Sincerely,

Kim Horn, A/ADM

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: December 7, 2018

Date Updated:

Minister Responsible: Rob Fleming

Final Operating Grants 2018/2019

ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 264 of 352

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

s.13

Background:

Operating grants have been recalculated based on actual Sept 2018 enrolment and updated allocations for this school year available to districts

The preliminary operating grant block that was announced to Boards for 2018/19 was \$5.170 billion, an increase of \$123 million from the previous year. Actual provincial school-age and adult September 2018 enrolment is 2,613 student FTEs more than estimated by school districts in February 2018. The increase continues to be attributed to students arriving from other provinces and countries, some transition from independent schools, and increasing course enrolments.

When compared to the final 2017/18 school year operating funding, an **increase of almost \$175M** operating grant funding is needed to accommodate student FTE enrolment growth, including special needs growth.

Student funding claims in all three special needs categories continues to increase, particularly for Level 2 which includes autism spectrum disorder.

English Language Learning and Aboriginal Education enrolments were also under-estimated by districts in February, by about 1,500 and 950 respectively, requiring a combined **\$3.3 million** in additional funding increases beyond what was announced in March 2018.

Program Area Contact:	Jonathan Foweraker, Kim Horn and Reg Bawa	
File Created:	December 4, 2018	
File Updated:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: December 4, 2018

Date Updated:

Minister Responsible: Rob Fleming

**Classroom
Enhancement Fund
2018/2019**

ADVICE AND RECOMMENDED RESPONSE:

s.13

Background:

The Classroom Enhancement Fund (CEF) was implemented in the 2017/18 school year to fund the implementation of the Memorandum of Agreement (MoA) with the BC Teachers' Federation (BCTF).

CEF consists of three components: Staffing costs for BCTF teachers, overhead costs driven by the additional hiring and the restored collective agreement language, and remedy costs where school districts are unable to comply with the MoA despite best efforts.

Applications for CEF staffing, based on actual hiring and teacher compensation, were due to the Ministry on October 19, 2018, with the last application being received on November 7.

School districts reported only 25 teacher FTEs as unfilled.

The total CEF funding for the 2018/19 school year now stands at \$362 million for 3,900 teacher FTE, \$46 million in overhead costs and \$24 million in remedy payments for a total of \$432 million.

Program Area Contact:	Jonathon F. & Kim Horn and Reg Bawa	
File Created:	December 4, 2018	
File Updated:		

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: December 7, 2018</p> <p>Date Updated:</p> <p>Minister Responsible: Rob Fleming</p>	<p>Surrey Audit</p>
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ADVICE AND RECOMMENDED RESPONSE:

s.13

Background:

In December 2018, a story ran in the Surrey Now about a ministry audit of special needs funding in the Surrey school district. The Surrey Teachers Association says services to students with serious and complex special needs are being put on the backburner this month as the school district focuses on a ministry audit of those services. The Surrey school district strongly refuted the claims of the teachers association saying, "This is not clerical work; this is the core work of support teachers," he said. "It is the work they do every day."

School districts should have the proper documentation in place if they are claiming special educational funding. (e.g. assessment, current IEP, medical documentation).

Compliance audits are necessary in order to provide assurance to the ministry and school boards, and independent school authorities that ministry requirements are being followed; to promote adherence to compliance with ministry funding directives; and to support the accurate allocation of education funds based on the funding formula.

Program Area Contact:	Kim Horn and Reg Bawa	
File Created:		
File Updated:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date: August 8, 2018 Date Updated: February 14, 2019 Minister Responsible: Rob Fleming	Special Advisor Nanaimo (SD 68) & Van Island West (SD 84)
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KEY MESSAGES:

s.13

BACKGROUND:

Since 2014, the Vancouver Island West School District ("SD 84") has been offering two education programs to indigenous students within the geographic boundaries of the Nanaimo-Ladysmith School District ("SD 68"), without SD 68's consent. The students live in SD 68, but have enrolled in programs operated by SD 84. There are approximately 30 K-7 students enrolled in SD 84's Nisaika Kum'tuks program operating in the Nanaimo Boys and Girls Club

and approximately 80 students in the Tsawalk alternative education program designed for students aged 12 to 19 who need extra support through lower teacher-student ratios in order to graduate.

Commented [BSE1]: On Feb 14/19 Data Branch confirmed enrollment as 80 for Tsawalk (2018/19 school year) and 30 for Nisaika Kum'tuks (2018/19 school year).

s.13

In August 2018 Minister Fleming appointed Piet Langstraat, a recently retired Superintendent of the Greater Victoria School District, as special advisor to SD 68.

As special advisor, Mr. Langstraat has been responsible for assisting the Nanaimo-Ladysmith Board in improving its relationships with the local indigenous community groups and assuming the operation of the Nisaika Kum'tuks and Tsawalk educational programs from SD 84 in a manner that ensures continuity of these educational programs and a seamless transition for students.

While Mr. Langstraat has made progress in this regard, he needs more time to complete his duties. To allow Mr. Langstraat to best support the transition of the educational programs from SD 84 to SD 68, and to allow the Minister to oversee Mr. Langstraat's work in respect of both school districts, the Minister has appointed Mr. Langstraat as special advisor to both SD 68 and SD 84, effective February 11, 2019. The term of Mr. Langstraat's appointment ends on June 30, 2019.

As established at the outset of his appointment in August 2018, Mr. Langstraat's remuneration may not exceed \$35,000.

This step sends a strong message of support for continuing the programs.

Program Area Contact:	Keith Godin	250 882-3699
File Created:	August 8, 2018	
File Updated:	February 14, 2019	

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: April 9, 2018</p> <p>Date Updated: Feb. 12, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>SD 27</p> <p>Governance</p> <p>(Cariboo – Chilcotin)</p> <p>Special Advisor</p>
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ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

On Feb. 2, 2019, SD27 trustee Linda Martens wrote to Minister Fleming^{s.22}
s.22

The Ministry is preparing a letter in response, noting that special advisors cannot direct trustees, only advise them, and that a new, well-respected superintendent has been appointed and will begin in April 2019, at which point McKay's work will be complete. The letter also notes that anyone who feels best practices under FOIPPA are not being followed should bring their concerns to the privacy commissioner.

The Ministry has received positive support from partners regarding McKay's work in the district, including a Feb. 11, 2019 letter to Minister Fleming from BCTF president Glen Hansman thanking the minister for intervening and hiring McKay as special advisor. On Feb. 27th the BC Principals and Vice-Principals also sent a letter to Minister Fleming applauding his leadership in resolving issues as SD27.

The Minister of Education appointed Mike McKay as Special Advisor to SD 27, beginning on May 30, 2018.

Previously, the Minister of Education sent Dianne Turner to assess the situation in SD 27 and report back with recommendations on school district governance, finance, budgeting, leadership, morale, culture and communications among parties in the district.

The responses from the Cariboo-Chilcotin Teachers' Association (CCTA), Cariboo-Chilcotin Principals and Vice Principals Association indicated they were not seeing progress from the district on Dianne Turner's recommendations.

On May 25, 2018, School District 27 – Cariboo-Chilcotin – issued a response to the April 2018 report by Dianne Turner, entitled "An Inside Look at School District 27".

s.22

ADVICE TO MINISTER

THE DIANNE TURNER REPORT:

In April 2018, a report was prepared for the ministry by Dianne Turner examining concerns surrounding the conduct and performance of the board of education for SD 27. The report was sent to the ministry, and shared with the board, in early April 2018 and includes 12 recommendations.

In recent years, the Cariboo-Chilcotin Teacher's Association has passed two motions of non-confidence in the superintendent, secretary treasurer and board of trustees of School District 27.

Dianne Turner conducted an assessment of the concerns expressed in the vote of non-confidence by the CCTA.

s.22

MIKE MCKAY'S PROGRESS TO DATE:

The Ministerial Order appointing the special advisor requires him to report to the Minister at least every two months. Mr. McKay provided a verbal report to Minister Fleming on July 25, 2018.

Program Area Contact:	Keith Godin	
File Created:	April 9, 2018	
File Updated:	Feb. 11, 2019	

February 12, 2019

The Honourable Rob Fleming, M.L.A.
Minister of Education
Office of the Minister
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister,

We sometimes navigate difficult situations in our work without taking a moment to stop and recognize the decisive actions that have fostered their resolution. On behalf of the B.C. Principals' & Vice-Principals' Association – and in particular our members in Cariboo-Chilcotin SD#27 – we would like to thank the Ministry for the decisions that have led to positive changes in the district.

The Ministry showed great leadership in both responding to Dianne Turner's report and appointing Mike McKay to his advisory role in that district, and the BCPVPA was very appreciative of the opportunities you provided for our comments and feedback. We congratulate the incoming Superintendent Chris Van der Mark, whose breadth of experience and role as President of the BC School Superintendents Association will serve him well in this role as he strives to restore the positive relationship with the district's principals and vice-principals and re-establishes a district focus on success for all students.

Thank you again, and we look forward to our continued work together.

Sincerely yours,



David DeRosa
President

cc: D. Scott MacDonald, Deputy Minister, BC Ministry of Education
Chris Van der Mark, Superintendent of Schools SD#27
Claire Guy, Executive Director, BC School Superintendents Association
Yvonne Davis, BCPVPA Cariboo-Chilcotin Chapter President, Principal - Nesika Elementary



BCTF

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

Executive Offices fax: 604-871-2290

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

February 11, 2019

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

Dear Minister Fleming:

On behalf of the 43,000 members of the BC Teachers' Federation and, in particular, our members belonging to the Cariboo Chilcotin Teachers' Association, I am writing to thank you for your support and intervention in School District #27.

Our local there has publicly stated support for the work of the Special Advisor and for his recommendations, and they are pleased with the direction in which the school district is now going.

The situation there had been quite serious for a number of years, and your quick intervention after becoming Minister of Education remains greatly appreciated.

