

MINISTRY *of* EDUCATION

FACT BOOK

SPRING, 2019



Ministry of
Education

Fact Book
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 April 2019

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EDUCATION PROGRAMS DIVISION

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Assessment

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Description:

- The ministry administers and marks provincial graduation assessments and examinations for students in Grades 10-12 located in BC, the Yukon, and out of province/offshore.
- Assessments consist of:
 - Graduation numeracy and literacy assessments,
 - Language Arts 12 course-based exams.
- Five sessions are scheduled for Grade 12 exams (November, January, May, June, August).
- Three graduation assessment sessions are scheduled annually: November, January, and June (under review).
- Credentialing sessions are scheduled several times a year around the province to train BC Certified teachers to mark exams and assessments.

Statistics:

Annually:

- Approximately 100 000 exams and assessments marked
- Approximately 1 200 contracts managed for teacher-marking activities.
- Assessments and exams may be reviewed and/or remarked.
- Assessments and exams may be written out of province, 20-25 out-of-province exam requests facilitated.

Key Facts:

- Approximately 300 BC Certified teachers apply to mark 100 000 Graduation assessments and exams annually.
- Students may request a review of their responses.
- Students may request a re-mark of an assessment or exam; if the mark changes the new result is reflected on the student's transcript.
- Exams and assessments are delivered electronically, with some paper components.
- Over time, assessments have been moving towards greater electronic delivery.

Key Outcomes:

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

Funding:

- 2018-19: projected budget of \$2.2 M for the numeracy assessment and Language Arts 12 exams. 2019-20: budget is in progress.
- Contract with AWIS electronic assessment provider is \$568K and includes services for graduation assessments, exams, and the FSA.

Services to Ministry:

- Supports student success through facilitation of administration and marking of graduation assessments.

Delivery Partners:

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

Primary Agreements/Contracts:

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

Description:

- With the implementation of the K-10 curriculum and focus on the development of competencies, what we teach has changed; likewise, what and how we assess student progress is evolving.
- As a result, classroom assessment is being given a higher profile in B.C.; the field is looking for guidelines and support as they work towards implementation.
- The province is continuing to work with teachers to develop classroom assessment resources, aligned with the new curriculum, provincial assessments and reporting policy directions.

Delivery Partners:

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

Services to Ministry

- Advisory Group provides field perspective and advice to the ministry on the classroom assessment and reporting program.
- Teachers working with the ministry to create classroom assessment resources.

Funding:

- \$246K budget for both Classroom Assessment and Reporting for 2018/19 fiscal

Key Facts:

- Review of literature and academic research reveals formative forms of classroom assessment (including peer and self) lead to greater student confidence, ownership, engagement, responsibility and improved achievement. (UVic, 2015).
- Provincial education leaders agree that a system-wide shift to formative assessment will enable us to fully realize the potential of the new curriculum.
- Many international jurisdictions have accepted key formative assessment principles, as articulated in Black and William's original 'Inside the Black Box' systematic review (1998), and included them in educational policy (e.g. Australia (Queensland), Ontario, Denmark, England, Finland, Italy, New Zealand, and Scotland (VIU, 2015).
- The first term (2016-2018) Classroom Assessment and Reporting Advisory Group (CAR), a group of 43 provincial education leaders representing BCSSA, BCPVPA, BCTF, FISA, FNESEC, was instrumental in providing advice on directions for classroom assessment and reporting.
- CAR membership was revisited this fall and partner groups nominated 10 representatives for a new CAR Advisory Group. This second term will expire in December 2020.

Description

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

Statistics

- Approximately 90,000 Grade 4 and 7 students are expected to write the assessment each year.
- Participation in the assessment has declined over time to about 75%.

Data

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

Delivery Partners

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

Key Facts

- FSA was redesigned based on recommendations from the Advisory Group on Provincial Assessment, and a design working group of key stakeholders.
- FSA has been redesigned to align with curriculum changes.
- The administration timeframe was moved to earlier in the year (October/November) and now reflects performance of student ability early in Grades 4 and 7.
- The new assessment includes engaging and interactive question formats, as well as collaboration and self-reflection components.
- The new FSA assessments were administered for the first time in October/November 2017.
- The new FSA performed well as measured by psychometric analyses. Standard setting with expert panels was completed and new cut scores, standards, and descriptors were established.
- New proficiency levels are: Emerging, On Track and Extending

Provincial Participation Rate

2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
85%	84%	81%	79%	76%	75%

***see FSA Participation fact sheet (GAD) for more detailed information*

Percentage of Students On Track and Extending

Grade	Component	2017/18
4	Reading	79%
	Writing	80%
	Numeracy	69%
7	Reading	81%
	Writing	92%
	Numeracy	69%

Key Outcomes

- Sample assessments, student exemplars, scoring guide and other resources posted online;
- Other adapted formats provided (e.g., braille, large print);
- Successful first administration of new assessment across the province.

Funding

- Cost to develop and administer the FSA is \$980K annually
- In addition, \$775K is provided to school districts and the Federation of Independent Schools (FISA) to mark the FSA locally.

FOUNDATION SKILLS ASSESSMENT (FSA)

updated January 14, 2019

Detailed Participation Rates 2017/18 (%)

SD	School District	Grade 4			Grade 7		
		Read	Write	Num	Read	Write	Num
005	Southeast Kootenay	96	91	95	94	89	94
006	Rocky Mountain	97	95	97	95	94	96
008	Kootenay Lake	84	74	81	83	76	82
010	Arrow Lakes	81	81	78	70	60	67
019	Revelstoke	85	82	82	82	74	83
020	Kootenay-Columbia	47	45	46	53	52	54
022	Vernon	89	84	89	91	88	92
023	Central Okanagan	72	69	72	64	57	64
027	Cariboo-Chilcotin	94	90	95	92	86	93
028	Quesnel	78	54	74	47	39	46
033	Chilliwack	90	85	90	83	78	82
034	Abbotsford	95	93	94	95	94	95
035	Langley	83	78	83	80	75	79
036	Surrey	66	63	66	69	67	70
037	Delta	75	72	75	70	68	70
038	Richmond	65	62	65	67	65	67
039	Vancouver	57	54	57	55	53	55
040	New Westminster	81	79	81	86	82	86
041	Burnaby	69	68	71	71	68	72
042	Maple Ridge-Pitt Meadows	36	34	37	27	25	26

Percentage of Students Meeting or Exceeding Expectations 2017/18 (%)

SD	School District	Grade 4			Grade 7		
		Read	Write	Num	Read	Write	Num
005	Southeast Kootenay	73	73	61	77	90	48
006	Rocky Mountain	82	83	69	87	93	74
008	Kootenay Lake	75	76	62	69	86	55
010	Arrow Lakes	82	59	81	76	83	55
019	Revelstoke	85	80	72	82	91	73
020	Kootenay-Columbia	78	91	70	84	92	67
022	Vernon	75	61	60	77	90	58
023	Central Okanagan	79	85	66	74	90	58
027	Cariboo-Chilcotin	63	47	46	71	79	45
028	Quesnel	55	60	38	70	86	35
033	Chilliwack	76	85	65	75	86	58
034	Abbotsford	79	83	66	78	92	66
035	Langley	79	81	72	81	96	70
036	Surrey	72	79	60	76	91	66
037	Delta	77	82	67	78	95	67
038	Richmond	87	83	84	85	93	86
039	Vancouver	82	86	75	84	95	82
040	New Westminster	80	94	70	80	92	64
041	Burnaby	83	83	74	84	94	81
042	Maple Ridge-Pitt Meadows	73	64	59	73	89	62

FOUNDATION SKILLS ASSESSMENT (FSA)

043	Coquitlam	82	78	82	83	77	83
044	North Vancouver	95	91	94	95	92	95
045	West Vancouver	88	87	90	91	90	93
046	Sunshine Coast	85	83	85	89	86	90
047	Powell River	75	73	77	78	72	79
048	Sea to Sky	88	84	88	96	90	97
049	Central Coast	88	81	88	81	67	78
050	Haida Gwaii	88	88	88	86	82	86
051	Boundary	64	56	64	77	70	79
052	Prince Rupert	96	93	96	85	78	82
053	Okanagan Similkameen	96	95	96	91	89	91
054	Bulkley Valley	98	98	98	95	93	95
057	Prince George	94	91	95	95	90	95
058	Nicola-Similkameen	90	89	90	94	92	93
059	Peace River South	98	94	97	95	93	97
060	Peace River North	96	94	96	95	91	93
061	Greater Victoria	67	62	66	66	58	66
062	Sooke	40	33	39	29	25	27
063	Saanich	79	77	78	63	59	63
064	Gulf Islands	49	47	49	46	43	48
067	Okanagan Skaha	97	93	97	98	95	98
068	Nanaimo-Ladysmith	68	58	68	61	53	62

updated January 14, 2019

043	Coquitlam	80	94	68	79	94	68
044	North Vancouver	85	71	78	85	93	77
045	West Vancouver	98	99	95	99	100	98
046	Sunshine Coast	78	83	78	82	96	79
047	Powell River	61	70	49	82	94	63
048	Sea to Sky	72	61	71	75	85	57
049	Central Coast	65	5	39	59	67	38
050	Haida Gwaii	57	68	61	76	89	53
051	Boundary	78	79	67	76	91	65
052	Prince Rupert	64	79	37	56	97	43
053	Okanagan Similkameen	81	74	68	82	96	67
054	Bulkley Valley	80	78	68	88	95	66
057	Prince George	65	41	51	71	84	47
058	Nicola-Similkameen	71	72	67	76	78	60
059	Peace River South	73	74	67	75	87	64
060	Peace River North	77	85	73	82	99	62
061	Greater Victoria	78	79	65	77	91	64
062	Sooke	71	51	61	65	71	56
063	Saanich	78	86	75	83	93	73
064	Gulf Islands	83	87	83	88	92	65
067	Okanagan Skaha	78	82	70	79	92	55
068	Nanaimo-Ladysmith	68	69	53	71	90	54

FOUNDATION SKILLS ASSESSMENT (FSA)

069	Qualicum	91	84	91	89	84	89
070	Alberni	96	87	96	94	91	95
071	Comox Valley	84	82	85	82	79	83
072	Campbell River	90	85	89	70	59	69
073	Kamloops/Thompson	94	91	94	94	91	93
074	Gold Trail	97	94	99	94	88	93
075	Mission	75	68	74	87	76	89
078	Fraser-Cascade	77	70	75	74	65	71
079	Cowichan Valley	58	53	58	58	51	58
081	Fort Nelson	98	98	98	92	92	92
082	Coast Mountains	88	82	88	59	55	60
083	North Okanagan-Shuswap	95	91	95	91	85	91
084	Vancouver Island West	79	67	79	76	68	80
085	Vancouver Island North	90	89	90	93	88	90
087	Stikine	36	36	36	64	45	64
091	Nechako Lakes	86	81	86	80	73	81
092	Nisga'a	92	89	94	91	83	91
093	Conseil scolaire francophone	59	55	59	69	68	68
	BC PUBLIC SCHOOL	75	71	75	74	70	74
	BC INDEPENDENT SCHOOL	91	88	91	92	89	92
	Province (Pub and Independent)	77	74	77	76	72	76

updated January 14, 2019

069	Qualicum	71	84	60	78	96	62
070	Alberni	73	60	57	76	85	59
071	Comox Valley	78	72	68	81	89	60
072	Campbell River	64	76	50	57	84	46
073	Kamloops/Thompson	75	88	64	83	95	62
074	Gold Trail	43	32	28	62	83	34
075	Mission	67	64	55	68	76	43
078	Fraser-Cascade	70	68	58	58	65	32
079	Cowichan Valley	71	66	55	72	92	54
081	Fort Nelson	100	98	98	100	100	96
082	Coast Mountains	58	55	46	57	83	36
083	North Okanagan-Shuswap	75	80	60	73	76	49
084	Vancouver Island West	42	36	31	37	71	20
085	Vancouver Island North	69	73	68	71	84	53
087	Stikine	100	75	75	43	20	-
091	Nechako Lakes	64	48	49	70	82	44
092	Nisga'a	48	34	26	47	48	13
093	Conseil scolaire francophone	80	72	74	78	97	78
	BC PUBLIC SCHOOL	76	78	66	78	91	65
	BC INDEPENDENT SCHOOL	90	89	86	93	96	87
	Province (Pub and Independent)	79	80	69	81	92	69

Description:

- B.C. students participate in national and international assessments.
- These assessments help determine how B.C.'s education system performs compared to other education systems, nationally and internationally.
- Results provide insights into the factors that contribute to the success of students, schools, and education systems such as teaching practices or activities at home.
- Each jurisdiction is responsible to manage the assessment administration. In B.C., the Curriculum and Assessment branch works with schools/districts to support these activities.
- Schools/Districts in B.C. are required to administer national and international assessments according to the Student Learning Assessment Ministerial Order.

Funding:

- PISA – Federally funded with Provincial in-kind contributions
- PIRLS – via Participating Provinces (\$400,000 over 5 fiscal years)
- PCAP – via contribution of \$121,499 to CMEC

Delivery Partners:

1. CMEC; Federal government (ESDC) for PISA
2. CMEC hired test administrators (for PISA)
3. Teachers and school administrators
4. School district staff
5. Independent Schools

Agreements:

- Ministry of Education and CMEC

Key Facts:

- B.C. participates in one national assessment:
 1. Pan-Canadian Assessment Program (PCAP): Grade 8 assessment of Reading, Mathematics, and Science administered every 3 years.
- B.C. participates in two international assessments:
 1. Progress in International Reading Literacy Study (PIRLS): Grade 4 Reading assessment administered every 5 years.
 2. Programme for International Student Assessment (PISA): Reading, Mathematics, and Science assessment of 15-year old students administered every 3 years.

Key Outcomes:

- PISA 2015: out of 75 countries, B.C. students (aged 15 years) achieved:
 - 1st in Reading, 3rd in Science (after Singapore and Alberta) and 9th in Math
- PISA 2015 Collaborative Problem Solving component: out of 56 participating jurisdictions, B.C. students achieved:
 - highest ranking compared to other Canadian provinces
 - 2nd highest ranking compared to other countries/economies
 - Singapore scored higher than B.C., although the score is not considered statistically different.
- PISA 2015 Financial Literacy component: out of 22 countries/jurisdictions, B.C. ranked:
 - 2nd to Beijing-Shanghai-Jiangsu-Guangdong, China but surpassed all others.
- PIRLS and ePIRLS 2016 assessments. In B.C., approximately 3,000 Students in 146 schools were randomly selected to participate.
 - B.C. students performed above the average score for Canada and above the international average
 - 57 jurisdictions took part – 18 were in B.C.'s range and 33 were statistically below B.C.'s range
 - 5 jurisdictions performed statistically above B.C.
 - performance on ePIRLS was on par with 7 countries and provinces, with only two jurisdictions performing above B.C.
- PCAP 2016: out of 10 provinces, B.C. students performed:
 - at the Canadian average in reading and science and below the Canadian average in mathematics
- PISA 2018 was administered to randomly selected B.C. schools and students in April/May 2018; results will be reported in December 2019.

Services to Ministry:

- CMEC provides materials and administration specifications to the ministry.

Description:

- Cross-curricular standardized assessments of student ability in literacy
- Students write Graduation Literacy Assessments in Grades 10 and 12 (those seeking dual Dogwood diplomas for Francophone and Immersion write additional assessments for these programs)
- Aligned with new curriculum directions (including Core Competencies)
- Measures essential cross-curricular aspects of literacy – critically analyzing material and communicating and expressing oneself for a variety of purposes.. Note an additional global competency measure is also being considered at Grade 12 by an advisory group.
- Provide both student-level information and system-level information on performance in literacy; informs decision-making at all levels of the system
- Serve as a graduation requirement for all students and can be used as evidence of achievement after graduation
- A 4-level proficiency scale will be used to report student results

Statistics:

- Field test for Literacy 10 Assessments written in November 2018 with over 8,000 students
- First administration of Literacy 10 will take place in the 2019/20 school year with the Literacy 12 in the 2020/2021 school year

Key Facts:

- Developed by B.C. educators with input from post-secondary experts
- Based on recommendations from the Advisory Group on Provincial Assessment (AGPA)
- Assessments are all computer-based
- Does not assess learning from a specific curricula or course (measures literacy across multiple subjects)
- Student performance on the assessments are independent of course marks
- Students write a Literacy 10 (beginning in 19/20) and a Literacy 12 (beginning in 20/21)
- Students may re-write the assessments to demonstrate their best proficiency level

Key Deliverables:

- Sample assessments with student exemplars and scoring guides (in 2019 for Literacy 10 and in 2020 for Literacy 12)
- Collaborative learning video packages
- Parent brochure and information package to support local communications with parents/students
- Adaptations for students with diverse learning needs (Braille, large print, text readers etc.)
- Student and school-level reports to help inform future learning and any supports required.

Services to Ministry:

- Literacy Assessments developed and marked by educators contracted to the ministry

Funding:

- Annual development funding: approximately \$650,000
- 2019/20 (estimate): \$1.2M for administration & marking Literacy 10 with additional \$1.2M in 2020/21 for Literacy 12

Delivery Partners:

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

Description:

- A cross-curricular standardized assessment of student ability in numeracy
- Measures deeper learning and application of key mathematical concepts and skills in contextualized, real-world situations
- Aligns with new curriculum directions
- Provides both student-level and system-level information on performance in numeracy; informs decision-making at all levels of the system
- Serves as a graduation requirement for all students and can be used as evidence of achievement after graduation
- A 4-level proficiency scale is used to report student results
- Taken in grade 10 (from 2018-2020 students in grades 11 and 12 who have not yet written numeracy will also do so).
- Students' results will be reported on the student transcript

Key Facts:

- Developed by B.C. educators including leaders from post-secondary institutions
- Based on recommendations from the Advisory Group on Provincial Assessment (AGPA)
- Contains computer-based and written problem-solving components
- Not tied to specific curricula (measures numeracy abilities across multiple subjects)
- Student performance on the assessment is independent of course mark calculations
- Administered to students in Grade 10
- Students may re-write the assessment in order to demonstrate their best proficiency level

Key Deliverables:

- Ongoing development and administration of multiple assessment forms for all sessions
- Release of additional sample assessments to Ministry website
- Production of student and school level detailed reports for all sessions
- Ongoing improvements to the assessment formats for students with diverse learning needs
- Continued production of translated versions for francophone and French Immersion students
- Continued production of adapted formats (Braille, large print)

Statistics:

- Almost 60,000 students have written the assessment since January 2018
- Data from the numeracy assessment indicate:
 - The assessment has high reliability statistics (.80)
 - In terms of performance results, approximately 80% of students achieved a proficiency level of "developing" or higher (level 2 or higher)
 - Sub-groups (Indigenous, ELL, Inclusive Ed) had performance results comparable to past provincial exams

Funding:

- Annual development funding \$165,000
- 2018-19: projection for numeracy administration and marking is \$1.233M

Services to Ministry:

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

Delivery Partners:

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

Curriculum

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Description:

- The Ministry's mandate for the Educated Citizen is to ensure students':
 - Intellectual development,
 - Human/social development, and
 - Career development.
- As a key area of learning within the redesigned curriculum, Career Education fosters lifelong learning and equips students with the knowledge and competencies necessary for success in school, the workplace, and students' daily lives.
- In Career Education, students reflect on learning in school and community, set personal goals and plan next steps, and explore multiple career-life roles and choices.
- Career Education courses in Grades 10 to 12 are mandatory.