Yours truly,

Glen Hansman
President

pc: Murray Helmer, President, Cariboo Chilcotin Teachers' Association
Veronica Harrison, Ministerial Assistant
Scott MacDonald, Deputy Minister

GH:vw:tfeu

ADVICE TO MINISTER

CONFIDENTIAL

ISSUES NOTE

Ministry of Education

Date: January 2, 2019

Date Updated: February 19, 2019

Minister Responsible: Rob Fleming

**Haida Gwaii
Special Advisor**

KEY MESSAGES:

s.13

BACKGROUND:

In late December 2018, Minister Fleming appointed Mr. Piet Langstraat as special advisor to the Board of Education for School District No. 50 (Haida Gwaii).

The current Board Chair requested that a special advisor be appointed. In his view, a special advisor is in the best interests of the District. Two other trustees have both conveyed their full support for the appointment of a special advisor.

In August 2018, the Ministry became aware of concerns surrounding governance practices in the Haida Gwaii School District.

The Ministry entered into a short-term contract with Dianne Turner to inquire into these issues.
s.13; s.22

In October 2018, an almost entirely new Board was elected (one returning trustee) and the Board is divided by historical alliances on Haida Gwaii.

Staffing issues remain, and the Board needs assistance with establishing proper governance practices, so that it can focus on students.

It should also be noted that one trustee resigned from the Board at the end of January. The Board appointed a chief election officer, and a by-election has been scheduled for May 11, 2019, to fill the vacancy. Note the district requested the Minister's assistance regarding the requirement to publish the notice of nomination:

- Under sections 50 and 85 the *Local Government Act* (LGA), the chief election officer is required to publish a notice of nomination in a newspaper once each week for two consecutive weeks. SD 50 advised that the chief election officer was not able to meet this timeline, in part because the local newspaper is published only once per week and there are no other newspapers in circulation on Haida Gwaii. SD 50 was concerned that if the requirements of sections 50 and 85 were not met, the validity of the by-election could be successfully challenged in court.

ADVICE TO MINISTER

- SD 50 requested that the Minister issue an order under section 167 of the LGA to waive the requirement to publish the notice of nomination on two occasions. Section 167 authorizes the Minister to provide an exception if the Minister considers that special circumstances exist.
- An exemption was granted via ministerial order on March 25, 2019. The Minister provided similar exemptions to several school districts during the 2018 general school election, including an exemption from notice publication requirements for the Okanagan Similkameen School District. At that time, the Ministry of Municipal Affairs and Housing (MAH) advised that it had also issued similar exemptions for public notice requirements to local governments in the past.
- SD 50 has indicated that it plans to use various means to make the public aware of the notice of nomination, including publishing the notice in the local newspaper and on the District website, and posting hard copies of the notice on bulletin boards in numerous locations across Haida Gwaii.

Student outcomes for the District have been improving and in 2017/18 were generally at or above the provincial average. For example, the District's six-year completion rate for all students increased over the past decade, with a sharp increase between 2016/17 and 2017/18 from 70% to 93%. The six-year completion rate for Indigenous students also increased, and in 2017/18 was at 90%, considerably higher than the provincial completion rate for Indigenous students of 70%. It is important to note that the District has a small student population, with 476 students currently enrolled, 308 of whom are Indigenous.

Program Area Contact:	Keith Godin	250 882-3699
File Created:	January 2, 2019	
File Updated:	March 26, 2019	

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Aug 22, 2017</p> <p>Date Updated: February 14, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>Independent Schools</p>
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ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

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

ADVICE TO MINISTER

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

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

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

Preliminary per pupil funding amounts for independent schools in 2018/19 have increased from 2017/18, to reflect the funding increases for B.C.'s public schools.

In 2000/01, Independent school enrolment was 59,734. In 2018/19, enrollment is 86,080 students (headcount), which is 13% of B.C.'s Kindergarten to Grade 12 population.

Program Area Contact:	Marnie Mayhew	(250) 361-5514
File Created:	Aug 22, 2017	
File Updated:	February 14, 2019	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: June 27, 2018

Updated: Feb. 25, 2019

Minister Responsible: Rob Fleming

Offshore School Review

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

In early July 2018, an article in the Tyee covered the review of BC's Offshore Schools. In the article a teacher who was impacted by the closure of schools in South Korea said "the changes are good but don't go far enough." "If they're just going to do the same old thing and just gloss over and just fill in the blanks or do the checklist without actually doing the work, it means nothing." The article claims the BCTF is also disappointed the review did not include a comprehensive analysis of the Offshore School program itself.

Following the closure of BC's offshore schools in South Korea in the spring of 2017, the ministry started a review of BC's offshore school program. The review looked at:

- Quality assurance
- Education outcomes
- Program administration

The report includes 15 review related actions to be implemented by the ministry

The following actions were identified in the report:

A) Local Government Authorizations

1. Require annual renewal of local government authorizations unless documentation provides multi-year approval (up to five years)
2. Transfer responsibility for verifying authorizations from contracted school inspectors to ministry staff with expertise in local authorization requirements
3. Require translation and notarization of all authorization documents; process to be overseen by ministry approved local market specialists
4. As required, provide information on all authorization documents and processes to the country's Consulate in Vancouver or Embassy in Ottawa when necessary

B) Inspections

5. Hire a Deputy Inspector to oversee inspectors and increase Ministry presence during inspections

Require annual inspections for all schools

6. Require annual inspections of all schools

C) Risk Management

7. Require schools to provide the ministry with current teacher contact information, visa type and employer status
8. Develop an International Education Advisory Committee to provide high-level strategic and risk management advice on both offshore and onshore international education
9. Require schools to develop emergency plans for unplanned suspensions of school operations; schools will be required to have plans vetted for accuracy and functionality by a ministry approved, local market specialist
10. Develop a contingency mechanism to support schools in emergency situations
11. Use Offshore School Cost recoveries to: develop an offshore school leadership scholarship & support regional professional development

D) Engagement with schools, teachers, students and parents

12. Develop and implement a biennial Offshore School Student survey
13. Add complaints function to the Offshore School Program website and maintain the current standard response to complaints within 48 hours
14. Require all schools to have Offshore School Representatives and conduct quarterly meetings (no longer allowing the principal to play the role of liaison)

ADVICE TO MINISTER

15. Use plain language to explain the roles and responsibilities of the ministry and the school's owner/operator and include on both the ministry website and Make a Future website; require language to be included in schools' contracts with teacher

Program Area Contact:	Paul Squires	
File Created:	June 27, 2018	
File Updated:	Feb. 25, 2019	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov. 1, 2017

Date updated: March 29th, 2019

Minister Responsible: Rob Fleming

2019 Library Funding

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

Libraries receive provincial funding through four grants:

- **Per Capita Operating Grant:** to support the ongoing public library operations and their participation in province-wide initiatives;
- **Resource Sharing Grant:** alleviates costs of running and managing the interlibrary loan service;
- **BC OneCard Grant:** for participation in the BC OneCard program (library card that works for any library in the province); and,
- **Equity/Literacy Grant:** supports the expansion of library collections, programs and services that promote literacy.

Investments are also made in strategic priorities/projects through key service partners. Key outcomes include increasing access to services, programs and collections and support libraries in reducing their costs through shared purchasing.

Grandfathered Funding:

The Libraries branch is removing the protected grandfathered rates for Per Capita Operating grants from municipal library systems whose populations exceeds 100,000.

The only two municipal library systems with populations over 100,000 that were receiving grandfathered rates were the Vancouver Public Library (VPL) and Greater Victoria Public Library (GVPL).

There are no municipal library systems with populations over 100,000 that will receive grandfathered funding in 2019. Grandfathered rates are the smallest Per Capita Operating grant a library will receive.

The Libraries Branch introduced these rates to protect small libraries with constantly declining populations.

2019 funding notes:

All funding for public libraries was allocated on March 29th for 2019. Funding early in a library's fiscal year provides stability to the system.

Budget 2019 indicates that there will be \$14M/year, for public libraries over the next 3 years.

The Ministry's Service Plan shows a one-time reduction in 2020/21, as a result of re-profiling the timing of funding to public libraries.

Each calendar year, the Libraries Branch allocates \$14 million in funding to public libraries. The Libraries Branch under the Director is responsible for allocating and managing funding to public libraries. There is always some fluctuations from year to year due to the factors within the funding framework.

The Branch offsets budget pressures within the funding framework through several mitigation strategies. In 2019 the following changes were made:

- *OneCard* grants reduced by \$32,250 due to:
 - Number of items circulated decreased by 4.2%;
 - Reduction in the per item grant rate from \$0.060/item to \$0.050/item (16.7 reduction);
- *Per Capita Operating* grants reduced by \$48,736 due to the removal of protected funding for Greater Victoria and Vancouver Public Libraries.

Overall, 44 libraries (3 urban and 41 rural) are receiving more funding this year than they did last year, and 27 libraries are receiving less (10 urban and 17 rural).

The largest percentage and largest dollar amount decrease in funding is at Vancouver Public Library, at \$49,755 or 3.9% of funding. The smallest funding decrease is \$16 for Prince George Public Library.

The biggest increase goes to Cariboo Regional District Library, with \$3,600 more funding than last year. All other increases are under \$3,500.

The breakdown of funding differences from this year to last is on the page below. This table only details funding directly to Public Libraries (does not include other provincial projects).

Page 288 of 352 to/à Page 289 of 352

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s.13 ; s.17

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Jan. 8, 2018

Updated: Nov. 19, 2018

Minister Responsible: Rob Fleming

CELA Funding

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

In the spring of 2017, CNIB users who were grandfathered into the CELA (Centre for Equitable Library Access) service were informed by CNIB that their access would be cut off if the jurisdiction or library service area in which they live does not fund CELA. On December 7th, 2018, CELA informed the Ministry that these clients would be cut off by January 31, 2018 unless the ministry provided \$348,422, either by the Province of BC or through individual library systems. ^{s.13}

Individual's citizens have been in touch with the Libraries Branch and Accessibility Secretariat (Ministry of Social Development and Poverty Reduction) indicating their support and need for CELA specific services. The Province has never funded CELA's service offerings within its annual funding allocation to public libraries.

Approximately 10% of Canadians cannot access traditional print materials due to visual impairment, perceptual or physical disabilities. Public libraries accommodate those with disabilities by ensuring facilities are accessible and by providing print materials in accessible formats (talking books, DAISY, ePub etc.). Many Libraries also provide home service for those who cannot visit the library.

Currently, the Ministry supports accessible public library services by providing \$115,000 in funding to the National Network for Equitable Library Service (NNELS) and by encouraging libraries to use portions of their literacy grants toward accessibility services and collections.

Ministry staff continues to work with NNELS to ensure that libraries have access to accessible library materials on requested by their library users. B.C.'s Accessibility Secretariat (Ministry of Social Development and Poverty Reduction) is expected to publish an annual report which will include progress made by NNELS this past year.

The Ministry has consulted on the matter with the BC Library Trustees Association, the BC Library Association, the Association of BC Public Library Directors, and the BC Libraries Cooperative about the topic.

On March 10th 2018 the Federal government announced it will continue to provide funding to CNIB for the production of alternative format materials. Materials produced by CNIB are available to libraries and jurisdictions which subscribe to CELA despite being funded through public dollars.

As part of a new round of federal funding from Government of Canada's Disability component of the Social Development Partnership Program both CELA and NNELS received funding for 2018-2019. To meet the obligations of this funding, NNELS and CELA are working together to identify projects and processes which reduce duplication of production, while expanding options for people.

Program Area Contact:	Mari Martin	
File Created:	Jan. 8, 2018	
File Updated:	November 19 th 2018	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: January 25, 2018

Minister Responsible: Rob Fleming

Teacher Regulation Branch

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

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

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

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

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

Program Area Contact:	Paul Squires	250-886-1582
File Created:	Aug 22, 2017	
File Updated:	January 25, 2018	
File Location:	n:\education lan\operations\issues notes\partner relations\in_trb.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov. 17, 2017

Date Updated: September 13, 2018

Minister Responsible: Rob Fleming

Rural Education

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND

For the third year in a row, enrolments have stabilized in many districts and most school districts in the province are now growing. Rural school districts in B.C have been under pressure in recent years with many experiencing declining enrolments and having to close schools.

Another issue for some school districts in rural areas are challenges hiring specialty teacher positions, such as French immersion, mathematics and science.

In late October 2017, the Ministry of Education created a task force of experts to look into the staffing issues and report back. As a result of the task force's work, seats have been added to B.C.'s teacher training programs

ADVICE TO MINISTER

The Ministry has also announced the education funding review that is looking at some of the issues and pressures rural schools face.

Over 200 schools closed in B.C. between 2001 and 2016.

The Rural Education Enhancement Fund (REEF) is an on-going special purpose grant. The fund's purpose is to keep open rural schools at risk of closure, where closure is a substantial community impact. REEF is a demand-driven program, and applications continue to increase due to declining enrolment in rural areas of the province combined with increased cost for districts to operate schools

For the 2018/2019 school year \$4.06M has been approved for 14 schools in 9 school districts.

Program Area Contact:	Kim Horn and Reg Bawa	(250) 896-3680
File Created:	Aug 22, 2017	
File Updated:	Feb 13, 2018	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date: April 18, 2018 Date Updated: Feb. 5, 2019 Minister Responsible: Rob Fleming	AEDs in Schools
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ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

On February 1st, 2019, media reported that a grade 8 student at Southern Okanagan Secondary School in Oliver BC suffered a cardiac emergency during gym class. Two teachers used CPR and an automated external defibrillator (AED) at the school to revive him.

<https://globalnews.ca/news/4916422/two-b-c-teachers-save-life-of-grade-8-student/>

There were other media stories in the past on whether schools in B.C. should be equipped with (AEDs) following an incident at a school in 2017.

Teacher Wendy Swain called 911 after a student collapsed during recess after suffering a sudden cardiac arrest. While Swain revived the student through CPR, she is now advocating for defibrillators in all B.C. schools.

Per the CBC:

Copyright

The Provincial Health Officer does not recommend AEDs in all schools as they are rarely needed in a school setting and require specialized maintenance.

However, the head of cardiac surgery at BC Children's Hospital disagrees and argues that every school should be equipped with an AED as "every second counts" following a cardiac arrest and

ADVICE TO MINISTER

that AEDs can prevent death or brain damage.

Program Area Contact:	Scott Beddall Cloe Nicholls ADM Jennifer McCrea	250 514-4961 250 216-9102 250 896-3735
File Created:	April 18, 2018	
File Updated:	July 26, 2018	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: February 25, 2019

Minister Responsible: Rob Fleming

Seclusion Rooms and Restraints in Schools

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

Inclusion BC released a report in November 2013 titled *Stop Hurting Kids: Restraint and Seclusion in BC Schools*.

Parents reported that children were restrained in closets, isolation rooms, stairwells, and classrooms. The report recommended that restraint and seclusion come to an end.

In 2017, *Inclusion BC* released a follow-up report *Stop Hurting Kids2* and findings of a parent survey. Restraint and seclusion practices were still being routinely applied and only 9 out of 60 boards of education had policies in place.

In February 2019, the Alberta government announced that seclusion rooms would be banned in all schools beginning the following school year.

The Ministry released guidelines in 2015 following 18 months of consultation between ministry staff, school districts and provincial partner organizations, including:

- Inclusion BC
- the Family Support Institute of BC
- the B.C. School Trustees Association
- the B.C. Confederation of Parent Advisory Council
- the B.C. Council of Administrators of Special Education (principals, teachers and assistant superintendents)
- the B.C. Association of School Psychologists.

In September 2018 communication was sent out through the Deputy Minister's Bulletin to school districts requesting a copy of their Restraint and Seclusion Policy, or an update on their policy status

ADVICE TO MINISTER

Ministry staff are also reviewing each of the policies to ensure each school district has a reporting structure in place that outlines the parties that need to be notified when an incident of restraint or seclusion occurs. This includes notifying the district administrator for support services and the superintendent on the day the incident occurs. We will work with all districts to ensure this reporting structure is included within their policy.

As of February 25th, 2019, 40 school districts have policies and reporting requirements. Six school districts have policies in place without reporting requirements, and 13 school districts have draft policies awaiting board approval. The ministry is engaged with school districts to ensure policies without reporting components are revised and updated and to ensure draft policies have been approved by boards. s.13

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File Created:	Aug 22, 2017	
File Location:	n:\education lan\operations\issues notes\school safety\in_seclusion rooms and restraints.docx	

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Feb. 6, 2019

Minister Responsible: Rob Fleming

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

ADVICE AND RECOMMENDED RESPONSE

s.13

BACKGROUND:

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

Fifty-nine school districts are part of a network for educators interested in SOGI-inclusive education – the B.C. SOGI Educator Network.

s.13

These districts use SOGI 123, a resource that provides schools and teachers with ready-to-use, grade-level appropriate materials that align with B.C.'s new curriculum.

SOGI 123 was developed by the ARC Foundation in collaboration with the Ministry, BCTF, UBC's faculty of education, school districts and local, national and international LGBTQ community organizations.

In November 2018, SOGI 123 resources were evaluated by the BC Educational Resource Acquisition Consortium (ERAC), a provincial organization that provides shared services to B.C. public and independent schools. One of ERAC's key roles is to identify high quality learning resources that align with the provincial curriculum – a number of boards of education reference ERAC evaluation in their district policies for approving K-12 learning resources.

On Sept. 8, 2016, then-Education Minister Mike Bernier announced that explicit references to sexual orientation and gender identity are being added to codes of conduct and anti-bullying policies that school districts and independent schools are required to have in place. There are two ministerial orders that require sexual orientation and gender identity to be included in codes of conduct/anti-bullying policies. One applies to the public school system and the other applies to independent schools.

Public Schools

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

Independent Schools

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

Anti-SOGI 123

There continues to be media coverage of anti-SOGI 123 activists speaking out against the resource being used in B.C. schools.

Laura Lynn Tyler-Thompson is one of the leading voices against SOGI 123. She unsuccessfully ran for school trustee in Burnaby in Fall 2018 and is currently a candidate in the Burnaby South federal byelection (set for Feb. 25) as a member of Maxine Bernier's The People's Party of Canada.

According to a June 13, 2018, Global BC article about an anti-SOGI 123 rally in Richmond, Thompson said:

... SOGI 123 would teach "gender-fluid ideology to all children in British Columbia." She said schools would be "letting all children know they can choose their gender," and that they'll have gender boards "where they want to tell every little boy they can be a girl if they feel like they're a girl."
"It goes culturally against teaching that most people believe they want their little boy to grow up to be a strong and healthy man, not to think he can wear a dress," Thompson

said.

Protests in support of and against SOGI 123 continue to be held in the Lower Mainland and Victoria. For example, in late-April 2018, there were protests held in Victoria by groups for and against the resource. The group Culture Guard had a rally in Victoria to oppose SOGI 123 and a similar-sized group rallied in support of SOGI 123. Two people were taken away by police from the protest. In Vancouver, there was a pro-SOGI rally in front of the BCTF's office.

Member of the Soldiers of Odin have participated in SOGI 123 protests.

Chilliwack School District trustee Barry Neufeld is another outspoken critic of SOGI 123. A Human Rights Tribunal complaint has been filed against Neufeld by the Chilliwack Teachers Association. As well, Minister Fleming has spoken out against him and anti-SOGI groups.