Key Facts:

- The Ministry offers Career Education curriculum from Kindergarten to Grade 9.
- In Grades 10 to 12, two courses are required for graduation: Career-Life Education (CLE) and Career-Life Connections (CLC).
- CLE was fully implemented July 1, 2018. CLC will be fully implemented July 1, 2019.
- Career courses include mentorship, community connections, inclusive practices, Indigenous perspectives, and post-graduation planning.
- Learning in CLC also includes an experiential learning component (e.g., work experience, volunteering) and Capstone.
- CLE and CLC can be offered as either one 4-credit option or two 2-credit options to allow greater flexibility of delivery across the secondary years. Eight credits total are required for graduation.
- Students may also take two Grade 12-level Ministry-authorized Work Experience courses for elective credit towards graduation (100-120 hours for four credits each).

Key Outcomes:

- CLE has replaced Planning 10.
- CLC will replace Graduation Transitions 12 when legislated July 1, 2019.
- A *Career Education 10-12 Guide* was developed to support curriculum implementation, providing delivery examples and further Capstone information.

Statistics:

- Every student graduating on the B.C. Graduation Program must enrol in the two required Career Education courses (approximately 44,000 graduates each year).

Funding:

- Career Education in Grades 10-12 is currently funded by course.

Delivery Partners:

1. BCSSA
2. BCPVPA
3. BCTF
4. FISA
5. FNEC

Agreements:

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

Description:

- With the transition to new curriculum, the ministry has provided resources, training and supports to teachers to ensure the full benefits will be achieved across the school system.
- The ministry will continue to work with our education partners to assess where there is the most urgent need for additional resources or support.

Key Facts:

- The ministry continues to work with educators to develop a wide range of resources, including instructional samples, webinars and other resources, to help teachers implement the new curriculum and graduation assessments.
- The ministry established an outreach team in 2018/19, comprised of school-based administrators and district staff seconded from the sector, to provide support to ensure successful implementation of the new B.C. Graduation Program.
- The team is providing targeted outreach to schools and districts, including rural and remote districts, and is developing resources to support a range of areas including classroom assessment, integration of Indigenous worldviews/perspectives and career education.

Statistics:

- School districts – Outreach team has engaged with over half of school districts since August 2018 on implementation of redesigned curriculum and graduation assessments.
- Websites – over 4 million views of the curriculum.gov.bc.ca website since April 2018, and 250,000 views of the curriculum and assessment resources on gov.bc.ca websites.
- Webinar on classroom assessments – over 1,000 educators participated in first webinar.
- Instructional samples – currently 55 samples posted to support the redesigned curriculum.

Key Outcomes:

- The ministry announced changes to the B.C. Graduation on December 14, 2018 and released the final B.C. Graduation Program Policy Guide and B.C. Graduation Implementation Guide.
- In addition to these guides, the ministry has developed a number of other resources and established an outreach team to support schools and districts as they implement the new B.C. Graduation Program.

Funding:

- Costs associated with the implementation of the graduation program and associated engagement processes are part of the Education Programs Division's operational budget.
- The 18/19 outreach team budget for activities and resources is \$250,000.

Delivery Partners:

1. BC Schools Superintendents Association (BCSSA)
2. BC Principals' and Vice Principals' Association (BCPVPA)
3. BC Teachers' Federation (BCTF)
4. First Nations Education Steering Committee (FNESC)

Description:

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

Statistics:

- 445 pieces of curriculum across K-12
 - 136 in K-9
 - 105 in Grade 10
 - 202 in 11-12
- To date, over 300 B.C. and Yukon educators and subject experts were involved in working on the new curriculum.
- At least 10 jurisdictions have contacted B.C. for information on redesigned curriculum.

Key Facts:

- *The School Act* provides the ministry's authority to govern the provision of education programs (sec 168 (2)(a), (c), and (e)).
- The Education Program Guide Order outlines all mandated curriculum.
- K-9 curriculum was mandated for use in schools on July 1, 2016.
- Grade 10 curriculum was mandated for use in schools on July 1, 2018.
- Grade 11 and 12 curriculums have been finalized and posted and will be mandated for use in schools on July 1, 2019.
- All K-12 curriculum has been translated into French.
- Assessment and reporting practices and graduation requirements are being aligned to the redesigned curriculum.
- The Ministry continues to support the implementation of curriculum through the development of instructional samples, outreach work, webinars and other support materials.
- Many jurisdictions are looking at B.C. for its leadership in curriculum and assessment work, including, the Netherlands, Australia, New Zealand, Ontario, Wales and, Korea.

Curriculum Subject Areas – Grade K-12:

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

Delivery Partners:

1. BCSSA
2. BCPVPA
3. FISA
4. BCTF
5. Yukon
6. FNEsc and FNSA

Key Curriculum Changes Grades 10-12:

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

Agreements:

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

Custom Programs

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Description:

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

Key Facts:

- B.C.'s new K-12 curriculum has a strong focus on Science, Technology, Electronics, Arts and Math (STEAM) and provides students the opportunity to develop their skills in a range of technologies including coding, electronics, mechatronics and robotics.
- Increased course options in grades 10 to 12 (300+) will provide greater choice for secondary school students. Course examples include Environmental Science 11 and 12, Web Development 10, Digital Media Development 12, Engineering 11 and 12, and Robotics 11 and 12.
- Play to Learn, facilitated by DigiBC, provides secondary students with the opportunity to learn the basics of math, technology, computer science and coding skills needed for video-game design and other technology-related and STEM career fields.
- A new resource guide for career educators/counsellors has been created for ICT to provide current labour market information and potential careers for students.
- B.C. has one of the top video game clusters in the world, with more than 120 game development studios employing 5,500 professionals.
- On March 12th, 2019, 1,000 B.C. students will have the opportunity to participate in Youth Innovation Day at the BCTECH Summit.

Statistics:

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

Funding:

- EDUC provided \$230,000 to expand the Play to Learn Program from the lower mainland to other B.C. communities over the next three years.
- EDUC provided \$100,000 to support Youth Innovation Day at the BCTECH Summit.

Other General BC Tech Facts:

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

Delivery Partners:

1. DigiBC
2. Information and Communications Technology Council (ICTC)
3. BCTECH Summit
4. School Districts

Partnerships:

- DigiBC - Play to Learn Program.
- Government is supporting Symbiosis — a STEAM learning initiative run by Science World — designed to provide equal increased access to high quality education opportunities for B.C. youth.

Description:

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

Statistics:

- 2017/18 Enrollment Data:
 - STX: 2,979
 - TST: 522
 - WEX: 14,378
 - WRK: 2,893
 - TRN: 2,197
- 20 school districts received Skills Training Support Agreements in 2018/19 school year
- 32 school districts received Skills Training Access Grants in 2018/19 school year

Key Facts:

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

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

Key Outcomes:

- Completed refresh of WEX and WRK program guides; processing feedback from field
- Contributed to ITA meeting goal of 5000 ‘Youth Participant’ registrations in STX, TST, WRK, TRN

Funding:

- Ministry’s commitment for STX, TST, WEX, WRK and TRN is approximately \$21 million (based on September 2018 course enrolments).
- **\$375,000 in Skills Training Support Agreements** for 8 school districts (\$1.7M for 55 school districts in SY2017/18).
- **\$160,000 in Skills Training Access Grants** (32 school districts)
- Approximately **\$250,000 (net) annually in WRK Awards** funding (cost-shared with ITA).

Delivery Partners:

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

Services to Ministry:

- Industry Training Authority (ITA) - Data and information-sharing; funding support.
- Career Education Society – career-related communications and support materials.
- Ministry of Advanced Education, Skills and Training – program and facilities funding support.
- School districts – supplementary funding year-end reports.

Agreements:

- Funding partnership with Northern Development Initiatives Trust for additional 12 Skills Training Support Agreements.
- Funding partnership with the ITA to support the WRK Award.

Engagement

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Description:

- The education system continues to adapt and adjust policies to respond to global shifts and student learning needs, to prepare students to be successful following graduation.
- The ministry has worked with educators, school districts, post-secondary institutions and employers to update B.C.'s Graduation Program.
- The ministry will continue to engage with key stakeholders as we implement and continue to improve B.C.'s Graduation Program.

Key Facts:

- Changes to the B.C. Graduation Program were announced in December 2018, including the release of the B.C. Graduation Program Implementation Guide and the B.C. Graduation Program Policy Guide, which provides a summary of all key policy changes.
- The ministry has engaged extensively with education partners on the new Graduation Program, including an engagement in spring 2018 to check-in on the planned changes prior to implementation. The ministry has established a Graduation Assessment Working Group, comprised of key K-12 and post-secondary partners, to provide advice on policy decisions related to the provincial graduation assessments and design elements for the new Literacy 12 Assessment.

Key Outcomes:

- The ministry received Cabinet approval to move forward with changes to the B.C. Graduation Program.
- The ministry announced changes to the B.C. Graduation on December 14, 2018 and release the final B.C Graduation Program Policy Guide and B.C. Graduation Implementation Guide.

Process:

- 2011/12: Three significant panel dialogues between the ministry and reps from First Nations, post-secondary, employers, and education sector to inform future of education.
- 2012/13: over 3,000 educators, parents, students, teachers, educational administrators, reps from business, trades, and post-secondary provided feedback on the graduation program, through regional meetings and written submissions.
- Over 300 educators have participated in various development teams to redesign the curriculum and new provincial assessments.
- Two reports from the Advisory Group on Provincial Assessment.
- 2018/19: Established Graduation Assessment Working Group.

Funding

- All costs associated with the implementation of the graduation program and associated engagement processes are part of the Education Programs Division's operational budget.

Delivery Partners

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

Agreements: Connection to BC Tripartite Education Agreement (BCTEA) to graduate students in First Nations schools.

Program Description:

- Post-secondary institutions (PSIs) are critical partners to ensure pathways to education beyond K-12 are seamless.
- The Ministries of Education (EDUC) and Advanced Education, Skills and Training (AEST) have worked closely with PSIs to ensure they are well- informed and involved in the changes to the new B.C. Graduation Program.

Statistics:

- EDUC and AEST held over 140 meetings with public PSIs since 2015.
- EDUC hosted two forums with AEST, the BC Registrars Association and the Senior Academic Administrators Forum to discuss the changes to the B.C. Graduation Program (November 2017 and November 2018). Between 70 and 100 participants from the K-12 and PSI sectors attended each forum.

Key Facts:

- Since 2017, EDUC and AEST have held over 40 meetings with a range of PSI partners, including presidents of the BC Association of Institutes and Universities, BC Colleges, Research Universities' Council of BC, and BC Council on Admissions and Transfer, along with vice presidents academic, registrars and faculty.
- As part of this engagement with PSI partners, EDUC has worked with AEST, the BC Registrars Association and the Senior Academic Administrators Forum to hold two forums to discuss the changes to the B.C. Graduation Program.
- PSIs continue to review their admissions requirements to align with changes in K-12. Each institution has the authority to determine their admissions requirements.
- The ministry continues to work closely with PSIs as we implement the new graduation program and assessments to ensure smooth transitions for students, including through the transition period.
- The recently established Graduation Assessment Working Group includes representatives from the PSI sector. The Working Group will provide advice on policy decisions related to the provincial graduation assessments and design elements for the new Literacy 12 Assessment.

Key Outcomes: (key deliverables for the year)

- Ministry staff continue to support PSIs as they work through their review and governance processes to ensure alignment with the changes in the K-12 sector, including their consideration of the Numeracy and Literacy Assessments toward admission.

Delivery Partners

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

Graduation

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Description:

- The Adult Graduation Program is a graduation option for students 18 years and older.
- The Ministries of Education and Advanced Education, Skills and Training share the lead for the Adult Graduation Program, as they are responsible for the K-12 and post-secondary education systems.
- Students completing the requirements receive a B.C. Adult Graduation Diploma (Adult Dogwood) that is recognized by post-secondary institutions and employers as an acceptable graduate credential at the Grade 12 level.
- The British Columbia School District Continuing Education Directors' Association is the main stakeholder group.

Statistics:

- In the last 5 years, 16,747 Adult Dogwoods have been awarded.
- 18 and 19-year-old students are the highest proportion of Adult Graduation Program graduates, followed by 20-year-olds.
- The Adult Graduation Program is also used extensively in the independent school system, granting 1,500 Adult Dogwoods in the last five years.

Key Facts:

- Both Ministers (Education and Advanced Education, Skills and Training) sign the Adult Dogwood and both ministries issue the credential.
- The course requirements for the Adult Graduation Program include a Language Arts 12, a Mathematics 11 or 12, and three ministry-authorized Grade 12 electives (one can be a Social Studies 11 course). Total of 20 credits.
- The Adult Graduation Program is offered in all ten provincial correctional centres.
- The current iteration of the program has been in place since 1999.
- Until 2014, the Ministry of Education offered the General Educational Development (GED), a U.S.-based program providing a grade 10-level certificate for completing a series of subject-based tests. The Ministry withdrew from GED in November 2014 due to its limited utility, changes in corporate direction for GED, and given B.C.'s existing, more robust Adult Dogwood credential.
- The Ministry of Education has fully funded non-graduated adult students to complete secondary school for over 20 years.
- A funding policy change effective September 1, 2017 for graduated adult students, reinstated funding to allow these students to take courses, from a select list, for upgrading purposes.
- Discussions began in October 2018 to fulfil the commitment in the B.C. Tripartite Education Agreement (BCTEA) to provide access to the Adult Dogwood for First Nations schools.

Key Outcomes:

- In the last 15 years, the number of Adult Dogwoods awarded has increased significantly, from an average of 1,900 adult diplomas annually to ~3,000 annually (e.g., 1,955 in 2001/02, 3,320 in 2015/16 and 2,979 in 2017/18)

Funding:

- \$12.9 million in funding for non-graduated adults in school year 2017/18.
- Non-graduated adult students are fully funded to complete their graduation needs.
- Graduated adults are funded to upgrade from a discreet list of specific courses. Funding is not part of the block funding but is paid via Special Purpose Grant (\$7.3M in school year 2017/18).

Delivery Partners:

- School district adult centres, secondary schools, and distributed learning schools.
- Some B.C. post-secondary institutions provide programs leading to the Adult Dogwood credential.

Description:

- The current B.C. Graduation Program started on July 1, 2018.
- The current program is similar to the former 2004 Graduation Program, which started on July 1, 2004 and ended June 30, 2018. Changes to curriculum and assessments necessitated minor changes to graduation requirements which came into effect with the implementation of new Grade 10 curriculum on July 1, 2018, effectively triggering a new B.C. Graduation Program.

Key Facts:

- The B.C. Graduation Program (2018) aligns with changes in curriculum and provincial graduation assessments, including new, required assessments in Numeracy and Literacy.
- The Grade 10 Numeracy assessment was introduced in January 2018; the Grade 10 Literacy assessment is scheduled for January 2020; a new, yet-to-be-developed Grade 12 Literacy assessment will be introduced in the 2020/21 school year.
- Both the former 2004 and the current B.C. Graduation Program have parallel requirements:
 - at least 80 credits total, including 52 required credits and 28 elective credits:
 - 16 credits of these must be at the Grade 12 level, including 4 credits of Language Arts; and
 - the 52 required credits are: Language Arts 10, 11 and 12 (12 credits); Science 10 and 11 or 12 (8 credits); Social Studies 10 and 11 or 12 (8 credits); Mathematics 10 and 11 or 12 (8 credits); Physical and Health Education 10 (4 credits); Arts Education or Applied Design, Skills, and Technologies (4 credits); and Career Education (8 credits).

Key Outcomes:

- Changes to graduation requirements were announced in May 2016. Since then, ministry systems (e.g., TRAX, Course Registry) have been reprogrammed to include the new graduation requirements, effective July 1, 2018. In December 2018, a new Grade 12 Literacy assessment was announced.
- The ministry has assisted Boards of Education, Independent School Authorities, the Yukon, Offshore Schools, and First Nations Schools to prepare for implementation of the new Graduation Program.

Statistics:

- Approximately 44,000 school-aged students graduate with a Dogwood Diploma and 3,000 adult students graduate with an Adult Dogwood each year.
- 2017/18: The provincial six-year completion rate was 84.8%; the eligible Grade 12 graduation rate (the proportion of students enrolled in sufficient courses to meet graduation requirements that school year) was 95%.

Funding:

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

Delivery Partners:

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

Agreements:

- Connection to the British Columbia Tripartite Education Agreement (BCTEA), signed in June 2018: commitment to graduate school-aged students and adult learners in First Nations schools.

Description:

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

Statistics:

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

Key Facts:

- BAA courses are developed and approved locally based on standards set by the ministry.
- IDS allow schools to give credit for more in-depth work on a ministry or BAA course.
- Credits can be awarded for courses that are part of the External Credentials Program (accredited learning outside the school system).
- Dual Credit allows students to earn secondary school credit for eligible post-secondary courses.
- Equivalency credits are awarded for documented learning from other jurisdictions.
- Challenge credits may be awarded for undocumented prior learning.
- Local Boards and Authorities are required to have policies and procedures in place for awarding credit through various grad credit options.
- The current B.C. Graduation Program took effect July 1, 2018. Both the former 2004 and the current B.C. Graduation Program have parallel requirements:
 - at least 80 credits total, including 52 required credits and 28 elective credits:
 - 16 credits of these must be at the Grade 12 level, including 4 credits of Language Arts; and
 - the 52 required credits are: Language Arts 10, 11 and 12 (12 credits); Science 10 and 11 or 12 (8 credits); Social Studies 10 and 11 or 12 (8 credits); Mathematics 10 and 11 or 12 (8 credits); Physical and Health Education 10 (4 credits); Arts Education or Applied Design, Skills, and Technologies (4 credits); and Career Education (8 credits).

Key Outcomes:

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

Funding:

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

Student Progress Reporting

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Description:

- The Student Reporting Policy was implemented in 1994/95.
- This policy sets the provincial standards for providing quality and timely updates to parents on their child's progress.
- In 2016, to align with new curriculum, the ministry introduced an Option A: Interim Student Reporting Guidelines for Grades K-9, providing flexibility for Boards to develop and follow local student reporting policy and procedures.
- For Grades 10-12, Boards follow the revised Student Reporting Policy (Option B), which is a traditional reporting method.
- The current Student Reporting Policy will remain in place for the 2018/19 school year and a pilot of a new draft reporting policy is being trialled during this time. 13 SDs and 2 independent schools are piloting the policy in full.

Key Facts:

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

Key Outcomes:

- A K-9 Student Reporting Policy Pilot was launched in August 2018 and has 13 SDs and 2 independent schools trialling a new draft reporting policy. A key aspect being trialled is the use of a provincial proficiency scale instead of letter grades. Recommendations for the Minister will be forthcoming at the culmination of the pilot.
- Classroom Assessment and Reporting Advisory Group (CAR), a group of provincial leaders (BCSSA, BCPVPA, FISA, FNESEC), formed in 2016 to provide advice on directions for classroom assessment supports and reporting policy. Membership for this group was revisited this fall.
- Your Kid's Progress: Engagement Summary Report, October 2017.