During the Fall 2018 provincial municipal election campaign, a number of trustees, including Neufeld voiced their opposition to SOGI 123 as part of their campaigns.

Jenn Smith (another anti-SOGI 123 proponent alongside Laura-Lynn Tyler Thompson) has announced the "SOGI 123 Liability and Accountability Project" through social media. As of February 2019, there were 68 members of the group.

The Facebook Group claims that the project will assemble the names of:

1. Trustees and School Officials approving transgender related materials without evaluation.
2. We will be paying particular attention to school officials and related parties using misinformation and deception to promote materials we believe to be harmful to vulnerable children. This will include Teacher Union officials promoting particular resources while using deception.
3. We will be establishing a volunteer list of parents and transgender persons who are concerned that they or their children were damaged by exposure to certain materials, and thus compiling and retaining information that will help them pursue lawsuits against Boards and individual school trustees found guilty of negligence in their positions.
4. We will be encouraging transgender affected families and youths to keep a list of materials and people that they feel contribute to their transgender identity, as those can be used as part of lawsuits later. Children damaged by this irresponsible ideology will deserve financial compensation for their damages and we plan to make sure they get as much compensation as possible. And arrive in court fully armed with information, research, and names of liable parties for their district.

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File Created:	Aug. 22, 2017	
File Updated:	Feb. 6, 2019	

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Jan. 22, 2018

Date Updated: Feb. 6, 2019

Minister Responsible: Rob Fleming

Chilliwack SOGI

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

Since the 2017/18 school year, media and social media have continued to focus on controversial school trustee Berry Neufeld and his anti-SOGI rhetoric.

In October 2017, Neufeld criticized SOGI 123, calling it a "weapon of propaganda" and saying that allowing transgender students to transition is "nothing short of child abuse." Two days later, he issued an apology to "those who felt hurt" by his opinion.

Following Neufeld's comments, Minister Fleming issued a joint statement with the BCTF, CUPEBC, BCSSA, BCSTA, BCPVPA, BCASBO, FISA and BCCPAC in support of inclusion in schools.

In November 2017, Neufeld spoke to a roomful of people at an anti-SOGI rally organized by Culture Guard (an activist group that is anti-LGBTQ).

MLA Laurie Throness has expressed support for Neufeld's position. In response, on Dec. 19, 2017, the NDP caucus issued a news release calling on the Liberals to denounce trustee Neufeld.

In December 2017, the Chilliwack DPAC wrote a letter to the board calling for Neufeld's resignation. On New Year's Day Neufeld responded by launching a letter-writing campaign against the Chilliwack DPAC chair. The BCCPAC responded by sending a letter of support to the DPAC.

Jan. 15, 2018 – CUPE (representing support staff in the district) filed a complaint with the B.C. Human Rights Tribunal alleging the board failed to protect them from the discriminatory effects of trustee Neufeld's statements.

Jan. 16, 2018 - Chilliwack Teachers' Association followed suit and passed a motion of non-confidence against the Board of Education for failing to censure trustee Neufeld.

Jan. 19, 2018 – The Chilliwack School Board released a statement asking trustee Barry Neufeld to resign. Education Minister Fleming released a statement shortly thereafter, in support of the board's action and also calling for Neufeld's resignation. Neufeld released a statement in response, saying he will stay in his job to protect "impressionable children."

April 2018 – According to a story in the Vancouver Sun, the B.C. Teachers' Federation and Chilliwack Teachers' Association filed a joint complaint with the B.C. Human Rights Tribunal. The complaint alleges Neufeld's statements and social media posts have been "discriminatory," and are likely to expose transgender individuals to hatred. Also that Neufeld negatively affected teachers' work environments by calling those who support transgender students "child abusers."

June-July 2018 – According to a story in The Post Millennial, a crowdfunding legal defense fund has been set up by the Coalition of Concerned Canadians (who do not maintain a web presence or name themselves) in support of Neufeld.

September 2018 – A second joint statement was issued in support of SOGI by Minister Fleming and K-12 education partners, including, the BC Teachers' Federation, BC School Superintendents Association, BC School Trustees Association, BC Principals' and Vice-Principals' Association, CUPE BC, BC Association of School Business Officials, Federation of

Independent School Associations, BC Confederation of Parent Advisory Councils, ARC Foundation, First Nations Education Steering Committee, First Nations Schools Association and Métis Nation BC.

October 2018 - While Neufeld was originally not planning on running again for trustee, saying he was "getting tired of the way school trustees were being side-lined by the unions and the bureaucrats in the Provincial government," he did run again and was reelected as a trustee.

Program Area Contact:	Scott Beddall Nikki Lachance Jennifer McCrea	250 514-4961 778 974-5832 250 896-3735
File Created:	Jan. 22, 2018	
File Updated:	Feb. 6, 2019	
File Location:		

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Aug. 22, 2017</p> <p>Date Updated: April 9, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>Overdoses and Fentanyl</p>
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ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

Elliot Eurchuk

Oak Bay High School student Elliot Eurchuk, 16, died from an illicit drug overdose in his bedroom on April 20, 2018.

According to a Jan. 30, 2019 Times Colonist article
(<https://www.timescolonist.com/news/local/call-renewed-for-inquest-into-oak-bay-teen-s->

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overdose-death-1.23616760):

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On March 26, PSSG announced that the BC Coroners Service has scheduled a public inquest into the death of Eurchuk, beginning June 17, 2019, at 9:30 a.m. at the University of Victoria (Dispute Resolution Room, Fraser Building). This inquest has been called to review the circumstances of Eurchuk's death and to explore whether there are opportunities for a jury to make recommendations that may prevent deaths in similar circumstances. An inquest into Eurchuk's death has been scheduled per Section 18(3) of the Coroners Act, as the public has an interest in being informed of the circumstances surrounding his death.

In a CHEK News story, it was reported that months before the death of Eurchuk, concerned parents from Oak Bay High School formed a committee to respond to drug use connected with the school. According to the CHEK report, a student had overdosed on counterfeit Xanax while at school. At the same time, a number of grades 9 and 10 students overdosed at parties. Parents on the committee lobbied the school district and asked for experts to be brought in to speak to students at the school, parents, and the school community at large.

Naloxone kits for schools

On Aug. 13, 2018, the Ministry of Education DM Bulletin provided updated information to superintendents and principals on Naloxone Risk Assessment and Kits. The update advised that Naloxone kits for schools can now be ordered online via the Product Distribution Centre (PDC). As per the direction of the Provincial Health Officer, schools/school districts are encouraged to assess their risk using the Naloxone Risk Assessment Tool and, if determined high-risk, obtain a naloxone kit and ensure someone is trained to use it.

The PDC site advises that as part of their contribution to support the Provincial Strategy for the Opioid Crisis, PDC will be waiving their administrative overhead fees for the Naloxone Kits. The complete kit is available as a single quantity as well as a case quantity.

The Province has come under some criticism in the media for not funding school districts to purchase Naloxone kits for schools, with some saying that the province should put Naloxone kits in all B.C. middle and high schools in response to the Fentanyl epidemic. The previous Provincial Health Officer, Dr. Perry Kendall, responded by explaining that there has never been an overdose reported on school grounds from somebody who was in that school during the school day. He has said that bringing in Naloxone should be a school-level decision.

Seventeen B.C. youth, ages 10-18, died from overdoses in 2018. Twenty-four youth died from

overdoses in 2017. (<https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/statistical/illicit-drug.pdf>)

Ministry of Education Actions to Date:

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

- Substance use education and awareness for all Safe School Coordinators (October 2016)
- A naloxone risk assessment tool, Q&A and naloxone kit order form was distributed to superintendents and independent schools in July 2017. Information on these resources was recirculated to all Safe School Coordinators and superintendents in September 2017 and in August 2018.
- St. John Ambulance has received funding to offer this training for free, and are working to get this training into schools where needed. (April 2018)
- Developing new and enhanced resources for teachers that align with the provincial curriculum. (Ongoing)
- E-distribution of teacher resources on substance use education (Ongoing)
- Communication with boards of education and independent school authorities regarding the Provincial Health Officer's recommendations around purchasing naloxone kits in schools with known high risk populations or drug use.
- Provincewide teleconference with superintendents to raise awareness of the issue and ensure they have received the resources developed to-date for educators and parents. (December 2016).
- Provincial meeting of Safe School Coordinators (Jan. 5-6, 2017): Educational session on opioid overdose prevention and intervention.
- Boards of education around the province have been partnering with local health authorities to host parent education sessions and distribute information flyers.
- From Jan. 5-6, 2017 the Ministry of Education held a Traumatic Event Systems training workshop with 85 members of the education sector including superintendents and safe school coordinators from most of the school districts.
- Provincial meeting of safe school coordinators with presentation by Ministry of Mental Health and Addictions on the Opioid Overdose Strategy, and educational sessions on opioid overdose prevention and intervention led by the Canadian Institute of Substance Use Research and Safer Schools Together. (Oct 5-6, 2017).
- The Aug. 13, 2018 DM Bulletin provided updated information on Naloxone Risk Assessment and Kits.
- Expanded the ERASE strategy during the 2018/19 school year to include an additional focus on mental health and wellness, and substance use.

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File Created:	Aug. 22, 2017	
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ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Dec. 20, 2017

Reviewed: Sept. 13, 2018

Minister Responsible: Rob Fleming

Water Quality and Lead

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

In fall 2018, a story ran in the Times Colonist about the Victoria school districts decision to install new water fountains with filters in every school. The district began removing older fountains in January and completed the project over the summer, installing 47 new fountains and 63 bottle fillers.

In May 2018, a story ran in Metro News regarding the latest round of water testing results submitted into the ministry by school districts for spring 2018. The story framed the issue by stating 25% of schools had a water source over the acceptable limit. The story also maintained that B.C.'s standards for acceptable mitigation protocols are not in line with Ontario's standards for protocols.

In April 2018, an information request yielded some of the second round of water testing results that districts have provided to the Ministry. The data does include the mitigation steps that districts have taken to rectify issues they've discovered. Not all districts are in the data release because some districts have completed testing – and others may have submitted data outside the scope of the request.

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

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levels above the recommended Canadian guideline.

On Sept. 26, 2016, the Ministry of Education issued a new policy on testing school drinking water for lead content. Under this policy, districts are also required to report annual water testing results to the Ministry.

Results the Ministry has received so far:

2016-2017

1,081 school facilities (excluding non-instructional facilities such as school board offices, bus maintenance depots, etc) were tested,

2017-2018

404 school facilities (again with the excluded non-instructional facilities)

This means 1,485 school facilities of approximately 1,600 K-12 public schools in the province have been tested.

Meaning more than 2/3 of the schools in the province have been tested in the first two years of the policy.

Mitigation examples:

SD61 (Greater Victoria)

- 2/3 of schools in district had water sources tested in 2016 and 2017, with the remaining 1/3 being tested throughout 2018.
- Approximately 30% of water sources exceeded maximum allowable levels.
- School district either installed new bottle-filler stations, replaced fixtures with filtered systems or instituted a flushing program for fixtures with signage posted.
- All affected schools (of the 2/3 tested) have been mitigated.

SD63 (Saanich)

- All schools in district had water sources tested in 2016 and 2017.
- Approximately 50% of water sources exceeded maximum allowable levels.
- All affected schools have been mitigated.

Examples of positive tests and mitigation steps:

- SD 28 Quesnel – Dragon Lake Elementary – Sink in kindergarten classroom had lead level of 0.0130 mg/L – Replaced water piping to affected sink.
- SD 35 Langley – Uplands Elementary – Drinking fountain in common hallway by staff room had lead level of 0.020 mg/L – Removed affected drinking fountain and replaced with new drinking fountain that has lead filtering system installed.
- SD Surrey – Panorama Park Elementary – Sink in staff women's washroom had lead level of 0.016 mg/L - Removed affected drinking fountain and replaced with new drinking fountain that has lead filtering system installed.

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File Created:	December 20, 2017	
File Updated:	September 13, 2018	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: April 11, 2019

Minister Responsible: Rob Fleming

Vaping

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

On April 11, 2019 a private member's bill was introduced by Kamloops-South Thompson MLA calling on the government to do more to protect young people from the harmful effects of vaping. Called the "The Vulnerable Adolescents Protection from E-Cigarettes Act" it would ban the sale of flavoured vapour products, introduce stricter retail controls and enact tougher penalties for non-compliance.

There have been several media stories regarding vaping in schools throughout the 2018/2019 school year. Vaping is already banned on all school property in B.C. and schools and districts are actively engaging students on vaping and associated harms.

At the Provincial level, the Tobacco and Vapour Products Control Act and Regulation prohibits:

- the sale of e-cigs to youth under 19,
- advertising at retail premises and
- smoking/vaping in K-12 schools at all times.
- Vaping in a car with youth under 16 is an offence under the Motor Vehicle Act.

At the regional level, municipalities have smoke/vape-free restrictions bylaws to protect the public including youth from the health risks of smoke.

Regional health authorities are involved in various campaigns and programs on tobacco use/ substance use prevention, including youth awareness.

Program Area Contact:	Jennifer McCrea	
File Created:	April 11, 2019	
File Updated:		

Harrison, Veronica EDUC:EX

From: Fillion, Corinna GCPE:EX
Sent: April 11, 2019 11:02 AM
To: Harrison, Veronica EDUC:EX; Farrance, Melissa EDUC:EX; Andrews, Scott EDUC:EX
Cc: Leslie, Sean GCPE:EX
Subject: SD vaping prevention examples

Here are some more examples of what SDs are doing

VSB:
Any student caught vaping will be brought to the office and the device will be confiscated. The administration will call parents/guardians to pick-up the student, and if they wish to also claim the vaping paraphernalia. We will take an educational approach with all students (see below), and VSB Administrative Procedures regarding progressive discipline will apply. Students choosing to vape at school may be suspended; they may also be jeopardizing scholarship awards and permission to play on school athletic teams, to attend sporting events, and/or to participate in school related field trips.

<http://go.vsb.bc.ca/schools/byng/Parents/Pages/Vaping.aspx>

Cowichan:

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<https://www.cbc.ca/news/canada/british-columbia/b-c-school-district-seeks-to-educate-students-about-vaping-risks-1.5083173>

Okanagan: (Vernon)

<https://www.cbc.ca/news/canada/british-columbia/vernon-school-cracks-down-vaping-1.5015200>

Delta:

The district is holding information sessions for parents on dangers of vaping in partnership with Fraser Health

<https://www.deltasd.bc.ca/event/kids-vaping-delta-parents-info-night/>

Kamloops:

The school has sent info home to parents outlining the issue and giving them links to resources.

A district presentation on vaping and cannabis also took place March 12,

<https://www.cfjctoday.com/article/655982/sd73-reaches-out-parents-e-cigarette-use-explodes>

North Van - Dec. 2018

<https://www.cbc.ca/news/canada/british-columbia/rampant-student-vaping-leads-b-c-high-school-to-lock-up-bathrooms-1.4930580>

Communications Director
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ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: April 25, 2018

Date Updated: Aug. 23, 2018

Minister Responsible: Rob Fleming

Cannabis Legalization

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

As Canada moves towards the legalization of recreational Cannabis for adults, some media reports have started to focus on how the issue will be discussed in schools with students.

The Government of Canada is currently leading national cannabis public education and awareness efforts and the Province is working closely with the federal government to ensure British Columbians are informed about the health and safety risks associated with non-medical cannabis use.

The federal government has committed \$62.5 million over five years for public education and awareness. They have already launched public awareness campaigns to inform Canadians about drug impaired driving and the health and safety risks associated with non-medical cannabis use, and will continue to develop further campaigns.

Students in B.C. already learn about psychoactive substances. We are in discussion with the ministry's curriculum department regarding including a specific reference to cannabis as part of the next regular curriculum update cycle (Fall 2018).

Concepts related to substance use are found in every grade of the Physical and Health Education (PHE) curriculum from Kindergarten through Grade 10.

- Kindergarten to Grade 4 covers concepts such as: different types of substances (e.g. medications, poisons) and how to safely use or avoid them; and, effects of different substances and strategies for preventing personal harm.
- Grades 5-10 cover concepts such as: factors influencing the use of psychoactive substances, and potential harms; strategies for managing risks and problems related to psychoactive substances; media and social influences related to psychoactive substance use; and, physical, emotional and social aspects of psychoactive substance use.
- Grades 11 & 12 - new curriculum goes live fall 2019: Elective course offerings in the PHE area focus on active living and physical health, including: analyzing health messages from a variety of sources and describing their potential influences on health and well-being.

The new curriculum is presented in a way that allows classroom teachers to tailor specific concepts to the local needs of their students and community.

The Province's regulatory framework for non-medical cannabis is guided by the priorities of: protecting children and youth; promoting health and safety; keeping the criminal element out of cannabis; keeping our roads safe; and, supporting the economic development of our province.

The Province is following the recommendations made by the federal government's task force, which cautioned against generally co-locating cannabis with alcohol or tobacco, a position also supported by B.C.'s Provincial Health Officer. To minimize child and youth exposure, British Columbia will prohibit smoking and vaping of non-medical cannabis in areas frequented by children, including community beaches, parks, schools and playgrounds. In addition, the Province will set the minimum age to possess cannabis to 19, reducing the risks associated with developmental harms to youth.

Public education is also an important part of a comprehensive approach to protecting youth. Our public education and awareness activities will focus on responsible use, protecting children and youth, and mental health and addictions issues.

Program Area Contact:	Scott Beddall Cloe Nicholls ADM Jennifer McCrea	250 514-4961 250 216-9102 250 896-3735
File Created:	April 24, 2018	
File Updated:	Aug. 23, 2018	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date Updated: Jan. 22, 2019 Minister Responsible: Rob Fleming	Seat Belts on Buses
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ADVICE AND RECOMMENDED RESPONSE:

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BACKGROUND:

The federal government is creating a task force to explore the possibility of retrofitting school buses with seatbelts; this was announced Jan. 21, 2019.

The provinces, territories, school boards and school bus manufacturers will be included in the task force, which will analyze the implications of installing seatbelts on existing buses.

While the federal government can mandate the use of seatbelts on new buses, funding to retrofit existing buses would lie with provinces, school districts and contractors.

In late November 2018, a passenger van crashed in Cache Creek that was transporting a girls volleyball team from College Heights Secondary School in the Prince George School District. The team was travelling to a tournament. The cause of the crash was due to a vehicle in

oncoming traffic crossing the median into the passenger van's lane – the passenger van's driver swerved off the road to avoid a head-on collision. Students onboard the passenger van suffered a range of injuries, but fortunately none were life threatening. One was air lifted due to concerns of a more serious injury, but all have now been released from hospital.

Program Area Contact:	Joel P. + Reg B. and Scott B. and Jennifer M.	
File Created:	November 29, 2018	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov. 29, 2017

Date Updated: January 9, 2019

Minister Responsible: Rob Fleming

Special Needs (Diverse Abilities)

ADVICE AND RECOMMENDED RESPONSE:

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Page 327 of 352

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ADVICE TO MINISTER

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BACKGROUND:

In October 2018, Global News ran several reports in one week about parents' frustrations with the support their children with special needs were receiving in school. The news reports focused on concerns about the levels of supports for students with special needs in a Vancouver school (Sir Wilfred Grenfell school) – and another report focused on the salaries of education assistants.

The ministry works with school districts to ensure students with special needs are supported.

The BCTF is responsible for offering professional development opportunities to teachers related to inclusive education practices.