Statistics:

- In July 2017, about half of the SDs were surveyed regarding their student progress reporting practices.
 - 85% surveyed were piloting policies and procedures meeting the Interim Student Reporting Guidelines for Grade K-9 (Option A) in the 2016/17 school year but generally noted they were using a mixture of Option A and B across their schools.
- Half of SDs expressed interest in pilot participation. While only 13 SDs were selected, 10 others are trialing some aspects of the draft policy.

Funding:

- \$246K budget for both Classroom Assessment and Reporting for 2018/19 fiscal year

Authority:

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

Services to Ministry:

- Revised Student Reporting Policy informed by provincial trial with pilot sites and the CAR Advisory Group.

Agreements:

- Terms of Reference with Classroom Assessment and Reporting Advisory Group renewed to December 2020. Letters of Agreement signed by pilot participants for the 2018/19 school year.

LEARNING DIVISION

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Distributed Learning

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DISTRIBUTED LEARNING

updated January 31, 2019

Description:

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

Key Facts:

- As of 2006, districts and authorities must have an agreement with the Minister to operate a DL school (*School Act*, Section 75 (4.1) and *Independent School Act*, Section 8.1).
- Last substantive change to legislation was in 2013, allowing students in Grades 8 & 9 with the ability to cross enrol as long as the DL school was operated by another District
- The policy and program delivery model for DL is currently under review, in response to the Funding Model Review (FMR) recommendation #10, to ensure consistent access to quality DL programming for students across BC.

Key Outcomes:

- DL continues to provide access, personal connections to teachers, and flexibility in timetables, course options, and personal needs that can't be accommodated through a traditional classroom.
- Delivered through 74 DL schools.
- DL provides greater course options for students through the ability to cross-enrol.
- 2017/18 Average Final English 12 exam mark: Public DL – 65% / Independent DL –67%

Statistics:

		2017/18	+/- From Previous SY
Headcount	Public	53,326	- 0.89%
	Independent	13,133	-1.52%
	Adults	9,205	+16.12%
	Total	65,556	- 0.96%
FTE	Public	11,447.3	-11.54%
	Independent	8,461.5	- 8.82%
	Adults	1,205.5	+13.69%
	Total	19,908.8	-10.41%
Completed Courses (Course Completion Rate)	Public	52,158	55.0% (overall)**
	Independent	38,343	47.0% (overall)**
	Total	90,501	51.0% (overall)**
Cross-Enrolled	Grades 8-12	38,678	- 17.4%

Note: Headcount, FTE and Cross-enrolled percentage, reflects either an increase, or decrease from the 2017/18 SY.

**Percentage reflects number of students who became active and completed

Agreements:

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

Delivery Partners:

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

Funding:

- 2017/18 school year, ~\$148.8M allocated to districts and authorities through the annual operating grant (includes supplemental funding).
- Basic allocation per DL student (school-age) is \$6,100; bricks & mortar receive \$7,423 (2018/19 SY).
- Adults are funded at \$587 per course (2018/19 SY).
- All independent DL schools are Group 1.
- Three funding submissions (September 100%, February 50% and May 33%).
- Funding Model Review has recommended 'per student' funding for DL students.

Other Ministry Partners:

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

Early Years

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Description:

The Early Years supports early learning programs and childcare B.C. initiatives for children age 0-8 years old. These include:

- **StrongStart BC (SSBC):** free, daily drop-in programs for families and their pre-school aged children.
- **Ready Set Learn (RSL):** funding to offer school orientation events for pre-schoolers (3-5 years).
- **Full Day Kindergarten (FDK):** available to all children within B.C.
- **Childcare BC initiatives:** Supporting system changes and influencing practice in early learning.

Statistics (all 2017/18):

- SSBC:
 - 326 programs in public schools across BC
 - approximately 34,000 children participated
- RSL:
 - 1,169 participating schools
 - 1,053 public
 - 116 independent
 - Over 32,000 participating children
 - Over 30,000 participating adults
- FDK:
 - 46,121 total enrolments
 - 39,423 public school
 - 6,698 independent school
- Nearly one-third of children enter kindergarten vulnerable in one or more areas such as social/emotional development.

Key Facts:

- The provincial government has committed to investing in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure childcare is accessible for all families.
- Four ministries share responsibility for early childhood education in BC:
 - Education (EDUC): early learning programs
 - Health: licencing
 - Children and Family Development (MCFD): childcare funding, Early Childhood Education (ECE) certification, early years services (i.e. early childhood development and family support)
 - Advanced Education: ECE post-secondary training
- EDUC launched RSL in 2004, SSBC in 2007, and FDK in 2010.
- EDUC first published the B.C. Early Learning Framework in 2008 and began revising in 2018.
- Kindergarten is optional in B.C. but nearly all children attend (99% of age cohort).

Key Outcomes:

- Changing Results for Young Children (CR4YC): Pilot project findings concluded the model supports social/emotional development of young children and increases collaborative inquiry for educators in different settings. For example, 88% of children showed positive changes in relationships; 77% improved in self-regulation. 23% of educators were already strong in social/emotional skills; 68% reported increased skills.
- A first draft of the revised Early Learning Framework (2018) has been completed in consultation with early learning sector partners. The final draft will be ready for public use by September 2019.

Funding:

- Special grants (SY 2017/18):
 - SSBC: \$10.4M
 - \$32K per location
 - RSL: \$2.75M
- Through annual operating grants to schools:
 - FDK: \$384M
- Childcare B.C. initiatives (FY 2018/19): \$2.25 M

Delivery Partners:

1. School Districts (SD) – all programs and initiatives.
2. Independent schools - FDK and RSL.
3. United Way of the Lower Mainland (UWLM) – CR4YC and Strengthening Early Years to Kindergarten Transitions projects.
4. MCFD – Childcare B.C. initiatives, Unique Identifier (PEN).

Childcare BC Initiatives:

- **Changing Results for Young Children:** partnering with 36 SDs and the UWLM to improve social/emotional outcomes for young by developing professional learning networks between ECEs and primary teachers. This project will scale up by an additional 10 districts in 2019/2020.
- Revising the 2008 **Early Learning Framework** to align with the B.C. curriculum, extend to include children from birth to age eight, and integrate Indigenous principles of learning.
- **Professional Learning Model for SD ECEs:** support implementation of the revised Early Learning Framework through leveraging professional learning networks of ECEs and primary teachers.
- **Parent Resources:** publishing new and revised resources for parents to support early learning. This includes publishing in multiple languages.
- **Strengthening Early Years to Kindergarten Transitions:** supporting six SDs to pilot new approaches to improving children's transitions from early childhood settings into school, to inform future policies and programs.
- **Pilot full-day childcare in selected SSBC sites:** identifying up to eight underutilized SSBC locations to convert into full day childcare, to develop district capacity in overseeing child care operations.
- **Unique Identifier:** exploring PEN as a unique identifier in B.C.'s early care and learning system.
- **Childcare space in Neighbourhood Learning Centres (NLC):** allocating up to 15% of additional space to a new school or a full replacement school for a NLC.

French Education

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Description:

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

Statistics:

- In 2018/19, 6,087 students were enrolled in the Francophone Program, about **1%** of the B.C. public school student population.
- In 2018/19, 53,995 students were enrolled in a French Immersion Program, about **9.5%** of the B.C. public school student population.
- In the last 10 years, the French Immersion student population in the public system has increased by 23% and the Francophone student population by 39%.
- Six-Year completion rate in 2017/18:
 - **95.9%** for French Immersion students (public schools)
 - **98.4%** for Francophone students (public schools SD093)
- In 2017/18, 2,784 students received a double Dogwood (2,639 French Immersion and 145 Francophone students) (certificate in English and French).
- In B.C., students (Grades 5 to 8) are required to study a second language; about **78%** of these students (in 2018/19) studied Core French.

Key Facts:

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

Key Outcomes:

- Published all K-12 provincial curriculum in French.
- Led a mission to Europe (April 2018): renewed a Letter of Intent with France and created new scholarships to promote language learning, foster intercultural collaborations and help address the French teacher shortage.
- Consulted provincial stakeholders to ensure full understanding of their priorities and needs in preparation to the next Canada-B.C. Agreement.
- Worked with the sector to draft a French teacher recruitment and retention strategy.

Agreements/Funding:

1. Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2018, expired on March 31, 2018.
 - Negotiations are underway – Target date for signing: March 31, 2019.
 - The language of the next Protocol will likely be at a higher level than in previous years, to allow more flexibility for Provinces.
 - B.C.'s funding for 2018-2020 has been confirmed (status quo).
2. The Canada-B.C. Bilateral Agreement on Minority Language Education and Second Language Instruction 2013-2018:
 - \$80.5M of federal funding over five years.
 - \$9.4M in complementary funding.
 - Expired on March 31, 2018; negotiations will start once a new Protocol is ratified.

Risks:

- The Protocol funding has been static since 2009 and the Government of Canada has announced that no funding increase will be provided for the next Protocol.
- The formula to allocate Protocol funding among Provinces and Territories has remained the same since 2009. Some P/T have requested for it to be reviewed to better reflect current needs and enrolment trends across the country.

Description:

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

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

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

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

Key Facts:

- The former Protocol was signed in 2013 and expired on March 31, 2018.
- A negotiation committee composed of representatives from all P/T was created in 2016.
- Negotiations are still underway, with March 31, 2019 as a target date for the Protocol signing.
- The Ministry has committed provincial funds to cover initial costs of program delivery and avoid any program interruption, while negotiations are underway.
- In January 2019, the Ministry received a letter from the Federal Government confirming that B.C. will continue to receive the same amount of funding annually (\$16.1M) in 2018/2019 and 2019/2020.
- Once Protocol negotiations are completed, B.C. will engage in bilateral negotiations with the Federal Government to sign a Canada-B.C. Agreement.
- Conseil Scolaire Francophone (CSF) has requested that the Ministry increase the budget allocation for minority language and clarify how B.C. matches federal funds in the next Canada-B.C. Agreement.
- The Federal Government announced a new investment (outside the Protocol) to address the French teacher shortage: \$62M over 4 years.
- Ministries will be able to submit project proposals to access these new funds for school year 2019/2020. (The call for proposals is expected to start in February 2019.)
- Ministry staff are working with a provincial advisory committee to collect input from the sector and draft a proposal.

Funding:

- B.C. received \$16.1M annually; total of \$80.5M over five years to support:
 - \$64.5M K-12 initiatives in school districts
 - \$11.6M post-secondary initiatives
 - \$2.0M K-12 initiatives in independent schools
 - \$1.7M support cultural initiatives implemented by Francophone associations for students
 - \$0.7M support early childhood initiatives
- Complementary Funding: In addition, B.C. can annually apply for complementary funding to support new initiatives going beyond the scope of the agreement. During the former agreement (2013-2018), the Ministry received \$9.4M in complementary funding.

Statistics:

- 37% of the overall funding (\$30.2M) supports minority language education and is mostly allocated to the CSF (6,087 students).
- 63% of the overall funding (\$50.3M) supports second language instruction and is mostly allocated to the 57 school districts offering second language programs (French Immersion: 53,995 students (public only); Core French: 221,522 students (Public and Independent)).

Key Outcomes:

- The Ministry has achieved significant performance targets outlined in the Agreement including:
 - Increasing by 18 the number of schools offering a French Immersion program from 2012/13 to 2018/19 (for a total of 283 schools, both public and independent)
 - Ensuring Francophone students have comparable results to students in English Programs for FSA reading assessments in 2017/18:
 - Grade 4 students on track or extending expectations: Francophone: 80%; all students: 79%
 - Exceeding targets for student enrolment in French programs from 2012/13 to 2018/19:
 - CSF enrolment: +28% (target was +6%)
 - French Immersion enrolment: +13% (target was to keep enrolment number from decreasing)
- Complementary projects:
 1. \$3.7M over three years to support the construction of a CSF school in Port Coquitlam.
 2. \$35,168 to equip every school in CSF with 3D printers.

Inclusive Education

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Description:

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

Key Facts:

- Foundations courses offered through the ABE program enable adults to develop the knowledge and skills required to be successful in courses required for graduation. The courses support two groups of adult students:
 - Non-graduated adults who are functioning below the Grade 11 or 12 level in a given subject area.
 - Graduated adults who wish to take a Grade 11 or a 12 course, to upgrade their marks.
- Several school districts integrate their Distributed Learning (DL) and ABE programs; approximately 5,000 students are adult DL learners in 2018/19.
- 34 tuition-free courses for graduated adults were reinstated effective September 2017 (in addition to the foundation courses that were already tuition-free).
- As of September, 2018, 45 school districts offered ABE.
- Funded courses are only available to B.C. residents.

Statistics:

	Non-Graduated Adult Students in B.C. Public Schools (includes Sept. and Feb. Enrolment)	Graduated Adult Students in B.C. Public Schools (includes Sept. and Feb. Enrolment)
2018/19* <i>*year to date</i>	5,185	6,375
2017/18	10,712	10,083
2016/17	12,048	6,894
2015/16	12,889	8,519

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

Key Outcomes:

- School districts have responded to the reinstatement of tuition-free courses for graduated adults by rebuilding their ABE programs.
- In 2018/19, there was a 37% decrease (3,708 students) in enrolment of tuition-free courses for graduated adults when compared to the number of graduated adults that entered the program during the entire 2017/18 school year.

Funding:

- \$4,696 per FTE for non-graduated students
 - An FTE is calculated whereby registration in 8 courses constitutes one FTE for funding.
- Graduated adults are funded through a Special Grant. Actual costs for 2017-18 were \$5.733M. \$6.9M is forecasted to be spent in 2018/19.
- ABE enrollment funding is demand-driven; program expenditure depends on enrollment uptake.

Delivery Partners:

- Ministry of Advanced Education, Skills and Training

Description:

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

Funding:

- School boards receive funding through CommunityLINK to support vulnerable students. The funding formula includes being in government care as one of the indicators of vulnerability.
- An additional \$24,300 was invested in 2018/19 to support trauma informed training.

Agreements:

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

Delivery Partners:

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

Key Facts:

- Children and youth in care (CYIC) are among the most vulnerable student populations in the school system. They often lack traditional family supports and have experienced trauma.
- Half of CYIC have a designated special need, and 64% self-identify as Aboriginal.
- In October 2017, the Representative for Children and Youth (RCY) released a new report, *Room for Improvement: Toward Better Education Outcomes for Children in Care*. This report contained four recommendations for the Ministry of Education.
- In December 2018, the RCY released the *Alone and Afraid* report, containing four additional recommendations for the Ministry (two are joint with MCFD)

Key Outcomes:

- The Ministry has plans in place to address all recommendations from the RCY and improve outcomes of CYIC. The branch is working with MCFD to implement the plans.
- EDUC and MCFD collaborated to update the *Children and Youth in Care Guidelines* for the Education Sector. The Guidelines were released in fall 2017.
- EDUC and MCFD meet twice a month to continue work towards the recommendations made in the RCY's reports.

Statistics:

- In 2016/17, 6,324 students were identified as in CYIC care in previous year:
 - About 1% of the B.C. students between 5 and 19 years old who were at their authority schools as of September 30 in 2016/17 (the total number of B.C. students in the cohort was 630,009).
- Of these 6,324 students, about:
 - 50 percent are students with special needs
 - 64 percent are Indigenous
- Six-year completion: All CYIC has risen from 36.7% in 2012/13 to 45.9% in 2016/17.
- Six-year completion: Indigenous CYIC has risen from 28.6% in 2011/12 to 38.7% in 2016/17.
- Six-Year completion: Non-Indigenous CYIC has risen from 43.6% in 2011/12 to 53.6% in 2016/17.

Description:

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

Funding:

- \$52.4M distributed to 60 school districts in 2018/19.
- \$11.2M Vulnerable Student Supplement (VSS) dispersed to 25 school districts deemed as having higher vulnerable student population.
- Funding remains fairly static with incremental increases to account for wage settlement adjustments.
- EDUC funding formula review recommends changes to CommunityLINK funding disbursement to be included as a part of a single Inclusive Education Supplement. This will be discussed through the Inclusive Education Funding Model Review Working Group.

Key Facts:

- Each school district has a CommunityLINK coordinator
- CommunityLINK funding is disbursed to public schools only.
- 60,000 - 80,000 vulnerable students served by CommunityLINK each school year.
**These numbers will be updated by mid February when Ministry has received all of the School District reports*

Expenditures by Category (2016/17) in Percentage of total CL and Vulnerable Student Supplement (VSS) Budget		# of SDs delivering
Food	24.6%	51
Academic	12.6%	44

Key Outcomes:

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

Delivery Partners:

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

Accountability Reporting:

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

COMMUNITY LINK

updated January 14, 2019

School District	2017/18 CL	2017/18 VSS	School District	2017/18 CL	2017/18 VSS
5 Southeast Kootenay	\$355,524	\$22,675	53 Okanagan Similkmn.	\$225,576	
6 Rocky Mountain	\$375,213		54 Bulkley Valley	\$217,585	
8 Kootenay Lake	\$594,036	\$6,169	57 Prince George	\$2,071,891	
10 Arrow Lakes	\$104,964		58 Nicola-Similkameen	\$287,329	\$91,998
19 Revelstoke	\$91,170		59 Peace River South	\$361,243	
20 Kootenay-Columbia	\$667,710		60 Peace River North	\$548,036	
22 Vernon	\$644,729	\$231,133	61 Greater Victoria	\$3,859,245	
23 Central Okanagan	\$1,239,231	\$467,793	62 Sooke	\$750,473	
27 Cariboo-Chilcotin	\$654,209	\$71,371	63 Saanich	\$391,056	
28 Quesnel	\$459,818		64 Gulf Islands	\$160,931	
33 Chilliwack	\$702,668	\$474,120	67 Okanagan Skaha	\$383,183	\$272,576
34 Abbotsford	\$1,209,445	\$428,862	68 Nanaimo-Ladysmith	\$2,224,298	
35 Langley	\$1,972,436		69 Qualicum	\$368,340	\$12,466
36 Surrey	\$3,894,618	\$3,295,640	70 Alberni	\$909,821	
37 Delta	\$556,594	\$412,568	71 Comox Valley	\$602,106	
38 Richmond	\$740,189	\$1,412,588	72 Campbell River	\$525,914	\$166,545
39 Vancouver	\$9,015,094		73 Kamloops/Thompson	\$1,576,753	
40 New Westminster	\$1,500,780		74 Gold Trail	\$376,168	
41 Burnaby	\$2,317,538	\$429,145	75 Mission	\$386,475	\$271,358
42 Maple Ridge-Pitt M.	\$544,260	\$701,412	78 Fraser-Cascade	\$345,619	
43 Coquitlam	\$1,447,434	\$1,076,932	79 Cowichan Valley	\$636,178	\$288,878
44 North Vancouver	\$1,088,361	\$20,712	81 Fort Nelson	\$130,132	
45 West Vancouver	\$248,062	\$161,037	82 Coast Mountains	\$605,925	\$144,511
46 Sunshine Coast	\$493,656		83 N. Okanagan-Shuswap	\$315,159	\$277,638
47 Powell River	\$198,707		84 Vancouver Isl. West	\$127,552	
48 Sea to Sky	\$287,620		85 Vancouver Isl. North	\$308,263	
49 Central Coast	\$237,169		87 Stikine	\$551,519	
50 Haida Gwaii/Q. Chrlt.	\$107,188		91 Nechako Lakes	\$493,322	\$191,308
51 Boundary	\$137,486		92 Nisga'a	\$132,612	
52 Prince Rupert	\$500,458		93 Conseil Scolaire Franc.	\$129,145	\$290,066
Provincial Totals				\$52,388,216	\$11,219,501

Description:

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

Key Facts:

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

Report recommendations with Ministry of Education responsibility include:

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

Statistics:

- Mortality rate for First Nations youth and young adults was almost two times higher than the rate of their non-First Nations peers (64.0 per 100,000 compared to 32.7 per 100,000 respectively). (Review Period of Report: 2010-15)
- B.C. has the greatest diversity of Indigenous peoples in Canada, with over 200 First Nations communities, each possessing its own unique culture and traditions.