All students in the public school system are eligible for the full per pupil operating grant, in addition, supplementary funding is provided to students with designated special needs. These funds are not targeted to specific students. Decisions regarding the planning and delivery of supports and services for every student, including those with designated special needs (e.g. Learning Disabilities, ADHD and Autism Spectrum Disorder) are made by local boards of education and school district administrators.

TRB Report

In February 2018, the Commissioner for BC Teacher Regulation determined that it is twice as likely that a complaint of teacher misconduct will involve a special needs student. To address this, the Commissioner for BC Teacher Regulation's 2016/17 Annual Report recommended that:

"In order to reduce the frequency of instances of misconduct involving special needs students, it has become clear to me that additional remedial education is necessary in order to assist teachers who face disciplinary consequences as a result of reports and complaints of misconduct. This need is one that should be addressed quickly by the creation of a course directed toward skill development for teachers to add to the three existing remedial courses already developed. I suggest that the Ministry of Education develop an online course for this purpose."

The Commissioner for Teacher Regulation, Howard Kushner, has had preliminary discussions with the Justice Institute on the development of a special needs course for teachers. The commissioner also plans to have further discussions with the ministry and key education partners on this issue.

Program Area Contact:	Patricia Kovacs ADM Jennifer McCrea	250 882-5233 250 216-9102
File Created:	Nov. 29, 2017	

File Updated:	January 9, 2019	
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ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Reviewed: March 14, 2019

Minister Responsible: Rob Fleming

CommunityLINK and Vulnerable Student Supplement

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

In the past couple of years, funding levels for CommunityLink programs have remained relatively flat.

CommunityLINK was formed in 2002/03 when a number of individual school-based programs and grants were brought together under one envelope.

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

In 2012/13, the Ministry of Education added the Vulnerable Student Supplement (\$11.2 million) to address growth in districts deemed as having a higher vulnerable student population. Currently, 25 school districts receive the supplement.

In 2015/16, the Ministry of Education agreed to annual increases to CommunityLINK funding to reflect the additional costs resulting from local labour wage settlements.

School districts determine the most effective use of the funding provided and then provide the Ministry of Education with an annual report on CommunityLINK programs and results.

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

Program Area Contact:	Martin Breuhan Patricia Kovacs Cloe Nicholls ADM Jennifer McCrea	250 217-2685 250 882-5233 250 216-9102 250 896-3735
File Created:	Aug. 22, 2017	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry of Education Date: Nov. 10, 2017 Reviewed: Aug. 31, 2018 Minister Responsible: Rob Fleming	Distributed Learning
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ADVICE AND RECOMMENDED RESPONSE:

s.13

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Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

s.13

BACKGROUND:

Students can choose to take all or part of their educational program at an independent or public Distributed Learning school. Students enrolled in grades K-7 may choose to take part of their educational program through more than one school. Boards of education may make their own arrangements for shared services as long as no tuition fees are charged to the student.

Data from DL programs is somewhat difficult to compare to regular schools/ programs. Grad and completion rates can appear lower or incomplete because students are often enrolled in multiple schools and take DL courses at their own pace.

Program Area Contact:	Jennifer Halbert Patricia Kovacs Paul Squires Jenn McCrea	250 812-4715
File Created:	Nov. 8, 2017	
File Updated:	Aug. 30, 2018	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: January 10, 2018

Date Updated: Sept 17, 2018

Minister Responsible: Rob Fleming

Vancouver School Board

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

In September 2018, the VSB unveiled some details of their deal with BC Hydro. The school district will be receiving \$73 million - \$75 million from BC Hydro. The district says part of it will be used to rebuild Lord Roberts Annex as well as build a brand new school for students in the Coal Harbour area.

Last school year, in December 2017, the BCTF singled out the Vancouver School District as acting too slowly in recruiting teachers to SD 39 to meet the terms of the Memorandum of Agreement (MOA). The district is responsible for hiring teachers to ensure positions are filled in classrooms to meet the restored collective agreement as per the MOA with the BCTF.

SEISMIC:

Since October 11, 2017 the following seismic projects were approved and moved into design, worth over \$185 million:

- Sir Mathew Begbie Elementary

ADVICE TO MINISTER

- Bayview Elementary
- David Lloyd George Elementary
- Eric Hamber Secondary
- Edith Cavell Elementary (to be announced)
- General Wolfe Elementary (to be announced)

The VPO was established in 2014 as a partnership between the Ministry of Education and the Vancouver Board of Education to complete Vancouver seismic projects as quickly, efficiently and economically as possible.

On Aug. 7, 2017, a new three-year memorandum of understanding (MOU) for the Vancouver Project Office was signed by the minister and the Vancouver School Board official trustee. The renewed MOU no longer includes the requirement for the Vancouver Board of Education to adhere to a 95% utilization capacity in order to receive funding for seismic mitigation funding as part of their long-range facilities plan.

On June 30, 2017, an information request was sent to media regarding records, from August 20, 2014, to October 17, 2016, such as progress reports, meeting minutes or briefing notes, summaries or recommendations, etc., prepared by the Vancouver Project Office (VPO) for the Ministry of Education. The request was received on March 30, 2017.

The records released note that the VPO has been challenged in meeting timelines and receiving government approval for projects. Also noted is the lack of projects moving forward in the eastside, as well as delayed and over budget projects, including Kitsilano, L'Ecole Bilingue, General Gordon and Lord Nelson.

On Nov. 8, 2016, the previous government announced that the VPO would be directed to look for creative and unique ways to complete seismic upgrades or replacements in Vancouver more quickly. This was to address the number of remaining seismic projects within Vancouver.

Eleven seismic projects are currently underway in the Vancouver School District, worth over \$365 million:

- General Wolfe Elementary - \$20.18 million seismic upgrade
- Edith Cavell Elementary - \$15.57 million seismic upgrade
- Eric Hamber Secondary - \$79.3 million seismic replacement
- David Lloyd George Elementary - \$24.2 million seismic replacement
- Sir Mathew Begbie Elementary - \$22.4 million seismic replacement
- Bayview Elementary - \$24.5 million seismic replacement
- Kitsilano Secondary – \$62.2 million seismic upgrade and replacement
- Sir Sandford Fleming Elementary – \$19.6 million seismic replacement
- Lord Tennyson Elementary – \$24.5 million replacement
- Lord Nelson Elementary – \$24.4 million seismic replacement
- Dr. Annie B. Jamieson Elementary – \$13.1 million seismic upgrade
- Sir Charles Kingsford-Smith Elementary – \$11.6 million seismic upgrade
- Maple Grove Elementary – \$24.4 million seismic replacement

Three seismic projects have been recently completed in Vancouver:

- Lord Strathcona Elementary – \$25.6-million seismic upgrade
- General Gordon Elementary - \$16.5 million seismic replacement

- L'Ecole Bilingue Elementary – \$15.2 million seismic replacement
- Queen Mary Elementary – \$20.3 million seismic upgrade and partial replacement

FRENCH IMMERSION:

Media stories have reported the Vancouver School Board (VSB) is cutting 135 kindergarten French immersion spaces this coming school year as a result of the Supreme Court of Canada ruling. Kindergarten class sizes in the district max out at 20 students.

There are also claims that the district does not have enough qualified French teachers in the district.

Media have interviewed families who have had a difficult time getting into French immersion schools in the district – with families claiming they would move or travel long distances to get their children into French immersion.

Five schools in the district will lose one class each:

- Trafalgar Elementary.
- Lord Selkirk Elementary.
- Hastings Elementary.
- Lord Tennyson Elementary.
- L'École Bilingue Elementary.

It does not directly help VSB deal with its other operating pressures because the money must be used to meet the terms of the recently negotiated MOA with the BC Teacher's Federation, including the operating costs associated with implementing the agreement.

Program Area Contact:	Reg Bawa (ADM, Resource Management) Joel Palmer(ED, Capital Management)	250 356-6760 250 216-4627
File Created:	Aug 22, 2017	
File Updated:	Sept. 17, 2018	

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: January 16, 2018</p> <p>Date Updated: Feb. 12, 2019</p> <p>Minister Responsible: Rob Fleming</p>	<p>Vancouver Project Office</p>
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ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

Since September 2017, Government has announced a combined \$229 million for the following seismic upgrade or replacement projects:

- Sir Mathew Begbie Elementary
- Bayview Elementary
- David Lloyd George Elementary
- Eric Hamber Secondary
- Edith Cavell Elementary
- General Wolfe Elementary
- Lord Byng Secondary
- Lord Selkirk Elementary
- Dr. George M. Weir Elementary

Funding has also been approved, but not yet announced, for seismic upgrades at Lord Byng Secondary School, Lord Selkirk Elementary School, and Weir Elementary School.

During seismic upgrade projects, Ministry policy is to approve the lowest cost option as part of Government's commitment to accelerate seismic upgrades to have students in safe schools as quickly as possible.

On Aug. 7, 2017, a new three-year memorandum of understanding (MOU) for the Vancouver Project Office was signed by the minister and the Vancouver School Board official trustee. The renewed MOU no longer includes the requirement for the Vancouver Board of Education to adhere to a 95% utilization capacity in order to receive funding for seismic mitigation funding as part of their long-range facilities plan.

On June 30, 2017, an information request was sent to media regarding records, from August 20, 2014 to October 17, 2016, such as progress reports, meeting minutes or briefing notes, summaries or recommendations, etc., prepared by the Vancouver Project Office (VPO) for the Ministry of Education. The request was received on March 30, 2017.

The records released note that the VPO has been challenged in meeting timelines and receiving government approval for projects. Also noted is the lack of projects moving forward in the eastside, as well as delayed and over budget projects, including Kitsalano, L'Ecole Bilngue, General Gordon and Lord Nelson.

The VPO was established in 2014 as a partnership between the Ministry of Education and the Vancouver Board of Education to complete Vancouver seismic projects as quickly, efficiently and economically as possible.