Key Outcomes:

- The Ministry of Education has accepted the recommendations of the report and has articulated an action plan that includes cross-ministry/ organization collaboration. Updates on the recommendations include:
 1. The recently signed BC Tripartite Education Agreement, focused on improved success for First Nations students; the Equity in Action Project (designed to reduce racism and improve success for Indigenous students) expanding to 17 new School Districts; co-developing an Indigenous Language Learning Policy with FNESC.
 2. The Ministry of Education has participated in cross-ministry coordination meetings and is in the process of developing training resources for school districts to support compassionate learning communities, including trauma-informed practice; resources are being piloted in January 2019 and expected to be released in Spring 2019.
 3. The Ministry is collaborating with the First Nations Health Authority, the Ministry of Advanced Education, Skills and Training, and service partners to discuss the process of articulating a Declaration of Commitment to Advance cultural safety and humility. Signing of the Declaration is anticipated by March, 2019.

Delivery Partners:

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

Description

- The English Language Learning (ELL) program supports students with an immigrant or refugee background with English/French language development.
- School Districts (SD) are eligible to receive \$1,420 per ELL student/per year for up to 5 years.
- An Annual Instruction Plan (AIP) is required to be completed for each ELL student reported for ELL Supplemental Funding.
- The program area also includes Francization Language Learning (FLL) students in the Conseil scolaire francophone de la Colombie-Britannique (CSF).

Statistics:

- In 2018/19, there are 64,403 ELL students in British Columbia, representing over 10% of the total student population.
- From 2013/14 to 2018/19, the number of ELL students increased by 6%.
- In 2018/19, 5,696 Indigenous students were registered for ELL/ESD services.

B.C. is consistently in the top four Canadian jurisdictions attracting newcomers:

Admissions of Permanent Residents (2016 - 2018 incl. resettled refugees)*

Province	2018 total	2017 total	2016 total
Ontario	117,320	111,945	110,020
Quebec	44,310	52,395	53,245
BC	38,700	38,440	38,070
Alberta	36,140	42,090	49,200

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

Key Facts:

- ELL funding contains an eligibility category for English as a Second Dialect (ESD) which is intended to support students who speak variations of English that differ significantly from the English used in broader Canadian society and in school.
- In 2018/19, approximately 8% of all ELL students were Indigenous, receiving ESD services.
- ESD funding is used inconsistently across the province. Some SD use the funding for its intended purpose, while other school districts use the funding to support Indigenous students with lower than grade level literacy.
- Most ELL students are located in the Metro Vancouver/ Lower Mainland region of B.C. while most ESD students are located outside of the Metro Vancouver/ Lower Mainland region.

Key Outcomes:

- The 2017/18 ELL student completion rates are slightly higher than those of non-ELL students at 87.7% (compared to 84.8%).
- In 2018 the ELL Standards document stand alone Quick Scales were posted to assist teachers with ELL student assessment, placement, and reporting.
- In 2018, the Ministry updated ELL specific guidelines for Board Authority Authorized courses and the ELL Policy Guidelines

Funding:

- 2018/19, supplemental ELL funding totalled \$91.5M.
- \$1,420 per student/per year – for up to 5 years.

***see breakdown by SD on next page*

Services to Ministry:

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

ELL SUPPLEMENTAL FUNDING, 2018/19

School District	ELL/FLL	
	2018/19 Headcount	\$1,420 Funding
5 Southeast Kootenay	75	106,500
6 Rocky Mountain	34	48,280
8 Kootenay Lake	57	80,940
10 Arrow Lakes	2	2,840
19 Revelstoke	38	53,960
20 Kootenay-Columbia	8	11,360
22 Vernon	42	59,640
23 Central Okanagan	604	857,680
27 Cariboo-Chilcotin	267	379,140
28 Quesnel	70	99,400
33 Chilliwack	552	783,840
34 Abbotsford	2,626	3,728,920
35 Langley	1,349	1,915,580
36 Surrey	17,676	25,099,920
37 Delta	1,619	2,298,980
38 Richmond	5,667	8,047,140
39 Vancouver	8,899	12,636,580
40 New Westminster	1,196	1,698,320
41 Burnaby	4,885	6,936,700
42 Maple Ridge-Pitt Meadows	655	930,100
43 Coquitlam	4,738	6,727,960
44 North Vancouver	986	1,400,120
45 West Vancouver	1,193	1,694,060
46 Sunshine Coast	159	225,780
47 Powell River	27	38,340
48 Sea to Sky	414	587,880
49 Central Coast	16	22,720
50 Haida Gwaii	49	69,580
51 Boundary	0	0
52 Prince Rupert	205	291,100
53 Okanagan Similkameen	175	248,500
54 Bulkley Valley	10	14,200
57 Prince George	1,430	2,030,600
58 Nicola-Similkameen	9	12,780
59 Peace River South	111	157,620
60 Peace River North	532	755,440
61 Greater Victoria	1,883	2,673,860
62 Sooke	551	782,420
63 Saanich	475	674,500
64 Gulf Islands	39	55,380
67 Okanagan Skaha	95	134,900
68 Nanaimo-Ladysmith	853	1,211,260
69 Qualicum	65	92,300
70 Alberni	164	232,880
71 Comox Valley	118	167,560
72 Campbell River	252	357,840
73 Kamloops/Thompson	215	305,300
74 Gold Trail	0	0
75 Mission	340	482,800
78 Fraser-Cascade	93	132,060
79 Cowichan Valley	383	543,860
81 Fort Nelson	10	14,200
82 Coast Mountains	214	303,880
83 North Okanagan-Shuswap	46	65,320
84 Vancouver Island West	73	103,660
85 Vancouver Island North	144	204,480
87 Stikine	22	31,240
91 Nechako Lakes	0	0
92 Nisga'a	136	193,120
93 Conseil scolaire francophone	1,857	2,636,940
Provincial Totals	64,403	91,452,260

<p>Description:</p> <ul style="list-style-type: none"> Provincial Resource Programs (PRPs) are specialized education programs and supports providing: <ul style="list-style-type: none"> education programs for students who cannot be in education settings (hospitals, treatment centres, custody) centralized programs where it is not possible for school districts to meet student needs (i.e. School for the Deaf) outreach supports for educators working with students with diverse needs (i.e. Outreach for Autism, Fetal Alcohol Spectrum Disorder (FASD)) 	<p>Key Facts:</p> <ul style="list-style-type: none"> Provincial Resource Programs have been formally operating since 1989. PRPs are established by Ministerial Order, funded by the ministry and hosted by school districts. <ul style="list-style-type: none"> In 2017/18 a review of the PRPs was completed along with a Quality Review Pilot. 3 inter-ministerial programs and 2 outreach programs were reviewed: <ul style="list-style-type: none"> POPDB (POPDeafblind) POPEI <i>Early Intervention</i> – renamed <i>POPEY (Early Years)</i> BC Children’s Hospital Eating Disorders program in Vancouver, Daughters and Sisters and Waypoint in Surrey. Positive changes as a result of the reviews include: <ul style="list-style-type: none"> addressing challenges programs were facing regarding space, supporting teachers to align with new curriculum, supporting districts in tracking of finances for programs (to increase accountability and better align with district reporting processes for operating grant funding), adjusting the outcome reporting template to collect more meaningful data efficiently. In 2018/19 four programs will be undergoing a quality review: <ul style="list-style-type: none"> Abbotsford Adolescent Day Treatment School Program, Simon Fraser Youth Day Treatment School Program, The School for the Deaf, and The Provincial Outreach Program for Deaf and Hard of Hearing 	
<p>Statistics:</p> <ul style="list-style-type: none"> ~2,300 students received services and supports from PRPs in 2016/2017. ~ 6,000 classroom teachers received supports from PRPs in 2016/2017. There are 41 PRPs hosted by 16 school districts, these include: <ul style="list-style-type: none"> 9 Provincial Outreach Programs that provide support for educators working with students with exceptional needs 29 Provincial Support Services education programs for students who cannot be in education settings 3 Provincial Services 	<p>Funding:</p> <ul style="list-style-type: none"> 2018/19 <ul style="list-style-type: none"> \$27.83M (Base) \$ 3.45M (Block – wage increases) \$31.28M Total Base funding for PRPs remains static. Block funding increases annually based on school district negotiated local collective agreements. 	<p>Agreements:</p> <p>Inter-Ministerial Protocols (IMPs)</p> <ul style="list-style-type: none"> IMP - Education and MCFD regarding educational programs in Youth Custody Services Centres, the Maples Adolescent Treatment Centre and Court-Ordered Residential Attendance Programs. IMP – Education, MCFD and Health (through Health Authorities) to provide services for children and youth with mental health needs and/or substance use problems. IMP – Education and MCFD regarding educational programs for students while in in-hospital, hospital outpatient or residential treatment programs.
	<p>Delivery Partners:</p> <ol style="list-style-type: none"> Ministry of Children and Family Development (MCFD) Ministry of Health (BC Health Authorities) Host School Districts 	

PROVINCIAL RESOURCE PROGRAMS

Full Listing of Provincial Resource Programs – by Cluster

Current Provincial Resource Programs	SD	Clusters
9 Provincial Outreach Services		
Provincial Inclusion Outreach Program	61	Provincial Outreach Services
Provincial Outreach for Autism & Related Disorders (POPARD)	37	Provincial Outreach Services
Provincial Outreach for Cochlear Implants & Auditory Training Equipment	47	Provincial Outreach Services
Provincial Outreach for Deaf-Blindness (POPDB)	38	Provincial Outreach Services
Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD)	57	Provincial Outreach Services
Provincial Outreach Program for Deaf & Hard of Hearing	41	Provincial Outreach Services
Provincial Outreach Program for Early Years	38	Provincial Outreach Services
Provincial Resource Centre for the Visually Impaired (PRCVI)	39	Provincial Outreach Services
SET-BC Special Education Technology Provincial Centre	39	Provincial Outreach Services
SET-BC Region 1 (Vancouver Island/Central Coast)	61	Provincial Outreach Services
SET-BC Region 3 (Kamloops-Thompson)	73	Provincial Outreach Services
SET-BC Vision Services	39	Provincial Outreach Services
29 Provincial Support Services (includes 5 summer programs)		
AMUT School Program – Aboriginal	36	Provincial Support Services - Custody
Camp Trapping School Program	57	Provincial Support Services - Custody
Fraser Park Secondary (Open) School Program	41	Provincial Support Services - Custody
Fraser Park Secondary (Secure) School Program	41	Provincial Support Services - Custody
Headstart School Program	72	Provincial Support Services - Custody
Oasis/Woodside School Program	72	Provincial Support Services - Custody
Two Wolves Centre School Program	57	Provincial Support Services - Custody
Daughters & Sisters School Program – Females Only	36	Provincial Support Services - Drug & Alcohol
Waypoint School Program – Males Only	36	Provincial Support Services - Drug & Alcohol
Kackaamin Family Development Centre School Program	70	Provincial Support Services - Drug & Alcohol
Nenqayni Wellness Centre School Program - Aboriginal	27	Provincial Support Services - Drug & Alcohol
Peak House School Program	39	Provincial Support Services - Drug & Alcohol
BC Children's Hospital School Program	39	Provincial Support Services - Hospital
Canuck Place School Program	39	Provincial Support Services - Hospital
GF Strong Rehabilitation Centre School Program & <i>Summer</i> Program	39	Provincial Support Services - Hospital
Sunny Hill Hospital School & <i>Summer</i> Program	39	Provincial Support Services - Hospital
Abbotsford Adolescent Day Treatment School Program	34	Provincial Support Services - Mental Health
Adolescent Day Treatment Program	36	Provincial Support Services - Mental Health
Adolescent Psychiatric Unit	36	Provincial Support Services - Mental Health
BC Children's Hospital Adolescent Psychiatric Unit School & <i>Summer</i> Program	39	Provincial Support Services - Mental Health
BC Children's Hospital Child Psychiatric School & <i>Summer</i> Program	39	Provincial Support Services - Mental Health
BC Children's Hospital Eating Disorders In-Patient Program	39	Provincial Support Services - Mental Health
Interior Health Adolescent Psychiatry Unit School Program	23	Provincial Support Services - Mental Health
Ledger School Program	61	Provincial Support Services - Mental Health
Maples Assessment School & <i>Summer</i> Program	41	Provincial Support Services - Mental Health
Maples Complex Special Needs School Program	41	Provincial Support Services - Mental Health
Maples Regular School Program	41	Provincial Support Services - Mental Health
Simon Fraser Youth Day Treatment School Program	43	Provincial Support Services - Mental Health
University Hospital of Northern British Columbia Program	57	Provincial Support Services - Mental Health
3 Provincial Services		
BC Provincial School for the Deaf	41	Provincial Services
Provincial Oral Program for the Deaf & Hard of Hearing	41	Provincial Services
Transition Program for Gifted Students	39	Provincial Services

Description:

- On December 10, 2018, the Representative for Children and Youth (RCY) released a new report *Alone and Afraid: Lessons learned from the ordeal of a child with special needs and his family, an investigation into a critical injury of a child with autism spectrum disorder*.
- The report outlines eleven recommendations to Government, four of which are directed to the Ministry of Education:
 - Rec 3: That MCFD works with the Ministries of Health and Education to develop an integrated service delivery model.
 - Rec 6: That MCFD and the Ministry of Education develop practice guidelines and a joint protocol to address concerns of unexplained school absences and withdrawals.
 - Rec 7: That the Ministry of Education establish mechanisms to enable local school districts to identify and do timely follow up when a school-age student is not registered in an educational program.
 - Rec 8: That EDUC determine how many students with special needs designations are being homeschooled and determine whether they need additional supports.

Key Facts:

- RCY is a non-partisan, independent officer of the Legislature. RCY publishes reports on critical injuries and deaths of children who received a reviewable service from MCFD in the year prior to the critical injury or death.
- EDUC works with RCY to ensure the recommendations are implemented.
- Inclusive Education branch develops provincial strategies to improve education outcomes for children and youth in government care.
- The branch works in partnership with the MCFD, Advanced Education, Skills and Training (AEST), education partners and school districts.
- EDUC is committed to ensuring success of all learners and providing equitable access to quality education for learners with diverse abilities and disabilities.
- The Ministry accepts all the recommendations contained in the report and agrees that actions need to be taken to improve success of all learners.

Key Outcomes:

- Rec 3: Districts and schools currently employ a team-based approach when developing supports and service plans for students with special needs. Integrated service delivery models are within the scope of the provincial mental health and substance use strategy, being led by the Ministry of Mental Health and Addictions and currently under consideration for Budget 2019.
- Rec 6: The Ministry is committed to working with MCFD, school districts, education partners and other stakeholders to ensure practice guidelines and protocols are in place to improve school attendance.
- Rec 7: The Ministry will explore what mechanisms can be created and implemented to enable local school districts to do a timely follow up when a school-age child is not registered in an educational program.
- Rec 8: Ministry currently collects 1701 data on students registered as homeschoolers and will explore the ways to determine how many students with special needs designations are being homeschooled.

Statistics:

Children and Youth in Care (CYIC)

- 2016/17 - 6,324 students
- 3,190 (50%) of CYIC students have special needs designation
- 4,026 (64%) of them are Indigenous students make up 64% of the total CYIC population

Homeschooler Registrations

- 2018/19 – 2,309
(Public 1,791, Independent 518)

Funding:

- School Districts and Independent School Authorities are eligible to receive supplemental, non-targeted, funding (\$19,400, 2018/19) per student designated with ASD.

Services to Ministry:

- Health authorities provide autism assessment which is conducted by a specially trained pediatrician, psychologist, or psychiatrist

Agreements:

Inter-ministerial Protocols for the Provision of Support Services to Schools

Delivery Partners: School districts, MCFD, Health

Description:

- In October 2017, RCY released *Room for Improvement: Toward Better Education Outcomes for Children in Care*.
- The report highlighted lower academic achievement of children and youth under a Continuous Custody Order (CCO) compared to the rest of the student population. Children and youth with a CCO have delegated social workers as their legal guardians.
- The report outlined six recommendations for the Government, four of which were directed at the Ministry of Education (EDUC):
 1. allocate targeted funding for children and youth in care,
 2. strengthen the monitoring/reporting of education outcomes,
 3. develop a strategy for Aboriginal children and youth, and
 4. work with MCFD and school districts to create positions dedicated to improving outcomes of children and youth in care.

Statistics:

- In 2016/17, 6,324 students were identified as in CYIC care in previous year:
 - About 1% of the B.C. students between 5 and 19 years old who were at their authority schools as of September 30 in 2016/17 (the total number of B.C. students in the cohort was 630,009).
- Of these 6,324 students, about:
 - 50 percent are students with special needs
 - 64 percent are Indigenous
- Six-year completion: All CYIC has risen from 36.7% in 2012/13 to 45.9% in 2016/17.
- Six-year completion: Indigenous CYIC has risen from 28.6% in 2011/12 to 38.7% in 2016/17.
- Six-Year completion: Non-Indigenous CYIC has risen from 43.6% in 2011/12 to 53.6% in 2016/17.

Key Facts:

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

Key Outcomes:

- EDUC developed a plan to improve education outcomes and supports for children and youth in care.
- EDUC and MCFD collaborated to update the Children and Youth in Care Guidelines for the Education Sector (released in fall 2017).
- Updates on the recommendations from the Room for Improvement Report include:
 1. A review of the public-school funding formula to ensure funding is stable and equitable. Targeted funding for CYIC is not a recommendation in the final report from the Funding Review Committee however targeted funding for Aboriginal students has been recommended to continue and 62% of CYIC are Aboriginal.
 2. EDUC drafted its first annual report on educational outcomes of CYIC that is expected to be published in March 2019.
 3. The Ministry developed a position paper, *Meaningful Reconciliation* that outlines specific plans to support Aboriginal students.
 4. Each school district has a contact in place to support CYIC. In addition, the Ministry is working with MCFD to develop a shared agreement on how the two ministries will work together, and an escalation protocol for school district and MCFD/Delegated Aboriginal Authority (DAA) leads.

Funding:

- Currently, the Ministry does not provide targeted funding for children and youth in care.
- The Ministry of Education and the Ministry of Children and Family Development (MCFD) work together to ensure children in care have access to B.C. Training and Education Savings grants for their educational and training needs through the Learning Fund for Young Adults Charitable Trust. Approximately \$500k is paid annually to the Victoria Foundation , which manages the trust on behalf of children in care.
- Districts receive funding through CommunityLINK to support vulnerable students; being in government care is one of the indicators of vulnerability.

Delivery Partners:

1. MCFD
2. AEST
3. School Districts

Description:

- The ministry focuses on ensuring equitable access to learning for *all* students including students with designated special needs.
- B.C. students with special needs are designated within 12 inclusive education (special needs) categories, which recognise student's diverse abilities and disabilities, ranging from gifted to physically dependent needs.

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

- A Policy review is underway to bring the ***Special Education Services Manual of Policy, Procedures and Guidelines*** into alignment with the recommendations made by the Funding Model Review Committee.
- The **redesigned curriculum** supports the concept of inclusion by providing flexibility with the personalization of learning and addressing the diverse needs and interests of students.

Funding: 2017/18

Supplemental Funding: See Page 2

Agreements:

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

Key Facts:

- 12 special education categories 4 *high incidence* and 8 *low incidence (levels 1, 2, 3)*.
- Level 1: Physically Dependent, Deafblind; Level 2: Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Autism Spectrum Disorder, Visual Impairments, Deaf or Hard of Hearing; Level 3: Intensive Behaviour Supports or Serious Mental Illness
- Funding is not targeted; school districts compile funding generated to support all students.
- categories; funding for these categories is incorporated in the basic per pupil allocation for all students.
- In 2018/19, there are 14 independent schools that are designated special education schools because they exclusively serve students with special needs and have an educator: student ratio of 1:6 or less.
- The recently released Funding Model Review report recommends creating a single Inclusive Education Supplement that would incorporate several current types of funding. Through the Inclusive Education Funding Model Review Working Group, the Ministry will meet with educational stakeholders and partners to discuss how to best implement this recommendation in the current educational context.
- The Memorandum of Agreement (MOA) with BC Teachers' Federation (2017) restored 2002 language in relation to class size and composition. Teacher workload, class composition and inclusive education will continue to be important conversations during teacher bargaining.
- Public and independent schools undergo special education audits to ensure compliance with Special Education Policy.

2018/19 Statistics:

- In 2018/19, 73,107 (11.2%) of B.C.'s student population were reported with a designated special need
 - 64,864 (11.4%) students with special needs in public schools in 2018/19 up 5% from 2017/18
 - 8,243 (9.6%) students with special needs in independent schools in 2018/19, up 6% from 2017/18.
 - Chart on page 3 outlines the changes over the past five years.
- Categories with the largest increases in designated students were:
 - Autism Spectrum Disorder (G) **13,099** students (Public and Independent) in 2018/19, up from 11,689 students in 2017/18 (12.1%).
 - Intensive Behaviour Interventions/Serious Mental Illness (H) **9,061** students (Public and Independent) in 2018/19, up from 8,521 students in 2017/18 (6.3%).
 - Mild Intellectual Disability (K) **2,410** students (Public and Independent) in 2018/19, up from 2,294 students in 2017/18 (5.1%).
 - Deaf or Hard of hearing (F) **1,345** students (Public and Independent) in 2018/19, up from 1,282 students in 2017/18 (4.9%).
- The 2017/18 Six Year Completion rates for students with special needs is 75.5% (Public 75.0%, Independent 81.0%) up 1.8% from 2016/17 (73.7%).

STUDENTS WITH SPECIAL NEEDS – PUBLIC AND INDEPENDENT SCHOOLS
INCLUSIVE EDUCATION CATEGORIES TO REPORT STUDENTS FOR FUNDING (2017/2018)

updated February 12, 2019

	Letter Descriptor	Name of Category	Funding Amount	Number of Students (Prov.)	Number of Students (Public)	Number of Students (Ind.)	Supplemental Funding		% of Special Needs Students (Prov.)
							Public	Ind.	
LOW INCIDENCE CATEGORIES	(A)	Physically Dependent	LEVEL 1	590	497	93	\$21,491,890	\$3,947,490	1%
	(B)	Deafblind	\$38,140	79	69	10			
	(C)	Moderate to Profound Intellectual Disability	LEVEL 2 \$19,070	1,634	1,512	122	\$402,148,160	\$75,750,813	35.80%
	(D)	Physical Disability or Chronic Health Impairment		10,004	8,602	1,402			
	(E)	Visual Impairment		322	287	35			
	(F)	Deaf or Hard of Hearing		1,282	1,086	196			
	(G)	Autism Spectrum Disorder		11,689	9,462	2,227			
	(H)	Intensive Behaviour Interventions or Serious Mental Illness	LEVEL 3 \$9,610	8,521	7,976	545	\$78,052,420	\$5,492,114	12.20%
	Low Incidence Sub Total				34,121	29,491	4,630	\$501,692,470	\$85,190,417
HIGH INCIDENCE CATEGORIES	(K)	Mild Intellectual Disability	BLOCK \$7,301	2,294	2,191	103	N/A	N/A	51%
	(P)	Gifted		5,469	5,204	265			
	(Q)	Learning Disability		21,247	18,697	2,550			
	(R)	Moderate Behaviour Support/Mental Illness		6,773	6325	229			
	High Incidence Sub Total				35,564	32,417	3,147	N/A	N/A
Special Education School (Independent Only - All Categories)							N/A	\$1,959,000	
Total:			73,107	64,864	8,243		\$588,841,887		100%

INCLUSIVE EDUCATION CATEGORIES Changes Year over Year 2014/15 to 2018/19

Special Needs - Public Schools

Year	All Public School Students	Level 1	Level 2	Level 3	Block Funding	All Special Needs	All Special Needs (% increase)	Special Needs percentage of K-12 students
2014/15	552,786	586	18,057	7,136	31,281	57,060	0%	10.32%
2015/16	553,377	566	18,848	7,370	31,156	57,940	2%	10.47%
2016/17	557,627	560	19,659	7,975	31,060	59,254	2%	10.63%
2017/18	563,244	566	20,949	7,976	32,417	61,908	4%	10.99%
2018/19	568,983	573	22,458	8,412	33,421	64,864	5%	11.40%

Special Needs - Independent Schools

Year	All Independent School Students	Level 1	Level 2	Level 3	Block Funding	All Special Needs	All Special Needs (% increase)	Special Needs percentage of K-12 students
2014/15	80,614	77	3,088	7,136	2,474	6,060	19%	6.71%
2015/16	81,636	79	3,321	7,370	2,696	6,543	8%	7.52%
2016/17	83,470	97	3,768	7,975	3,068	7,410	13%	8.01%
2017/18	84,998	103	3,982	7,976	3,147	7,777	5%	8.88%
2018/19	86,080	107	4,224	8,412	3,263	8,243	6%	9.15%

Special Needs - Provincial (Public and Independent Schools)

Year	All K-12 School Students	Level 1	Level 2	Level 3	Block Funding	All Special Needs	All Special Needs (% increase)	Special Needs percentage of K-12 students
2014/15	633,400	663	21,145	7,475	33,755	63,120	1%	9.97%
2015/16	635,013	645	22,169	7,557	33,852	64,483	2%	10.15%
2016/17	641,097	657	23,427	7,817	34,128	66,664	3%	10.40%
2017/18	648,242	669	24,931	8,452	35,564	69,685	5%	10.75%
2018/19	655,063	680	26,682	8,521	36,684	73,107	5%	11.16%

Indigenous Education

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Description:

- The British Columbia Tripartite Education Agreement (BCTEA) carries forward B.C.'s commitments made in the 2012–2018 Tripartite Education Framework Agreement.
- Signed in July 2018, BCTEA is a five-year agreement expiring in June 2023. It is intended to initiate further systemic changes that will improve outcomes for First Nation students.
- Highlights:
 1. Creating a special grant (federal funds) and mandating transportation for First Nation students living on reserve to access B.C. public schools;
 2. Empowering interested First Nations to introduce a template local education agreement (LEA) in the absence of a unique LEA negotiated with the school district; and
 3. Dispatching district response teams to support districts struggling with First Nations student success.

Delivery Partners:

1. (a) First Nations Education Steering Committee (FNESC)
(b) First Nations Schools Association (FNSA)
2. Department of Indigenous Services Canada

Services to Ministry:

- Through BCTEA, Canada will provide \$4M in federal funding for non-status students living on reserve choosing B.C. public schools.
- This is in addition to reimbursing the Province, in the absence of an LEA, for services provided by public schools to Status First Nation students living on reserve.

Key Facts:

- BCTEA aligns with B.C.'s commitment to the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's calls to action, and the Draft Principles that guide the Province of British Columbia's Relationship with Indigenous Peoples.
- BCTEA is the only funding agreement of its kind in Canada, where federal, provincial, and First Nations governments collaborate to improve outcomes for First Nations learners.

Expected Outcomes (Short Term):

- Accreditation process for First Nations to award the Adult Dogwood school graduation certificate to students on reserve in schools or learning centres not under B.C.'s jurisdiction.
- Harmonization of government-to-government-to-government administrative processes to reduce errors and ensure equitable First Nations student funding.
- Creation of a First Nations student data committee to find strategies for providing individual First Nations and FNESC access to student-level data to inform decision making
- Publication of a February count in the *How Are We Doing - Aboriginal* report.

Statistics:

- There are roughly 5,000 school-age Status First Nation students living on reserves in BC attending band-operated First Nations schools.
- Almost 8,000 Status First Nation students attend BC public schools making up a portion of the 12% of the self-identified Aboriginal students in that system.
- 2,772 Status First Nation students attend BC Independent schools.

Completion Rates:

B.C.'s six-year completion rate for public schools in 2017/18 is as follows:

- 86.5% for all non-Aboriginal students;
- 69.6% for all Aboriginal students; and,
- 62.6% for First Nations Students living on reserve.

Funding:

- With BCTEA, Canada funds on-reserve schools annually:
 - \$90M to First Nation schools; and
 - \$10M to FNESC for second- and third-level services.

Agreements:

- New Relationship document;
- Transformative Change Accord or "Kelowna Accord"; and
- Education Jurisdiction Framework Agreement.

Description:

- In May 2018, BC released the *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples* (Draft Principles).
- The Draft Principles consist of 10 statements:
 1. Relations with Indigenous peoples will be based on the inherent right of self-government.
 2. Reconciliation is a fundamental purpose of section 35 of the *Constitution Act*.
 3. The honour of the Crown guides conduct in all of its dealings with Indigenous peoples.
 4. Indigenous self-government is part of Canada's evolving system of cooperative federalism.
 5. Treaties, agreements are intended to be acts of reconciliation.
 6. Meaningful engagement is necessary to secure free, prior, and informed consent.
 7. Any infringement of section 35, by law, must meet a high threshold.
 8. Reconciliation and self-government require a renewed fiscal relationship, developed in collaboration with the federal government and Indigenous nations that promotes a mutually supportive climate for economic partnership and resource development.
 9. Reconciliation is an ongoing process of evolving Crown-Indigenous relationships.
 10. A distinctions-based approach is needed to ensure the unique rights, interests and circumstances of Indigenous peoples are acknowledged, affirmed, and implemented.

Key Facts:

- The Draft Principles are informed by the Supreme Court of Canada Tsilhqot'in decision, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Truth and Reconciliation Commission of Canada (TRC) calls to action.
- They are viewed as 'reconciliation principles' because "they aim to end the denial of Indigenous rights that have led to disempowerment and assimilationist policies and practices".
- The Draft Principles were crafted to guide the work of the BC public service.
- They are considered to be in draft form as they are a starting point for provincial conversations with Indigenous peoples and First Nations leadership.

Ministry response:

- The Ministry recently completed an implementation plan, to ensure Ministry work is aligned with the Draft Principles, and to serve as a method of evaluation and accountability for progress towards reconciliation at the Ministry.
- The implementation plan complements the initiatives the Ministry already has underway that align with themes embedded in the Draft Principles.
- For instance, since 2009, the Province pays reciprocal tuition to eligible First Nations schools for students who are a provincial funding responsibility.
- BC's K-12 curriculum was recently revised in collaboration with Indigenous peoples.
- BC is undertaking the development of a Indigenous language education policy in partnership with the First Nations Education Steering Committee.
- The recently signed British Columbia Tripartite Education Agreement (BCTEA) serves interested First Nations who are on the path to education jurisdiction begun by the Education Jurisdiction Framework Agreement.
- The Ministry is supporting the right to self-government by supporting jurisdiction negotiations with those First Nations interested in sectoral self-government agreements.
- Through BCTEA, BC is also committed to a yearly meeting with school districts to educate and share information about the Draft Principles, UNDRIP, TRC and Tsilhqot'in.

Moving Forward:

- Developing internal learning resources to communicate the aims of the Draft Principles, UNDRIP, and TRC to staff.
- Creating a special grant specifically earmarked for transporting First Nations students choosing public schools.

Agreements:

- Education Jurisdiction Framework Agreement
- British Columbia Tripartite Education Agreement
- Metis Relationship Accord 2.0

Description:

- The Ministry is committed to improving results for Aboriginal students and increasing the presence of Aboriginal languages, culture, and history for all students.
- Efforts align with commitments to the United Nations Declaration on the Rights of Indigenous Peoples, the calls to action of the Truth and Reconciliation Commission of Canada, and the Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous People.

Key Outcomes:

- Embedded Aboriginal perspectives in all subject areas and grade levels, addressing the history of residential schools.
- Provided First Nation schools with access to B.C. assessments and the Dogwood certificate.
- Created a public and interactive student performance data tool.
- Developed an equity scanning tool to create learning environments free of racism.
- Supported six Indigenous language curriculum documents in development (17 have already been approved).

Delivery Partners:

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

Key Facts:

- All education partners have made improving Aboriginal student outcomes a priority and there has been a significant increase in completion rates over the last 15 years.
- Evergreen school completion certificate is now restricted to students with a designated special need and individual education plan to end the practice of Aboriginal students without a designation being awarded this recognition instead of a Dogwood graduation path.

Statistics:

- 71,983 Aboriginal students in B.C. public and independent schools (2018/19).
- 66,451 or 11.7% of public school students self-identified as Aboriginal (2018/19).
- For public schools, that percentage has been stable at approximately 12% since 2006/07.
- Of the 66,451 students, approximately 7,976 were First Nations students living on reserve (2018/19).
- 13,845 (20.8%) of Aboriginal students attending public schools have special needs; this includes all special needs except the Gifted category (2018/19). In contrast, the number for non-Aboriginal students is 45,889 (9.1%).
- 4,125 (6.2%) Aboriginal students attending public schools have behaviour disabilities (2018/19). In contrast, the number for non-Aboriginal students is 10,816 (2.2%).
- 3,702 (5.6%) Aboriginal students attending public schools have learning disabilities (2018/19). In contrast, the number for non-Aboriginal students is 15,768 (3.1%).
- 4,026 (6.1%) Aboriginal students attending public schools are in CYIC care (2016/17). In contrast, the number for non-Aboriginal students is 2,298 (0.5%).

Completion Rate:

- 69.6% Aboriginal completion rate in public schools (2017/18), 27.1% increase when compared to 2001/02.
- 86.5% of non-Aboriginal completion rate in public schools (2017/18), 6.8% increase when compared to 2001/02.

Funding:

- B.C. invests about \$74M annually in supplemental funding at \$1,230 per student self-identifying Aboriginal ancestry.
- The Ministry allocated almost \$0.5M again this year for the Equity in Action project to address the Auditor General's finding of a "racism of low expectations".
- Investments in Indigenous language learning in Spring 2018 totalled \$42,000 for pilot sites and \$190,000 for community-district partnerships.

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

Description:

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

Key Facts:

- The Ministry continues to support partnerships between school districts and Indigenous communities developing curriculum documents for Indigenous languages.
- Each curriculum document represents a separate Indigenous language and is the intellectual property of the community partner (i.e. school district, band council, or school district-community partnership) not the Ministry.
- The Ministry is in discussions with the Ministry of Indigenous Relations and Reconciliation, the Ministry of Advanced Education, Skills & Training, and education partners to enhance language education supports for teachers in schools.

Key Outcomes:

- Engaged the First Nations Education Steering Committee (FNESC) in discussions toward a K–12 provincial Indigenous languages education policy apart from the policy for “second languages”.
- A Ministry and FNESC working group has collaborated to develop a work plan for policy and Indigenous languages framework deliverables.

Statistics:

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

Funding:

- \$190,000 to existing community-district partnerships to develop teaching and learning resources in support of 17 approved Indigenous language curriculum documents.
- \$46,000 to selected sites to inform the Indigenous languages policy and framework.
- In addition to core funding, the annual Aboriginal education targeted funding, approximately \$74M, can be used to support language learning.
- BC invested \$50M in budget 2018 in First Nations languages through the First Peoples Cultural Council (FPCC), which is committed to working with partners in education to ensure the community initiatives they fund complement work in education.
- Canada has introduced Bill C-91, *Indigenous Languages Act*, which is to include a funding commitment.

Moving Forward:

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

Agreements:

- The BC Tripartite Education Agreement (BCTEA) addresses Indigenous languages education.

Delivery Partners:

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

Description:

- The Office of the Auditor General (OAG) released a report in November 2015 assessing the Ministry's leadership in meeting government's commitment to close the achievement gap between Aboriginal and non-Aboriginal students.
- The report had 11 recommendations for the Ministry, including providing the system with province-wide leadership and direction to close the gap, using data analysis systematically, reporting on what is effective in closing the gap, and ensuring culturally relevant learning through professional development.
- The Ministry accepted all recommendations.
- The OAG is currently doing a progress audit on the 2015 report; the draft report is expected Spring 2019.

Key Facts:

- The 11 recommendations include (A) a high-level provincial strategy, (B) an accountability framework that focuses on Aboriginal student success, (C) data used more effectively to track successful strategies, (D) evaluation of strategies, and (E) support for school districts in their efforts to improve results.
- The Ministry has taken action on all of these recommendations and has built these actions into the on-going work moving forward (i.e., drafting a Ministry strategic direction policy position paper in consultation with education partners, supporting boards, improving analytics and reporting, reducing Evergreen misuse, supporting safe learning environments, and sharing effective practices).

Key Outcomes (2018/19):

- Expanded the Equity in Action project so now there are 21 school districts who are working on removing barriers impacting Aboriginal student achievement.
- Committed, through the British Columbia Tripartite Education Agreement (BCTEA), to create education improvement teams to help school districts improve the success of Aboriginal students.
- Hosted a provincial gathering in spring 2018 and two in fall 2019 for school districts to share new practices and to learn about BCTEA.
- Engaged in an extensive review of the funding model.

Statistics:

- The public school six-year completion rate for all Aboriginal students was 69.6% in 2017/18, a 3.4% increase from 2016/17.
- The public school six-year completion rate for Status First Nation students living on reserve was 62.6% in 2017/18, a 5.3% increase from 2016/17.
- By comparison, the completion rate for non-Aboriginal students was 86.5% in 2017/18.

Previous Progress :

- Reviewed targeted funding, March 2017, via a jurisdictional scan of other models.
- Changed the student credential order to limit the use of Evergreen certificates to students with designated special needs and individual education plans.
- Required a non-instructional day for teachers focused on Aboriginal education.
- Released the Aboriginal Worldviews and Perspectives in the Classroom resource guide and held provincial meetings with school district educators.

Delivery Partners:

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

Reporting:

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

Funding:

Addressing the recommendations has been built into budgets in the Learning and Governance & Analytics divisions. The Ministry allocated almost \$0.45 million this year for the Equity in Action project.