Program Area Contact:	Reg Bawa (ADM, Resource Management) Joel Palmer(ED, Capital Management)	250 356-6760 250 216-4627
File Created:	Aug 22, 2017	
File Updated:	Feb. 5, 2019	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: April 10, 2018

Date Updated: Sept. 13, 2018

Minister Responsible: Rob Fleming

VSB/ Hydro Substation

ADVICE AND RECOMMENDED RESPONSE:

s.13



BACKGROUND:

On June 25, 2018, the VSB voted 6–2 in favour of entering an agreement with BC Hydro to build an underground substation at the Lord Roberts Annex property in the West End of downtown Vancouver.

Compensation to the VSB was publicly released on September 13, 2018.
The total compensation the VSB will be receiving is approximately \$75 million.

- \$48.3 million for the subsurface parcel (received in September 2018);
- \$16.7 million for various statutory rights-of-way and covenants (received in September 2018);
- \$8.0 million for a five-year construction lease (payable in 2023 when construction of the substation is planned to begin); and,
- Up to \$2.0 million for the construction of a play field at the Lord Roberts Annex site following completion of the substation construction, anticipated in 2028.

After the VSB made the announcement in June 2018, CBC's coverage claimed the proposed sale is due to a lack of funding despite this not being the case. Some social media commentaors complained that the district was forced to make this move.

VSB, working with the City of Vancouver, expects to have a new school in Coal Harbour ready by 2023 to house Lord Roberts Annex students while construction of the substation and replacement school built on the annex site take place.

The proposal had been previously explored in 2017 but was shelved.

Program Area	Joel Palmer & Reg Bawa	
File Created:	April 9, 2018	

Police – Gun and Gang Violence

SUGGESTED RESPONSE:

- Ending the gun violence that's taking young lives and threatening bystanders will continue to require strong, strategic prevention and enforcement efforts – with a long-term commitment from all levels of government, police, teachers, parents and others.
- I also want to make sure that communities have the right number of police on the ground - whether that's regular police officers, or the special units that are in place, such as the Combined Forces Special Enforcement Unit (CFSEU-BC) - at the right time and the right location.
- We need to make sure young people are knowledgeable and resilient, and that police have the tools and structure they need to prevent crime, disrupt organized crime groups, and gather evidence toward successful prosecutions.
- A strong response to ending the gun violence also includes communities and families coming together and finding solutions.

ACTIONS TO DATE:

- In Fall 2017 government took immediate action to help deal with the opioid crisis and drug traffickers.
- Premier Horgan announced \$31.3 million over three years for critical enforcement and public safety initiatives, including:
 - New, dedicated anti-trafficking teams with the provincial RCMP and CFSEU-BC, the provincial gang unit to prioritize investigative resources to target traffickers of deadly illicit drugs and illegal firearms traffickers.
 - More police resources to go after, arrest and prosecute dangerous and violent drug traffickers, to disrupt the drug supply line in communities.
 - Enforcement resources for all police agencies through the province's gang unit – including more funding for projects that specifically target traffickers, to stem the flow of fentanyl into B.C.
 - Increased support for police-based community outreach and funding for multidisciplinary approaches.
 - Bringing together mental health, social service and police agencies to proactively reach people who are seen to be at elevated risk.

- More funding to expand the coroner service's Drug-Death Investigations Team, which will help to resolve its backlog, meet the significant increase in workload and lab testing, and provide timely, accurate data.

ILLEGAL FIREARMS TASK FORCE RECOMMENDATIONS:

- Released in November 2017, the Illegal Firearms Task Force (IFTF) Report provides findings and 37 recommendations to help our government respond to the public threats from illegal firearms in B.C.
- These recommendations support new and innovative approaches, as well as ongoing activities, to combat illegal firearms and the violence that results from their use in B.C.
- To date, 7 recommendations have been fully achieved, including
 - CFSEU-BC has established an Illegal Firearms Task Force to investigate, interdict, and prosecute firearms traffickers;
 - *Police Act* Service Standard 5.3.1 now requires all police agencies to participate in the Provincial Tactical Enforcement Priority process, effective January 2019;
 - All receiver blanks have now been classified and regulated under the Firearms Reference table;
 - Criminal analysts from CFSEU-BC, NWEST and CBSA have established Firearms Intelligence Hub and Data Warehouse as part of the CFSEU-BC Illegal Firearms Task Force.

PREVENTION FUNDING:

- We are also taking active steps on the prevention side. In October 2017, we announced secure, annual funding of \$500,000 for the Surrey Wraparound program, commonly known as Surrey Wrap.
- The number of youth/families currently served by Surrey Wrap has grown from 131 families to 168 – capacity has increased 28 percent since the program received annual funding from our government.
- On July 3, 2018 we announced \$1.12 million in additional funding to expand the provincial Expect Respect and a Safe Education (ERASE) program to train over 1,400 school/district staff, law enforcement members and community partners to prevent and respond to safety issues involving gang-related behaviour, guns and illicit drug use.
- And another \$239,000 has been provided to the Gang Exiting and Outreach Program, for those seeking to exit the gang lifestyle, to support the program through to the end of its evaluation phase.

FEDERAL \$327.6-MILLION PLEDGE TO HELP FIGHT GUNS AND GANGS:

- We are pleased that Ottawa recognizes the devastating impact of gun and gang violence and is stepping up to help provinces in dealing with it.
- We also appreciate their increased commitment to help end gun and gang violence in B.C. by giving communities, like Surrey, the tools they need to overcome the challenges they are facing.
- B.C. looks forward to receiving its share of the \$327.6 million over five years to help deal with gun and gang violence, and discussions continue regarding timelines for the release of promised federal funds.

FEDERAL FIREARMS BILL C-71 (INTRODUCED MARCH 20):

- The federal government's legislation is an encouraging step in the necessary work to reduce gun and gang violence in British Columbia and across Canada.
- In fact, a number of the proposed federal changes mirror recommendations in the B.C. Illegal Firearms Task Force report.
- Extensive background checks and concise tracking and record-keeping of firearms are critical to the safe management of weapons in Canada.
- On December 11, 2018, Bill C-71 made it through second reading in the Senate and is now heading to the Senate Standing Committee on National Security and Defence for further study.

MESSAGE TO FAMILY AND FRIENDS TO SPEAK UP:

- If you suspect that a relative or a family member is involved in gang activity, you need to come forward with that information – it could save the life of someone you love, someone in your community, or even yourself.
- Information from people like you can make a difference, further police investigations and, in some cases, help to bring justice for grieving families.
- At the end of the day, your information can help prevent violence from happening - we all have a responsibility to do whatever we can to keep our families and communities safe.

BACKGROUND:

Gang violence, predominantly in B.C.'s Lower Mainland and Fraser Valley, continues to claim lives. Last year, the average age of those who lost their lives due to their involvement in gangs,

including drug trafficking and gun violence, was 30 years old. Some of those who lost their lives were as young as 16 and 17 years old. Innocent bystanders are also frequently put at risk and, on occasion, are killed by stray bullets. In 2018, a stray bullet killed a 15-year-old teen in Vancouver after he was caught in crossfire.

In 2017/18, the RCMP received a total of \$ 78.56 million (up from \$71.53 million in 2016/17) for the CFSEU-BC and anti-gang initiatives in B.C.

- o Provincial contribution: \$54.99 million Federal contribution: \$23.57 million

Civil and criminal forfeiture proceeds also support community programs and measures to stop guns and gangs and improve public safety. In April 2018, nearly \$6.5 million in grants went to more than 170 local programs and projects throughout B.C., in support of government's crime prevention priorities.

Federal Government Announcement:

On Nov. 17, 2017, Public Safety Canada announced federal funding and a summit to tackle gun violence and gang activity (the summit took place in March 2018). The government announced up to \$327.6 million over five years, and \$100 million annually thereafter in new funding to help support a variety of initiatives to reduce gun crime and criminal gang activities.

On September 6, 2018, Prime Minister Justin Trudeau, National Defence Minister Harjit Sajjan, Surrey RCMP Assistant Commissioner Dwayne McDonald and Border Security and Organized Crime Reduction Minister Bill Blair attended a roundtable in Surrey to discuss with youth the issue of gangs and gun violence. The visit was part of an outreach process to discuss how the Federal government can give communities the tools to overcome some of the challenges they are facing due to gun and gang violence. Sukhi Sandhu of South Asian parent group Wake Up Surrey also attended and indicated an interest in the timelines for the release of the promised federal funds.

Surrey Anti-Gang Family Empowerment Program (SAFE)

The Surrey Anti-Gang Family Empowerment Program (SAFE) was awarded \$7.5M in funding through the NCPS's Youth Gang Prevention Fund for implementation from January 7, 2019 to December 31, 2023. SAFE will be funded as a direct intervention project, which can be up to 60 months of duration with a maximum amount of \$7,500,000 per recipient, per project, with a maximum of \$1,500,000 per year.

The SAFE program will address risk and protective factors associated with youth violence and youth gangs in Surrey; provide children and youth alternatives to joining gangs and help them develop social skills and attitudes; and will contribute to the development and dissemination of knowledge regarding what works to prevent crime. This project was a product of the findings of the Mayor's Task Force on Gang Violence Prevention which reported its findings in July 2018.

Over the five-year implementation period, this project will target up to 4,730, high-school aged, visible minority youth (13-17 years of age) in the City of Surrey who are assessed as being at high risk of engaging in, or already engaged in, violent behaviour.

This project will be delivered in collaboration with Options Community Services Society, Pacific Community Resources Society, DIVERSEcity Community Resources Society, Progressive Intercultural Services Society, Surrey Crime Prevention Society, Solid State Industries, Surrey School District 36, Surrey RCMP, Fraser Region Aboriginal Friendship Centre Association, Combined Forces Special Enforcement Unit, Ministry of Child and Family Development,

ISSUES NOTE: Public Safety and Solicitor General 2019-01-18

Kwantlen Polytechnic University, Simon Fraser University, Yo Bro/Yo Girl and other community organizations.