Description:

- In 2015, the Truth and Reconciliation Commission of Canada (TRC) released 94 Calls to Action.
- #62 and #64 are related to education.
- Call to Action #62:
 - Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for Kindergarten to Grade 12 students;
 - Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
 - Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and,
 - Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in curriculum.
- Call to Action #64: Asks all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed with Aboriginal Elders.
- Call to Action 63 requires CMEC to address Aboriginal education.

Agreements:

- British Columbia Tripartite Education Agreement (BCTEA)
- Education Jurisdiction Framework Agreement (EJFA)

Key Facts:

- Prior to the release of the Calls to Action, the Ministry of Education had already begun work on the ones directly related to reconciliation for education and all but one is complete.
- Call to Action #57 looks to governments to provide training for public servants on Indigenous history and cultural competency.
- To achieve this objective, the BC Public Service Agency recently announced the creation of the Indigenous Cultural Safety Training (ICST) Program available to all BC public servants.
- The Ministry has also retained a secondee who among other things will provide leadership on building capacity within the Ministry and school districts on Call to Action #57.

Status of Call to Action #62:

Curriculum: In collaboration with Aboriginal peoples, curriculum was revised and implemented. Full implementation will be in place at the start of the 2019/20 school year. A non-instructional day was established for teachers to plan on implementing Aboriginal content.

Teacher Education - Post-Secondary: As of 2012, teachers graduating from BC teacher education programs must complete three credits related to the historical context of First Nations, Inuit, and Métis learners. In addition, the Province managed, hosted, and partially funded a CMEC Symposium, July 4–5, 2018, on Indigenous teacher education programs.

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

Although funding schools on reserve is a federal responsibility, the Province is contributing.

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

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

Status of Call to Action #64:

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

Delivery Partners:

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

Public Libraries

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Description:

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

Statistics:

- Provincial funding represents 5% of the total public funding provided to B.C. public libraries.
- In rural areas, provincial funding may make up between 10% and 59% of annual public funding to the library.
- Public libraries serve 99% of B.C.'s population.
- Interlibrary loan use has risen by 40.6% over the past five years. (145,831 items in 2018)

Library and Service Delivery Partners

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

Key Facts:

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

Key Outcomes:

- Equitable access to library services for all British Columbians, including efforts to extend library programs and services through all areas of the province.
- A collective approach to service delivery that removes barriers for people and communities to accessing library, information and learning services.
- Effective program that is equitable, accountable, transparent and aligned to provincial priorities.
- More effective and coordinated technical support and interlibrary loan services across libraries.

2019 Funding (Note: allocated March 2019)

Recipient(s)	Grant Name	2019
Direct to Public Libraries Grants	Per Capita Operating	\$9.855 M
	BC OneCard	\$0.823 M
	Resource Sharing (Interlibrary Loan)	\$0.322 M
	Literacy/Equity	\$0.759 M
Provincial Services/Programs Grants	Library Partners/Programs	\$1.260 M
	Technology Grant	\$0.981 M
Grand Total		\$14.000 M

Specific Funding Changes in 2019:

- Due to increases in population and items lent through interlibrary loan (ILL) in 2018, the 2019/20 framework was forecasted to exceed its budget.
- The Libraries Branch held population values at the 2016 Census values.
- The Libraries Branch reduced the *OneCard Grant's* item rate from \$0.060 to \$0.050 per item to alleviate overall budget pressure.

Description

- The Ministry contributes towards the coordination of community literacy by funding Decoda Literacy Solutions' *Literacy Outreach Coordinator (LOC)* program.
- The Ministry also contributes to Postmedia's annual *Raise a Reader* campaign, supporting local communities. Decoda manages the funds on behalf of Postmedia program.

Key Facts:

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

Key Outcomes:

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

Statistics:

Decoda Community Literacy Program (2017/2018)

- 101 LOC Coordinators
- 400 Communities impacted by services
- 345 New community literacy initiatives
- 174,749 Total participants across all programs

Raise a Reader Campaign (2017/2018)

- 67,741 Total participants across 5,452 programs.

Services to Ministry:

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

Annual Funding in 2018 and 2019 :

- **Literacy Outreach Coordination (LOC) - \$2.185M**
 - Literacy Outreach Program - \$2M
 - LOC Administrative and Support Fees - \$185,000
- **Raise a Reader Campaign \$500,000**

Agreements:

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

Description:

- Provincial strategic plan and vision for public libraries - *Inspiring Libraries Connecting Communities* was released in October 2016.
- Ministry is currently refreshing the strategic plan to better align with government priorities and updated direction.
- Plan is drafted and release is pending.

Key Facts:

- Revisions to the plan were informed by Public Library Partners Advisory Group feedback.
- The strategies and actions form a framework intended to guide the Ministry's work with partners and libraries, while still being flexible enough to accommodate specific programs, services and policy changes.
- The Libraries Branch updated the plan in consultation with key partners and stakeholders in the public library community such as citizens and local government through library boards.
- Refreshed plan will include a new vision statement and actions, responsive strategies and will be aligned with government 3 key commitments, UNDRIP and related TRC calls to action.

Statistics:

- Plan is drafted to run from 2019-2021
- Progress made on 7 of 14 actions from the previous Strategic Plan

2018 Accomplishments:

- Regular dialogue with Public Library Partners Advisory Group.
- Released report on state of BC Public Library Connectivity
- Working group submitted proposal on Core Suite of Digital Resources
- Update Trustee Orientation Program in partnership with BC Library Trustees Association
- Collaborated with B.C.'s library federations to deliver online professional development opportunities through Royal Roads University. Library staff throughout B.C., including in rural locations, had access to 2 staff training and 5 leadership subsidized courses through Royal Roads University.
- Redesign of the BC Libraries Staff Competencies Matrix website, that identify the skills and knowledge library staff required to deliver quality library services and programs.
- Supported key learning opportunities for library staff through BC Library Conference, Beyond Hope, Vancouver Island Library Staff conference and leadership courses through RRU.

Public Library Funding:

Recipient	2019 Amount
Public Libraries	\$11.76 M
Provincial Programs/Services	\$2.24 M
Total	\$14M

Note: Public Libraries finances run on calendar year. 2019 funding was allocated in March 2019.

Public Library Advisory Group members:

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

Description:

- BC aims to support a province-wide library system with programs, resources and technology infrastructure that benefits all libraries and communities.
- Province-wide library programs include:
 1. Resource Sharing (interlibrary loans)
 2. BC OneCard
 3. BC Summer Reading Club (BC SRC)
 4. National Network of Equitable Library Service (NNELS)
 5. Professional learning opportunities for library staff and trustees
 6. Coordinated licensing of electronic resources
 7. Sitka Integrated Library System, a library catalogue.

Key Facts:

- *Resource Sharing/Interlibrary Loan Program:* (145,831 items lent in 2018: +45% increase in five years)
 - Enables British Columbians to find and access books and articles held by all B.C. public libraries and post-secondary libraries.
- *BC OneCard Program:* (3.5M items in 2017)
 - Library members can borrow materials while away from home and return materials to their local library.
- *BC Summer Reading Club Program:* (85,963 children registered in 2018)
 - Encourages children to visit their local libraries during the summer break to participate in literacy programs, exploring their interests and continue learning.
 - Children build self-confidence in their reading and learning abilities while accessing free, community literacy programs.
 - Provincial support is used to develop promotional materials. This year's (2019) theme is "Imagine the Possibilities". Libraries develop their own community-specific programming.
- *National Network of Equitable Library Service (NNELS)*
 - Provides access to users with print and perceptual impairments to downloadable, digital resources specially formatted for their use through their local public library.
- *Professional Learning Project (172 Program Participants in 2017-2018)*
 - The project builds capacity in public library staff, volunteers, and trustees, in support of the ongoing transformation of library service in B.C.

Benefits:

- British Columbians can access resources from all B.C. public and post-secondary libraries.
- All British Columbians can borrow materials while visiting any public library in B.C., regardless of where they live.
- Children have access to free summer programs that encourage reading and continued learning.
- British Columbians with print and perceptual disabilities have improved access to alternate format materials.
- Library staff and trustees throughout B.C., including in rural areas, have access the training and resources needed to best support their communities.

Funding in 2018/2019 Year:

1. Resource Sharing Grants (Interlibrary Loan) - \$426,942
2. BC OneCard Grants - \$822,886
3. Summer Reading Club Projects - \$65,000
4. NNELS Shared Services and Alternative Formats - \$115,000
5. Professional Learning Projects - \$40,000

Description:

- Public libraries are established under the *Library Act*.
- Public libraries are individual corporations governed by a board of appointed or elected trustees.
- There are five types of library systems:
 - Municipal Library Systems
 - Regional District Library Systems
 - Public Library Association
 - Integrated Library Systems
 - Library Federation
- The first four types of libraries provide direct library service to their communities.
- A Library Federation is a quasi-library system that delivers shared services to two or more public libraries in a similar geographic region.

Key Facts:

- Local governments, regional districts and municipalities provide the majority of the funding to B.C. public libraries.
- Library boards set the strategic priorities, determine and adopt policies governing the services and operation of the library, and determine the library's role in satisfying the needs of their community.
- The ministry advises and consults with library boards and local governments on matters relating to the *Library Act*.
- The ministry provides strategic direction through a provincial strategic plan – *Inspiring Libraries, Connecting Communities* which will be replaced by an updated plan this year.
- Public Library Associations (a library type) often serve rural communities and are less integrated into the local government than municipal and regional library type systems.
- The ministry mandate under the Library Act is:
 - Promoting the improvement and extension of public library service throughout British Columbia.
 - May apportion grants to help library boards and public bodies that are engaged in promoting and improving public library service.

Statistics:

- 71 Public library systems with 247 branches:
 - 30 Municipal Library Systems
 - 3 Regional District Library Systems
 - 36 Public Library Associations
 - 2 Integrated Library Systems
- 6 Library Federations
- 700+ Library trustees
- 3,800+ Library employees
- 2,800+ Library volunteers
- Public library service is available to 99% of B.C.'s population.
- In 2017, 40% of B.C.'s population were active library cardholders.
- Libraries registered 259,664 new library cardholders in 2017.

Key Outcomes:

- Equitable access to library services for all British Columbians, including efforts to extend library programs and services through all areas of the province.
- Effective board governance means public libraries are accountable for the delivery of library services best suited for their community.

Funding:

Recipient	2019 Amount
Public Libraries	\$11.76 M
Services/Partners	\$2.24 M
Total	\$14M

(allocated in March 2019)

Key Stakeholders and Delivery Partners:

- Association of BC Public Library Directors (ABCPLD)
- BC Libraries Cooperative (BCLC)
- BC Library Association (BCLA)
- BC Library Trustees Association (BCLTA)

Student Safety

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EMERGENCY MANAGEMENT/LOCKDOWNS

updated January 18, 2019

Description:

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

Statistics:

Natural causes:

- The 2018 wildfires caused evacuation orders or alerts for 29 schools in 8 school districts in August 2018.
- 3 schools in 2 school districts (Stikine and Nechako Lakes) were directly impacted in terms of temporary closures and/or student relocation - 117 students affected.
- The 2017 wildfires impacted 724 students in 8 schools across 3 school districts in terms of temporary closures and/or student relocation.

Human causes:

- In 2018, there were 289 ERASE case consults with schools involving threats to school, self or others.
- This is up from 205 case consults in 2017 (41% increase).
- Since 2012, 18,000 partners trained.

Delivery Partners:

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

Key Facts:

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

Natural caused emergencies

- The Province has provided a rapid and comprehensive response to the 2017 and 2018 B.C. wildfires, including offering trauma recovery support to impacted school districts.
- In November 2017, the ministry released the *British Columbia Education Sector Integrated Response Plan for Catastrophic Earthquake*.
- The Integrated Response Plan aligns communication and coordination between local and provincial emergency management responders and the K-12 education system.

Human caused emergencies and lockdowns

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

Key Outcomes:

- All public and independent schools provided Emergency Management Planning Guide.
- SD91 – Nechako Lakes provided trauma recovery support to students and staff as part of their wildfire recovery strategy, with funding support from the Ministry of Education.

Funding:

- \$1.12M in 2018/19 – Safe Schools spend which includes Emergency Response and *erase*
- \$1.05M in 2017/18

Agreements:

- General Service Agreement with TC Safer Schools Together Inc.

EXPECT RESPECT AND A SAFE EDUCATION (ERASE)

updated January 18, 2019

Description:

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

Key Facts:

- *erase* training addresses school connectedness, bullying prevention, Violence and Threat Risk Assessment (including digital threat assessment and cyberbullying) and trauma response.
- Provincial subject matter experts are available to support schools with complex cases and critical incidents.
- In 2018, the *erase* strategy was expanded to include a focus on gang and gun violence prevention, mental health, substance use, online safety, and sexual orientation and gender identity (SOGI).
- Bullying and online exploitation are linked to harmful mental health consequences, alcohol and substance use, and decreased school connectedness.
- Students who have strong connections to school where they feel welcome and safe are healthier and do better academically.

Funding:

- \$4.52M for 2018/19
 - \$1.12M – Student Safety
 - \$0.29M – SOGI
 - \$3.11M – Mental Health
- \$1.48M for 2017/18
 - \$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.

Key Outcomes:

- Over 18,000 educators/partners have participated in *erase* training to date.
- Eighty social media education sessions delivered to over 3,500 parents in 2017/18.
- New *erase* website and online resources for educators, parents and students, including an updated anonymous online reporting tool.
- Dedicated Safe School Coordinators in all 60 school districts and many independent schools.
- Codes of conduct/anti-bullying policies in all 60 school districts and all independent schools.
- Provincial threat assessment guidelines and school-community protocols.
- Received the 2016 Premier's Innovation and Excellence Award.

Work in Progress:

- School-Police Protocols related to student safety.
- Online resources for parents to support safe and responsible use of technology among youth.
- Online *erase* training resources for educators, school district staff and community partners.

Delivery Partners:

1. TC Safer Schools Together Incorporated
2. SDs and Independent Schools
3. Community partners (police, child and youth mental health workers, etc.)

Statistics:

- ERASE case consults with schools and school districts (areas include threat to school, self or others):
 - 2018: 289
 - 2017: 205
 - 2016: 80
 - 2015: 40
- Nine percent of B.C. (Grade 4, 7, 10, 12) students report being bullied or subjected to mean behaviour "Many Times" or "All of the Time" (2017/18 Student Learning Survey).
- Nineteen percent of students have experienced cyberbullying or cyberstalking.
- One third of internet users aged 10-17 have received unwanted sexual material, and about 1 in 10 has been subjected to an unwanted sexual solicitation.
- =Over 1,200 incidents reported via online reporting tool.

Agreements:

- General Service Agreement with TC Safer Schools Together Inc.

Description:

- The Ministries of Education and Public Safety and Solicitor General have partnered to expand the provincial *erase* strategy to address gang and gun violence awareness and prevention.
- 12 priority communities have been selected to receive intensive supports including:
 - Training for school district staff, law enforcement and community partners.
 - Parent and student education sessions.
 - Worrisome online behaviour monitoring and reporting.
 - Mentorship supports for at-risk youth.
- Additional components include development of curriculum resources for teachers, and provincial school-police guidelines to strengthen partnerships and information sharing between schools and police.

Statistics:

- Many BC communities are dealing with significant gang and gun violence issues. In 2014, Williams Lake ranked first in violent crime severity among more than 300 Canadian municipalities with a population over 10,000, according to Statistics Canada.
- The average age when youth begin to associate with gangs is 13 years old, and there is a growing percentage of female gang membership in BC.
- Gang-related homicides in B.C. increased by over 51% between 2016 and 2017 – B.C. has the second highest number of gang-related homicides in the country (behind Ontario)
- 87% of gang-related homicides were committed with a firearm in 2017.

Key Facts:

- The 12 priority communities include Abbotsford, Burnaby, Delta, Kamloops, Kelowna, Langley, Nanaimo, Prince George, Surrey, Vancouver, Victoria and Williams Lake. These communities were selected in consultation with law enforcement and school safety subject matter experts.
- Each priority community will receive multi-day gang and gun violence prevention sessions focused on training, assessment and planning. The sessions are being led by Safer Schools Together, the Ministry's service delivery partner for the *erase* strategy.
- Priority communities are being supported to work with the Boys Club Network to create after-school programming and local curriculum focused on leadership and career development for at-risk youth.
- There is a correlation between gang presence in schools and the availability of both guns and drugs in schools.

Key Outcomes:

- 29 gang and gun awareness and prevention training sessions throughout B.C. for up to 2,500 school district staff, law enforcement and community partners.
- Education sessions offered to more than 2,000 students and up to 1,500 parents.
- 12 priority communities receive intensive gang prevention training and supports to help with early identification of youth on the pathway to violence.
- New school supports and curriculum resources for teachers that facilitate delivery of healthy relationships and substance use components of the provincial curriculum
- Increased school/district capacity to prevent and respond to safety issues involving gang-related behavior, guns and illicit drug use.
- Increased parent and student awareness and knowledge related to gangs, guns and illicit drug use, and available supports.
- Improved student attendance and school connectedness for at-risk students

Funding:

- 2018/19 - \$1.12 million in one-time funding from Ministry of Public Safety and Solicitor General

Delivery Partners:

1. Ministry of Public Safety and Solicitor General
2. BC Schools Superintendents Association (BCSSA)
3. Safer Schools Together (SST)
4. Boys Club Network

Agreements:

- 2018/19 - Transfer Under Agreement with B.C. School Superintendents Association of \$859,000.00

Description:

- The Ministry leads and promotes a variety of initiatives to support mental health and substance use prevention:
 - Mental health education curriculum;
 - Supplemental funding for students with serious mental illness;
 - Provincial Resource Programs (PRPs) 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.
- School supports include counselling, prevention and intervention programs, and school-based health centres.

Key Facts:

- The number one determinant of student mental health is school connectedness, higher than family connection (UBC 2014).
- Mental well-being is a key area of the Physical and Health Education (PHE) curriculum; concepts related to substance use are found in K–9.
- The Ministry is developing a K-12 mental health and substance use action plan as part of the Ministry of Mental Health and Addictions Youth Strategy
- The Ministry recognizes the impact of trauma on a child’s mental health and is responding to the Representative for Children and Youth’s recommendation for more trauma informed work in BC schools.
- Early Action Initiatives are being delivered with EAI funding focused on building systems leadership and partnerships and school capacity to support mentally healthy schools.
- Federal Cannabis legislation changed October 17, 2018.

Key Outcomes:

- Physical and Health Education curriculum implemented in September 2016.
- 1,293 students with mental health and addictions needs receive support from PRPs. (2016/17 - PRP Outcomes Reports)
- Approximately 700 FTEs (child and youth workers, social workers, counsellors) funded through CommunityLINK.
- All school districts and independent schools received Early Action Initiative (EAI) Mental Health grants to support the development and delivery of district-led mental health action plans.

Statistics:

- Approximately 1 in 8 school-aged children and youth experience mental health disorders. Only 1/3 receive specialized treatment. (2014)

Mental Health - School Numbers:

- In 2018/19 15,834 (2.4%) students were reported in mental illness/behaviour categories – a 19% increase since 2014/15 in both categories:
 - 9,061 students designated in Intensive Behaviour Interventions/Serious Mental Illness category
 - 6,773 students designated Moderate Behaviour Support/ Mental Illness
- FTE supports in BC public schools as of Q1 of 2018/2019 include: 2,120 special education teachers (21% increase over last year), 150 school psychologists (no changes compared to last year), 680 teacher counsellors (11% ↑ over last year)
- 19 of the 43 Provincial Resource Programs (PRPs) provide direct support to students with mental health and addictions needs
- 63% of CommunityLINK funding goes to social and emotional supports for over 60,000 vulnerable students. (2017/18)

Addictions:

- Seventeen B.C. youth (10-18 years old) have died from overdose in 2018, representing 1.1% of all overdose deaths. Twenty-four youth died from overdose in 2017, representing 1.6% of all overdose deaths
- 40% of students with mental health issues also struggle with substance use

Funding:

- \$144M on mental health supports (SY 2017/18):
 - \$4.0M Provincial Resource Programs
 - \$76.5M supplemental funding for students with serious mental illness
 - \$52.4M CommunityLINK
 - \$11.2M Vulnerable Student Supplement
 - \$110K School Community Mental Health Conference 2018
- \$3M Early Action Initiative (Additional Federal Funding SY 2018/19)

Description:

- In May 2018, the Office of the Auditor General released *Promoting Healthy Eating and Physical Activity in K-12: An Independent Audit*.
- The audit examined whether the Ministries of Health and Education were working together to effectively oversee public school programs and policies that promote healthy eating and physical activity for children and youth in kindergarten to grade 12.
- The report concluded that the Ministries are not working together to effectively oversee healthy eating and physical activity initiatives in K-12, and provided eight recommendations to improve provincial oversight.
- Report recommendations include communicating shared direction to school districts and health authorities, maximizing access for vulnerable students, monitoring programs for effectiveness, and addressing barriers to the implementation of programs and policies.

Key Facts:

- The Ministries of Education and Health have accepted the OAG Report recommendations and have worked together to develop an Action Plan to support their implementation.
- Ministry of Education initiatives within the scope of the audit include CommunityLINK funding for school meal programs, the Guidelines for Food and Beverage Sales in BC Schools, and development of the redesigned curriculum.
- School meal programs in B.C. are designed and coordinated by individual school districts and funded provincially through CommunityLINK, and other sources. Not all school districts are operating school meal programs.
- The Ministry of Education is conducting a review of its funding model to promote equitable and predictable funding to boards of education and support vulnerable students. CommunityLINK funding is within the scope of the funding model review.
- The Ministry of Social Development and Poverty Reduction is developing the B.C. Poverty Reduction Strategy to address the high rate of poverty in B.C. Food insecurity emerged as a theme in community consultations on the strategy, with multiple communities expressing interest in school meal programs.
- Daily physical activity has been incorporated directly into the new Physical and Health Education curriculum for every grade level from Kindergarten to Grade 10. There is no longer a separate daily physical activity policy or reporting requirement for these grades.

Delivery Partners:

- Ministry of Health
- School Districts
- Regional Health Authorities

Key Outcomes:

- In July 2018, the Ministries of Education and Health signed a Memorandum of Understanding, outlining shared commitments, roles and responsibilities in response to the report recommendations.

Statistics:

- In 2017/18 the Ministry provided approximately \$52.4M in CommunityLINK funding with \$13.5M (25.8%) spent on meal programs.

Agreements:

- Memorandum of Understanding between the Ministry of Education and the Ministry of Health (signed July 18, 2018)
- Pan-Canadian Joint Consortium for School Health Agreement signed by the B.C. Ministers of Education and Health (2015-2020).

Description:

- Leadership and supports to schools/school districts to create safe and inclusive learning environments for students of all sexual orientations and gender identities.
- All school districts and independent schools have SOGI inclusive codes of conduct/anti-bullying policies.
- SOGI 1 2 3 website provides resources for educators and parents, to build awareness of SOGI inclusive education and support classroom instruction and school policy development.

Key Facts:

- July 2016: B.C. Human Rights Code amended to prohibit discrimination based on sexual orientation and gender identity/expression.
- September 7, 2016: Ministry required all boards and independent schools to have SOGI inclusive codes of conduct/anti-bullying policies through an amendment to the Provincial Standards for Codes of Conduct and Harassment and Bullying Prevention Order.
- Provincial SOGI Education Lead position established in August 2017 - provides subject matter expertise and support to schools/school districts.
- Ministry and K-12 education partners released joint statements in support of inclusive learning environments on October 25, 2017 and September 25, 2018, and have formed a Provincial K-12 SOGI Collaborative to support SOGI inclusive education and policies in B.C. schools.
- Lesbian, Gay, Bisexual, Transgender, Two-Spirited, Queer (LGBT2SQ) students are subject to higher levels of bullying, cyberbullying and discrimination, and are at higher risk of mental health issues, including suicide.

Statistics:

- 15% of male and 23% of female B.C. high school students identify as gay, lesbian, bi or not exclusively heterosexual (*McCreary Centre Society, 2013*).
- 1% of B.C. high school students identify as transgender and 5% of Aboriginal students identify as Two-Spirit (*McCreary Centre Society, 2013*).
- 64% of queer and transgender students in Canada feel unsafe in school because of bullying, violence and homophobic slurs (*Egale Canada, 2011*).
 - 42% of B.C. transgender K-12 students report being victims of cyberbullying compared to 15% of cisgender (non-transgender) students (*McCreary Centre Society, 2016*).

Key Outcomes:

- All 60 Boards of Education and all Independent School Authorities have updated their codes of conduct and anti-bullying policies to incorporate SOGI.
- BC SOGI Educator Network now has all 60 school districts involved – up from 9 school districts in 2016/17.
- SOGI 1 2 3 website has reached over 100,000 unique visitors since Oct 2016.
- SOGI 1 2 3 Learning Modules have received over 27,000 views since their release in November 2017.
- SOGI 1 2 3 Lesson Plans have been downloaded 14,000 times from the TeachBC website.

Agreements:

- MOU between ARC Foundation and MED to September 30, 2019.
Commitments include:
 - Ministry will lead a provincial SOGI strategy.
 - ARC will create a SOGI Education Lead position to support the strategy, with financial support from the Ministry.
 - ARC will provide SOGI expertise and resources to support boards and schools in developing SOGI inclusive policies and procedures.

Funding:

- 2018/19 - \$290k (Provincial SOGI Lead, SOGI Network support/expansion, SOGI Education Leadership Summit, SOGI parent resource translations)
- 2017/18 - \$167k (Provincial SOGI Lead, SOGI Network support and evaluation, SOGI Education Leadership Summit, SOGI parent resources)

Delivery Partners:

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

GOVERNANCE & ANALYTICS

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Analytics

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Description:

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

Key Actions:

1. Complete Student Learning Survey 2.0.
2. Implement Data Governance and centralize data assets and evaluations.
3. Implement four sector-based capacity building teams (student success, Indigenous, data systems, and strategic planning).
4. Identify individual students at-risk assessments with at least six school districts.

Key Facts:

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

Statistics:

Six-Year Completion Rate:

- The provincial rate for all students increased from 78.8% in 2007/2008 to 84.8% in 2017/2018.
- The six-year completion rate for Indigenous students has increased by over 30 percentage points since 1999/2000 and is at its highest rate in almost 20 years in 2017/2018 at 69.0%.
- Between 2016/2017 and 2017/2018, completion rates for Indigenous students increased 3 percentage points, the largest single-year increase since 2010/2011.
- Completion rates for B.C. Residents have also increased steadily, from 80.5% in 2007/2008 to 88.7% in 2017/2018; this represents an almost 20-year high for B.C. residents.
- Completion rates for students with Special Needs increased from 44.1% in 2007/2008 to 71.7% in 2017/2018.
- Completion rates for English Language Learners increased from 81.7% in 2007/2008 to 87.7% in 2017/2018.
- The Completion rate for Children and Youth in Care increased from 36.7% in 2012/13 to 45.8% in 2016/17 (most recent year available).

Foundation Skills Assessment (Grade 4 Reading):

- The provincial rate for all students who are on track or extending expectations on the Grade 4 Reading assessment is 79% for 2017/18.
- The rate for Indigenous students who are on track or extending expectations on the Grade 4 Reading assessment is 60% for 2017/18.
- The rate for Students with Special Needs (all categories) who are on track or extending expectations on the Grade 4 Reading assessment is 62% for 2017/18.

Funding:

- The total education budget for public and independent schools is \$5.9 billion in 2017/18.
- The total budget for Education Analytics is \$4 million in 2018/19
- This includes \$1.0 million in project funding and administration, and \$700,000 in government transfers for EDI and other analytics (the remaining \$2.35 million is allocated to salaries).

Description:

- The Early Development Instrument (EDI) is a questionnaire used by the University of British Columbia (UBC)- based Human Early Learning Partnership (HELP) to improve understanding of how different environments including families, neighbourhoods, schools, and other government programs interact to produce a diverse range of outcomes for children.
- The EDI is a population level research tool for developmental trends at the provincial, regional and community levels.
- Funded by the provincial government, the measure has been used across BC since 2001 to gather data about children's development after 2-3 months of kindergarten.
- The EDI data provides a common measure of children's developmental readiness for school.
- EDI questionnaires are completed by kindergarten teachers from across BC for all children in their classes.
- The EDI measures 5 scales: Physical health and well-being, Social competence, Emotional maturity, Language and cognitive capacity, and Communication Skills and General knowledge.

Key Facts:

- While data collection goes back to 2004, ministry access to the EDI began in 2015/16, when HELP agreed to provide individual level student data to the ministries of Education (EDUC), Children and Families (MCFD), and Health.
- Once the ministry has at least three years of data, it will link the data to other student-level performance and outcome measures and student characteristics, such as FSA scores, exam scores, Special Needs designations, Aboriginality, *etcetera*.
- Education may collaborate with MCFD on shared research projects that would link and report on EDI data, EDUC data and MCFD data.
- The data from the 2017/18 collection will be added to the EDW in the coming months.
- EDUC is working with HELP to reduce current limitations on the data's use.

Key Outcomes:

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

Statistics:

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

Funding:

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

Agreements:*Information Sharing Agreement*

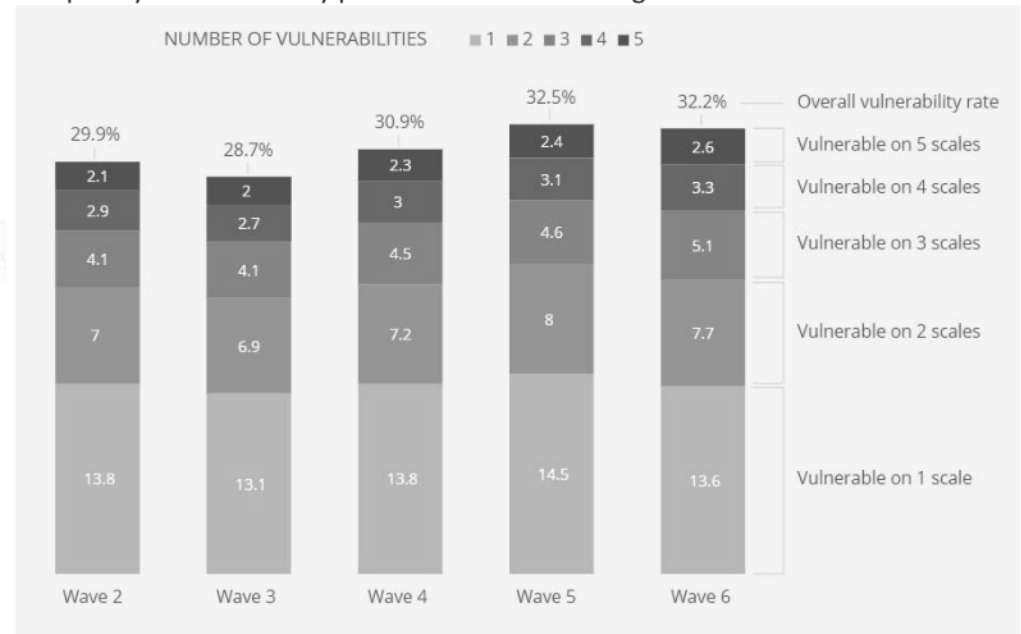
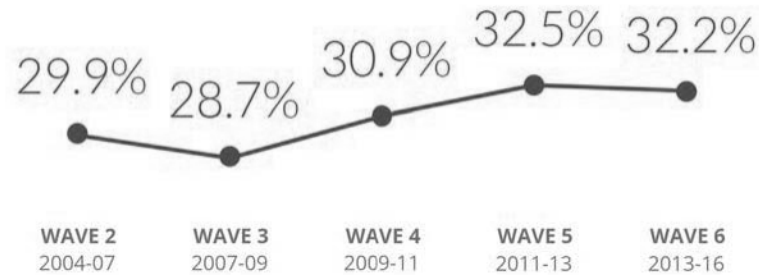
- The Ministry of Education led a process to create a data sharing agreement which allowed HELP to share individual identifiable results between HELP, EDUC, Health, and MCFD.
- The agreement will be signed in February 2019 and is a three-year term.

Delivery Partners:

1. Kindergarten Teachers

- 1 in 3 children, or about 14,000 Kindergarten students in British Columbia are starting school with vulnerabilities in one or more areas that are critical to their healthy development.
- In addition to increasing rates of vulnerability in the province, the complexity of vulnerability patterns is also increasing.

OVERALL VULNERABILITY OVER TIME



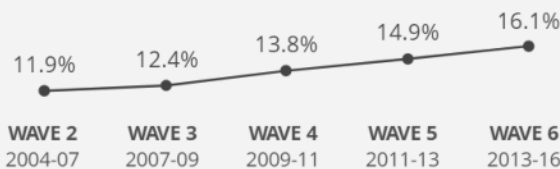
- Physical Health and Well-Being

PERCENT VULNERABLE | WAVE 2-6



- Emotional Maturity

PERCENT VULNERABLE | WAVE 2-6



Social Competence

PERCENT VULNERABLE | WAVE 2-6



Language & Cognitive Development

PERCENT VULNERABLE | WAVE 2-6



Description:

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

Key Facts:

- As of September 2018/2019 there are 542,650 (funded FTE) school aged students attending BC public schools, an increase of 5,564 from 2017/2018.
- As of September 2018/2019 there are 76,595 (funded FTE) school aged students attending BC independent schools, and increase of 963 from 2017/2018.
- Student enrolment is forecast to continue to increase as result of:
 - Migration: A continuing pattern of people moving to B.C. from abroad and other provinces;
 - Demographics: a birth rate that has been increasing;
 - Transition: of students from independent to public schools;
 - Retention: students remaining in the system longer.

Statistics:

Sub populations 2018/2019 (headcount Public school):

Indigenous: 65,461 students

Special Needs: 67,651 students

French Immersion: 54,568 students

Top Enrolment Growth 2019/2020 (forecast):

- Surrey grew by 1,152 (FTE) for a total of 71,483 students in 2018/2019. In 2019/2020 growth of 757 is forecast.
- Central Okanagan grew by 596 (FTE) for a total of 22,679 students in 2018/2019. In 2019/2020 growth of 102 is forecast.
- Sooke grew by 373 (FTE) for a total of 10,832 students in 2018/2019. In 2019/2020 growth of 398 is forecast.

Top Enrolment Decline 2019/2020 (forecast):

- Vancouver declined by 176 (FTE) for a total of 48,955 students in 2018/2019. In 2019/2020 a decline of 94 is forecast.
- Kootenay Lake declined by 91 (FTE) for a total of 4,682 students in 2018/2019. In 2019/2020 a decline of 46 is forecast.
- Haida Gwaii declined by 49 (FTE) for a total of 461 students in 2018/2019. In 2019/2020 a decline of 18 is forecast.

Key Outcomes:

- Enrolment is expected to continue increasing over the next three years
- It is forecast that by September of the 2019/2020 school year there will be 546,666 (funded FTE) school aged students enrolled in the public system, an increase of 4,021 students (0.74% growth) over 2018/2019.
- 4,614 additional school-aged students enrolled in the 2020/2021 school year
- 3,809 additional school-aged students enrolled in the 2021/2022 school year

Background:

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

Enrolment Drivers:

- Birth rates peaked at 47,000 births in 1995, before declining to a low of 39,900 births in 2001, then rebounded to 44,700 in 2008, and have continued to rise since. This rebound in the birth rate has created cumulatively larger enrolment volumes in the lower grades.
- A change in interprovincial migration was another factor that caused the unanticipated increase in enrolment in 2015/2016. Rebounding from a net outflow of 2,700 individuals from the province in 2011/2012, the net interprovincial migration reached a high of a 26,600 net inflow to the province in 2015/2016 followed by a 16,200 net inflow in 2016/2017.

FORECASTING STUDENT ENROLLMENT

updated January 16, 2019

Student Enrollment 2017/18, 2018/19 (funded FTE):

Restricted to public school aged students on Sept 30.

District	2017/2018	2018/2019	Change
005 - Southeast Kootenay	5,449	5,544	95
006 - Rocky Mountain	3,189	3,269	80
008 - Kootenay Lake	4,773	4,682	-91
010 - Arrow Lakes	435	456	21
019 - Revelstoke	970	1,033	63
020 - Kootenay-Columbia	3,945	3,935	-9
022 - Vernon	8,385	8,418	33
023 - Central Okanagan	22,083	22,679	596
027 - Cariboo-Chilcotin	4,638	4,696	58
028 - Quesnel	2,990	2,976	-14
033 - Chilliwack	13,422	13,668	247
034 - Abbotsford	19,307	19,628	321
035 - Langley	20,360	20,554	194
036 - Surrey	70,331	71,483	1,152
037 - Delta	15,345	15,353	8
038 - Richmond	19,339	19,412	73
039 - Vancouver	49,132	48,955	-176
040 - New Westminster	6,558	6,578	21
041 - Burnaby	23,454	23,434	-20
042 - Maple Ridge-Pitt Meadows	14,390	14,568	178
043 - Coquitlam	30,609	30,655	46
044 - North Vancouver	15,120	15,126	6
045 - West Vancouver	6,898	6,917	18
046 - Sunshine Coast	3,157	3,256	99
047 - Powell River	2,048	2,056	8
048 - Sea to Sky	4,904	5,044	141
049 - Central Coast	235	265	30
050 - Haida Gwaii	511	461	-49
051 - Boundary	1,284	1,250	-35
052 - Prince Rupert	1,961	1,994	33

District	2017/2018	2018/2019	Change
053 - Okanagan Similkameen	2,313	2,337	24
054 - Bulkley Valley	1,969	1,948	-22
057 - Prince George	12,975	13,021	46
058 - Nicola-Similkameen	2,040	2,061	21
059 - Peace River South	3,488	3,577	89
060 - Peace River North	6,045	6,053	8
061 - Greater Victoria	19,123	19,507	384
062 - Sooke	10,459	10,832	373
063 - Saanich	7,004	7,083	79
064 - Gulf Islands	1,697	1,736	39
067 - Okanagan Skaha	5,749	5,825	76
068 - Nanaimo-Ladysmith	13,720	14,022	302
069 - Qualicum	4,040	4,096	56
070 - Alberni	3,745	3,734	-10
071 - Comox Valley	8,222	8,277	55
072 - Campbell River	5,401	5,463	62
073 - Kamloops/Thompson	14,359	14,591	232
074 - Gold Trail	1,109	1,090	-19
075 - Mission	6,058	6,073	15
078 - Fraser-Cascade	1,662	1,738	77
079 - Cowichan Valley	7,790	8,061	272
081 - Fort Nelson	721	684	-37
082 - Coast Mountains	4,109	4,102	-7
083 - North Okanagan-Shuswap	6,167	6,364	197
084 - Vancouver Island West	417	464	48
085 - Vancouver Island North	1,354	1,372	18
087 - Stikine	189	145	-44
091 - Nechako Lakes	3,586	3,556	-30
092 - Nisga'a	387	374	-13
093 - Conseil scolaire francophone	5,970	6,118	148
All Public Schools	537,086	542,650	5,564

Description:

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

Key Facts:

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

Statistics:

- EDUC maintains a total of 40 resources in the DataBC catalogue.
- Thirty-seven of these resources are under the open government license (OGL), three are Access Only.
- Thirty-five of the 40 resources are regular datasets, four are geographic datasets and one is an application
- Since December 2014, the top five resources are:
 - FSA (2124 views)
 - Student Headcount (1750 views)
 - Six Year Completion Rate (1683 views)
 - Student Enrolment/FTE (1591 views)
 - Satisfaction Survey (1455 views)

Key Outcomes:

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

Services to Ministry:

- DataBC Catalogue application and services are managed by DataBC (Ministry of Citizens' Services)

Description:

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

Key Facts:

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

Services to Ministry:

- EDUC contracts out most of its research access management to the University of British Columbia (UBC) - Population DataBC (PopData).
- Research Agreements involving EDUC and post-secondary data linkages are primarily managed under the Student Transitions Project.