Surrey Wrap:

Surrey Wrap is a collaborative partnership between the Surrey RCMP, the Surrey school district (SD 36) and the City of Surrey aimed at youth involved with gangs or at risk of joining gangs. This program helps at-risk participants aged 11 to 17 to build positive lifestyles and self-worth through a stronger connection to their homes, schools and community.

Since it was launched in 2009, Surrey Wrap has supported more than 800 families and students to change their lives for the better. As of January 2019, there are currently 168 youth engaged with the Surrey WRAP program, a 28% increase in program capacity since stable annual funding was announced.

During fiscal 2017/18, the Surrey Wraparound program received a one-time civil forfeiture grant of \$250,000 to support operations. In August 2017, an additional \$250,000 was awarded to alleviate program's waitlist issue. In October 2017, Premier Horgan confirmed that WRAP's annual \$500,000 will be permanent. The annual funding committed is in response to the program's exceptional yearly uptake which is expected to continue.

Surrey Wrap is about stopping the flow of young people into positions in the drug trade. By keeping youth out of gangs, we can stop the vicious cycle of violence and build a better future for our communities.

Erase Program:

To help educate youth and to fight the lure of gangs and gang violence in our communities, the Province is providing \$1.12 million in additional funding to expand the provincial Expect Respect and a Safe Education (ERASE) program. (Announced July 3, 2018)

According to the "Preventing Youth Involvement in Gangs" report, the average age when youth begin to associate with gangs is 13 years old. Over 18,000 educators, law enforcement members, probation officers, child and youth mental health workers and other community partners have received training through B.C.'s ERASE program.

The expanded ERASE program aims to train over 1,400 school/district staff, law enforcement members and community partners to prevent and respond to safety issues involving gang-related behavior, guns and illicit drug use. The expanded ERASE program also aims to provide all 60 safe school teams in the province with tools to identify and respond to youth on the pathway to gang and gun violence.

Cariboo-Chilcotin Wrap:

The development of the Cariboo-Chilcotin Wrap program was announced as one of the key actions in the new Cariboo-Chilcotin Regional Community Safety Model launched on Feb.8, 2017. The Cariboo-Chilcotin Wrap program is a prevention and outreach program, developed in partnership with the local school district, that uses an intensive case management approach for at-risk or gang involved youth (aged 11 to 17) modelled on the Surrey Wrap program.

A one-time funding commitment of \$900K was approved for the project over three years (2017/2018 to 2019/2020).

End Gang Life:

The End Gang Life campaign was developed by the Combined Special Forces Enforcement Unit of British Columbia (CFSEU-BC). Since 2015, the End Gang Life program has been offered to over 60,000 students throughout the province at 152 school presentations. End Gang Life continues to be the primary presentation for elementary schools and is involved in after-school programs, career fairs and community functions.

Gang Exiting and Outreach Program:

The Gang Exiting and Outreach Program was developed in collaboration with CFSEU-BC and other partners in November 2016. The Program adopts an integrated case management approach to providing exiting supports to adult gang members while also providing outreach to gang member's family, friends and communities to support gang education, prevention and exiting.

The Ministry provided \$500K in civil forfeiture grant funding to the City of Surrey to support the pilot for 2016/17 and 2017/18, and also provided an additional grant of \$239,000 in July 2018 to support the pilot program through to the end of its evaluation phase. The program is currently being evaluated to identify best practices and lessons learned for supports and programming for young gang-entrenched adults who are serious about making a change.

To date, the Program has assisted 46 individuals in successfully exiting the gang lifestyle and has reached over 425,000 community members through community engagement initiatives.

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE Ministry: Advanced Education, Skills and Training Date: Sept. 18, 2018 Minister Responsible: Hon. Melanie Mark	UFV Chilliwack Campus
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ADVICE AND RECOMMENDED RESPONSE:

- The UFV property in Chilliwack still has value as a public asset and is not surplus to the public sector.
- Rapid growth in the number of students in the Chilliwack School District is creating the need for more space both now and in the future.
- I agree with my colleague – the Minister of Education – that the property is a cost effective way to provide more middle school spaces in Chilliwack.
- UFV and School District 33 will arrange to transfer the property to the school district at fair market value.

s.13; s.17

Communications Contact: Rodney Porter
Program Area Contact: James Postans / Nicola Lemmer
File Created:

Program Area	ADM / Deputy Minister	Communications Director
	Kevin Brewster / James Vasey	

ADVICE TO MINISTER

**CONFIDENTIAL
GCPE-FIN ISSUE NOTE**

Ministry of Finance
RECORD OPR:

Date: February 21, 2018

Minister Responsible: Carole James

Medical Service Plan Elimination

RECOMMENDED RESPONSE:

- **We've long said that MSP premiums are regressive, expensive and represent a significant burden for people.**
- **Businesses also tell us they are complicated to administer.**
- **That's why we are delivering on our promise to eliminate MSP premiums.**
- **That will save individuals up to \$900 and families up to \$1,800 per year.**

If asked: Won't the payroll tax hurt businesses?

- **We committed to eliminating a regressive, unfair tax and we're doing just that. We are saving individuals and businesses hundreds of millions of dollars.**
- **We have been clear that government would need to recover a portion of those revenues to be fiscally prudent and deliver services like child care and affordable housing that businesses have been asking for.**
- **The employer health tax will only apply to businesses with payrolls above \$500,000. So:**
 - **More than 85 per cent of the approximately 400,000 businesses in B.C. will be entirely exempt.**
 - **Less than 5 per cent of businesses will pay the full employer health tax rate.**

If asked: Aren't you double-dipping and hurting businesses by bringing in payroll tax in 2019 while only eliminating MSP in 2020?

- **We delivering on our promise to fully eliminate MSP premiums.**
- **We're also being fiscally responsible by making sure healthcare and other services people count on are properly funded.**

- We are giving businesses the time to adjust and incorporate the new measure into the budgets and business planning.
- And the immediate 50% cut to MSP premiums mean businesses that pay MSP premiums will see savings this year and next.

If asked: Are Health Authorities, School Districts and local governments going to have to pay this tax?

- Our goal is tax fairness.
- It would be unfair to give the public sector an advantage by exempting them from paying this tax.
- So any employer with a payroll over \$1.5 million will pay the full rate.
- The immediate 50% cut to MSP premiums mean those public bodies that pay MSP premiums will see savings this year and next.
- We have also made significant investments in education and health care with this budget.
- There are provisions in the fiscal plan for the costs to the provincial public sector. These costs will be managed as part of the Budget 2019 process.

If asked: Why did you make this decision before the MSP Task Report gave you their recommendations?

- We would like to thank the MSP Task Force for their work to provide advice and recommendations on how to best replace MSP revenue.
- The task force highlighted early the idea of eliminating MSP premiums all at once.
- It became clear that this was something we could accomplish in this budget and we immediately sought the panel's advice through an interim report.
- The changes in Budget 2018 are informed by that interim report, including the decision to eliminate premiums all at once, as opposed to phasing them out over time, and to provide advanced notice of the changes.
- I'm proud of the fact that we are fully eliminating MSP premiums, saving BC families as much as \$1800 per year.
- Our government fully intends that the task force will continue its work, and I look forward to their final report on March 31, 2018.

ADVICE TO MINISTER

BACKGROUND:

Issue: Some stakeholders, including the Vancouver Board of Trade, are concerned about the effect of the employer health tax on businesses. The Vancouver Sun reported that because the employer health tax comes in in 2019 but MSP premiums aren't eliminated until 2020 that the Province is "double-dipping" and hurting businesses.

Budget 2018 will eliminate Medical Service Plan (MSP) premiums effective Jan. 1, 2020.

The B.C. government committed to eliminating MSP premiums within four years. The government took the first step in *Budget 2017 Update* by cutting MSP premiums by 50% starting Jan. 1, 2018 and increasing the threshold for premium assistance by \$2,000. In total (including the recent 50% cut), eliminating MSP premiums will save individuals up to \$900 per year and will save families up to \$1,800 per year.

In order to continue to deliver the services like health and education, the Province is replacing the revenues from MSP premiums with an employer health tax.

This new payroll tax will come into effect Jan. 1, 2019 with the following rate structure:

- Businesses with a payroll of more than \$1.5 million will pay a rate of 1.95% on their total payroll.
- Businesses with a payroll between \$500,000 and \$1.5 million will pay a reduced tax rate.
- Businesses with a payroll under \$500,000 will not pay the tax.

By exempting businesses with payrolls under \$500,000, the employer health tax is designed to help protect small businesses. At 1.95%, it is also the lowest rate among provinces with a payroll tax in Canada.

Subject to legislative approval, the proposed tax legislation will include clear rules regarding the frequency of installment payments and defining how payroll amounts are to be aggregated among associated businesses prior to applying deductions and tax rates.

The employer health tax will not fully replace the foregone revenues of the full MSP premiums. In 2016/17 MSP premiums provided a total of \$2.6 billion in revenue. The new employer health tax will collect an estimated \$1.9 billion in revenue in 2019-20 and 2020-21.

MSP Task Force

The Province created the MSP Task Force in November 2017 to ensure MSP premiums elimination would be accomplished in the best way possible. The Province's decision in *Budget 2018* was informed by the MSP Task Force's interim report, in particular, eliminating premiums all at once (as opposed to phasing them out over time), as well as providing advanced notice of the changes. The government intends that the MSP Task Force will continue its work, presenting its final report on March 31, 2018.

Communications Contact:	Melissa Peters	250 256-3698
Program Area Contact:	Richard Purnell	250
File Created:	February 13, 2018	
File Updated:		
File Location:		

Program Area	Comm. Director	Deputy	Minister's Office
RP	DC		