Funding:

- General Service Agreements (GSA) with PopData at \$32,000/year. PopData also charges service fees directly to researchers.
- <0.5 FTE within EDUC is dedicated to managing this portfolio.

Statistics:

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

Agreements:

- GSAs with Edudata and PopData expired in April and May 2018 (respectively). A decision was made on May 30, 2018 to consolidate research access management services under one service provider: PopData.
- After undergoing procurement and legal review, the new GSA with Pop Data was executed on August 16th, with services commencing on August 20th, 2018.
- EDUC has twenty-six active research agreements with third-party researchers.

Description:

- The Student Learning Survey (SLS) provides rich new data about student experiences in the school and classroom. Since these experiences drive outcomes, the data are a powerful tool for better supporting students and improving outcomes.
- The SLS originated as the Satisfaction Survey in 2001.
- The student questions were revised in the fall of 2016 in collaboration with school districts, to increase value to teachers, principals, superintendents, the ministry, and students themselves.
- The new questions were implemented in spring of 2017.
- The parent survey was revised in 2018 and will be implemented in spring of 2019.
- The staff survey was split into two in 2018; the principal/vice-principal survey will be implemented in spring of 2019. All other staff complete the original staff survey, which will be revised for spring of 2020.

Key Facts:

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

Key Outcomes:

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

Statistics:

- 111,589 overall responses in 2018
 - 95,421 students
 - 11,109 parents
 - 5,059 staff
- 29,371 Grade 4 respondents (72%)
- 28,834 Grade 7 respondents (73%)
- 20,847 Grade 10 respondents (49%)
- 16,369 Grade 12 respondents (37%)
- Student participation declined from 140,000 in 2004 to just over 107,000 in 2017.

Funding:

- Funding provided to contractor to administer Survey has been approximately \$80,000/year.
- The changes to the survey questions cost approximately \$60,000 in the 2017/18 fiscal year.

Services to Ministry:

- Electronic administration of the survey is contracted to A. Willock Information Systems (AWIS). Five-year contract began in January 2019.

Delivery Partners:

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

Description:

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

Funding:

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

Delivery Partners:

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

Agreements:

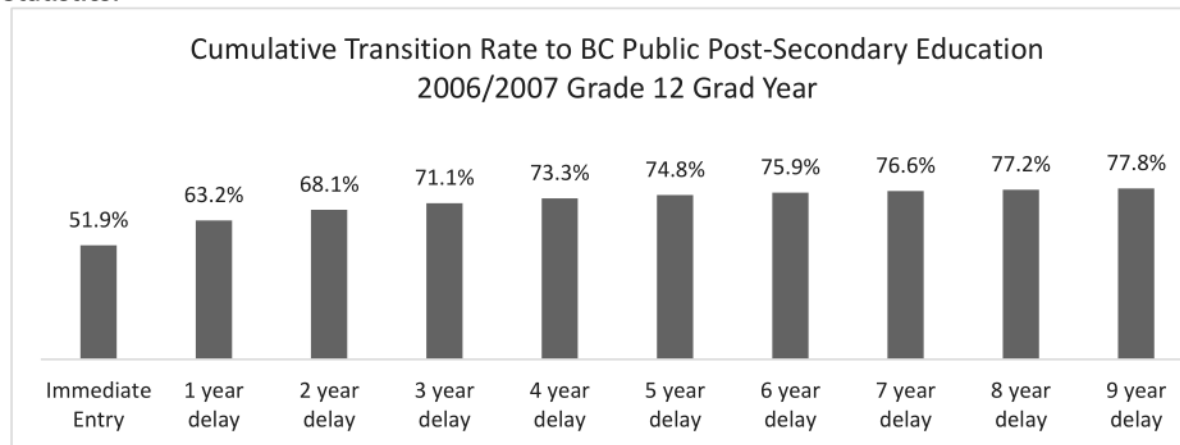
- Information Sharing Agreement among the Ministry of Education, Advanced Education, the research universities, and the colleges and institutes.

Key Facts:

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

Key Outcomes:

- Annual publications include international student transitions, transition from secondary to post secondary, transitions among post secondary institutions, credential completion, impact of secondary achievement on transitions.
- Aimed almost exclusively at post-secondary audiences.
- Detailed pivot tables made available to institutional research units of all post-secondary institutions (a key use for the tables is enrolment planning).
- Education Research in academic institutions.
- Presentations to post-secondary audiences.

Statistics:

Statistics Cont.:

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

Grade 12 Grad Year	Post-Secondary School Year											No Transition Yet	Grand Total Gr12 Grads	Cumulative Transition Rate
		2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017			
2006/2007	# of HS Grads	22,529	4,903	2,113	1,307	961	657	487	321	274	197	9,633	43,382	(10 years)
	% of HS Grad Class	51.9%	11.3%	4.9%	3.0%	2.2%	1.5%	1.1%	0.7%	0.6%	0.5%	22.2%	100.0%	77.8%
2007/2008	Count of HS Grads		23,383	5,204	2,075	1,187	890	643	464	364	274	10,058	44,542	(9 years)
	% of HS Grad Class		52.5%	11.7%	4.7%	2.7%	2.0%	1.4%	1.0%	0.8%	0.6%	22.6%	100.0%	77.4%
2008/2009	Count of HS Grads			24,098	4,711	2,033	1,176	816	575	406	328	10,579	44,722	(8 years)
	% of HS Grad Class			53.9%	10.5%	4.5%	2.6%	1.8%	1.3%	0.9%	0.7%	23.7%	100.0%	76.3%
2009/2010	Count of HS Grads				24,391	4,863	2,006	1,153	818	671	481	11,570	45,953	(7 years)
	% of HS Grad Class				53.1%	10.6%	4.4%	2.5%	1.8%	1.5%	1.0%	25.2%	100.0%	74.8%
2010/2011	Count of HS Grads					24,221	4,643	1,801	1,057	837	569	12,423	45,551	(6 years)
	% of HS Grad Class					53.2%	10.2%	4.0%	2.3%	1.8%	1.2%	27.3%	100.0%	72.7%
2011/2012	Count of HS Grads						24,425	4,523	1,866	1,144	871	13,485	46,314	(5 years)
	% of HS Grad Class						52.7%	9.8%	4.0%	2.5%	1.9%	29.1%	100.0%	70.9%
2012/2013	Count of HS Grads							24,110	4,411	1,851	1,068	14,379	45,819	(4 years)
	% of HS Grad Class							52.6%	9.6%	4.0%	2.3%	31.4%	100.0%	68.6%
2013/2014	Count of HS Grads								23,401	4,488	1,782	15,026	44,697	(3 years)
	% of HS Grad Class								52.4%	10.0%	4.0%	33.6%	100.0%	66.4%
2014/2015	Count of HS Grads									23,086	4,228	16,574	43,888	(2 years)
	% of HS Grad Class									52.6%	9.6%	37.8%	100.0%	62.2%
2015/2016	Count of HS Grads										22,704	20,744	43,448	(1 year)
	% of HS Grad Class										52.3%	47.7%	100.0%	52.3%

Governance and Legislation

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Description

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

Statistics:

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

Key Facts

- A school-aged student, resident in BC, is entitled to enrol with a board in the school district in which they live. They are also entitled to enrol with a different board and attend an educational program of their choice, subject to space and facilities being available.
- Locally elected boards of education determine if space and facilities are available and assign students to schools based on the order of priority established in legislation.
- Under section 74.1 of the Act, as long as a student's application is received before a board's application deadline, the board is required to enrol students in the following order of priority:
 - 1) a catchment area child who, in the previous school year, attended the school at which the educational program is made available;
 - 2) a catchment area child;
 - 3) a non-catchment area child; and
 - 4) a non-school district child.
- Boards may also choose to give priority to non-catchment area children who attended the school in the previous year, as well as siblings of those children.
- With many school districts experiencing increasing enrolments, some boards of education have had to examine their catchment areas. As well, the Supreme Court of Canada Bill 22 decision, and the restored language of the collective agreements concerning class size and composition has forced some boards to reconsider their catchment areas to manage enrolment pressure.
- The Vancouver School District is proposing changes to the Mount Pleasant, Kitsilano and Downtown catchment areas in order to shorten wait lists at certain schools. The District conducted consultation on the proposed changes in 2018, and some parents expressed concern that the changes could result in some siblings being required to attend different schools. In response to public feedback, the Board postponed implementation of these changes until 2020.
- The Greater Victoria School District is currently reviewing its catchment areas due to increasing enrolment and limited space at some schools. Proposed changes include the creation of specific catchment areas for three schools – South Park, Cloverdale and Victor – that currently have their catchment areas set as the entire district. In addition, it is proposed that some of the current population of Victor School, which offers support for students with diverse learning needs, would transfer to a new purpose-built location. While no final decision has been made, at this time, the intent is for the Board to determine new catchment boundaries in Spring 2019, and to implement the changes in September 2020.
- Questions about catchment areas and student enrolment are best addressed at the local level.

Description:

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

Funding:

- BC's Framework for Enhancing Student Learning was developed in 2014 at a cost of \$25k.
- 2018/19 budget to support system-wide capacity building for success of each student, cohesive data and reporting systems, strategic planning and supports, and Indigenous student success is \$310K.

Agreements:

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

Key Facts:

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

Key Outcomes:

- Public release of a website that effectively communicates the performance of BC's education system and each district on key province-wide measures.
- In October 2017 the ministry formally launched system-wide capacity building activities that focus on (1) success for each student, (2) cohesive data and reporting systems, (3) strategic planning and supports, and (4) Indigenous student success.
- Establish an Advisory Committee to advise on implementing the Funding Model Review recommendations that pertain to the Framework as well as build capacity across the sector.

Key Members:

1. All districts and schools
2. BC School Trustees Association
3. BC School Superintendents Association
4. BC Principals' and Vice-Principals' Association
5. BC Association of School Business Officials
6. BC Teachers' Federation
7. First Nations Education Steering Committee

Services to Ministry:

- The ministry's Accountability Branch continues to work collaboratively with all education partners and the First Nations Education Steering Committee in the development and implementation of BC's Framework for Enhancing Student Learning.

Statistics:

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

Description:

- The *School Act* governs the K-12 public education system in BC.
- This legislation was enacted in 1989 and has been amended significantly since that time. The most recent substantive amendments were made in 2015.
- There are a number of Cabinet regulations, minister's regulations, and ministerial orders made under the authority of the *School Act*.
- Other major legislation governing the education system includes the *Independent School Act*, the *Teachers Act*, and associated regulations and ministerial orders.
- The Ministry produces a consolidated version of this legislation for reference (the Manual of School Law).

Key Outcomes:

- The most recent substantive amendments to the *School Act* were made by Bill 11, the *Education Statutes Amendment Act*. The purpose of these amendments was to:
 1. Enable the establishment of a new accountability framework for the K-12 public education system.
 2. Authorize the Minister to require boards of education to participate in shared services initiatives.
 3. Align requirements concerning use of personal education numbers with the *Freedom of Information and Protection of Privacy Act*.

Key Facts:

- Among other things, the *School Act* establishes a co-governance model for the public education system in which responsibility is shared by government and 60 locally elected boards of education.
- Broadly speaking, the Minister of Education is responsible for establishing standards and policy direction for the system, and for providing funding to boards of education.
- Boards of education – which are separate legal entities from the Province – are responsible for the operation and management of schools in their districts and for providing educational programs to BC's public school students. Boards are the owners of school property and the employers of teachers and administrators. They have broad authority to set local policy for their respective districts.
- School districts are created, or dissolved, by Cabinet. The number of trustees for each district, and the areas from which they are elected, are set by the Minister. The *School Act* sets out detailed rules for trustee elections, which take place every four years. The most recent election took place in October 2018.
- In certain circumstances, the Minister may step in to require a board to comply with the *School Act*, and Cabinet may remove a board of education for substantial non-compliance with the legislation, among other things.
- The Act sets out the rights of students, parents, teachers, school principals and other school district officials. Key provisions that have been in place since the Act's inception include the requirement for public schools to be secular, and for public education to be provided free of charge to residents of BC.
- "The Statement of Education Policy Order (Mandate for the School System)" is an Order in Council enacted in 1989 that continues to guide much of the Ministry's work. It contains a mission statement for the school system, the attributes of an educated citizen, a commitment to diversity and choice, and the duties, rights and responsibilities of students, parents, teachers, principals, boards of education, district officials, the community and the Ministry.
- Many of the more specific rules governing K-12 public education are set out in "subordinate legislation" (Cabinet regulations, minister's regulations, or ministerial orders made under the authority of the *School Act*). Examples include graduation program requirements, the mandatory curriculum, rules about letter grades, and school calendar requirements.

Delivery Partners

- Ministry of Attorney General

Description:

The litigation involving the Ministry of Education can be organized into six general categories:

1. constitutional challenges concerning specific topics, including (1) actions by the Conseil Scolaire Francophone (CSF) and francophone parents respecting minority language education rights, and (2) a petition filed by a parent alleging that the Port Alberni Board of Education breached her right to freedom of religion;
2. human rights proceedings related to students with special needs;
3. contractual disputes;
4. employment-related claims;
5. negligence; and
6. copyright.

Key Facts/Outcomes:

- **Constitutional challenges:** (1) CSF case—On July 25, 2018, the BC Court of Appeal dismissed the CSF's appeal of the 2016 decision and granted the ministry's cross-appeal. The CSF has sought leave to appeal to the Supreme Court of Canada. (2) Port Alberni School District case – the ministry is intervening in this case, and is currently in the process of preparing for trial.
- **Human Rights proceedings:** There is one class action before the court, but it is considered dormant. There is also one case before the human rights tribunal.
- **Contractual disputes:** There are two dormant cases: (1) a claim against the ministry arising from an agreement under which the ministry provided student information for research purposes, and (2) a claim arising from a pilot project relating to an IT system for home schooling.
- **Employment-related claim:** There is a claim by ten former employees of the BC College of Teachers who allege that the transition from the College to the provincial government constituted a breach of contract and that they are owed severance.
- **Actions in negligence:** there is a claim by a teacher against the Teacher Regulation Branch regarding an alleged delay in bringing a professional conduct review to conclusion and an alleged failure to remove citations about misconduct. There is also a dormant case relating to an alleged failure to provide adequate funding for supports for a child with special needs.
- **Copyright:** Legal counsel is engaged in confidential discussions with Access Copyright to make outstanding royalty payments and settle a court claim launched by the ministry in February 2018.

Funding:

- The estimated cost of legal services relates to routine legal matters and includes an allowance for major litigation cases. Cost projections are revised throughout the year as necessary.
- The Ministry's current budget for legal services from the Ministry of Attorney General for 2018/19 is \$1,100,000.

Services to Ministry:

- Solicitors' advice is provided by the Ministry of Attorney General on any matters arising in the Ministry of Education's work, including advice on matters concerning public and independent schools and provincial libraries.

Delivery Partners:

- Ministry of Attorney General

Description:

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

Key Facts:

- There are currently no official trustees in place.

Key Outcomes:

- Cabinet may remove an official trustee and order that elections be held in the school district or may appoint trustees to hold office in the school district until the next general election.
- Mike McKay was appointed official trustee of School District No. 83 (North Okanagan Shuswap) in 2016 and continued to hold that position until a newly elected board took office following general elections in October 2018.

Statistics:

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

Funding:

- Under section 173(1)(b) of the *School Act*, an official trustee is remunerated by the board of the school district where the official trustee is appointed, or as determined by the Lieutenant Governor in Council.

Services to Ministry:

- An official trustee has the powers and duties of a board of education and therefore does not provide services directly to the Ministry.

Description:

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

Key Facts:

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

Statistics:

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

Funding:

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

Delivery Partners:

1. Boards of education

Agreements:

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

Description

- Section 82 of the *School Act* requires boards of education to provide students with an education program and required educational resource materials free of charge.
- However, boards can charge fees for some items, including fees associated with:
 - the extra costs of offering specialty academies or International Baccalaureate programs,
 - the purchase or rental of musical instruments or tools used in trades programs, and
 - other “goods and services” (as defined in the School Regulation), such as school supplies for a student’s personal use and non-mandatory field trips.
- Boards may only charge fees if they establish policies to facilitate participation by students who would otherwise be excluded from a course or program due to financial hardship.

Statistics:

- The Ministry of Education does not maintain data on fees charged by schools.

Key Facts

- All school-aged students who are resident in British Columbia are entitled to receive, free of charge, an education program that leads to graduation.
- Boards may charge fees in certain circumstances.
- Boards must have “financial hardship” policies in place for any fees they charge.
- Government has committed to providing additional annual funding to the school system to ensure that students have the school supplies they need to succeed.

Key Outcomes:

- All school-aged students resident in B.C. are eligible to receive, free of charge, instruction in an education program sufficient to meet graduation requirements, as well resource materials.

Funding

The Ministry of Education provides funding to boards to provide education programs to students.

Delivery Partners:

1. Boards of education

Description:

- The Minister has authority under section 171.1 of the *School Act* to appoint a special advisor or special advisory committee to one or more school districts for specified purposes, including:
 - (a) to review the board's progress with respect to the improvement of student performance or to "inspect and evaluate any other matters as directed by the Minister", and
 - (b) to assist the board in the conduct of the district's affairs in respect of any educational, financial, or community matters.
- There is currently a special advisor appointed in each of the following districts: Cariboo-Chilcotin (SD 27), Haida Gwaii (SD 50), and Nanaimo-Ladysmith (SD 68) (together with Vancouver Island West, SD 84).

Key Facts:

- SD 27: In 2017, the Ministry hired Dianne Turner to investigate Board governance issues. Mike McKay was appointed special advisor in 2018 to oversee the implementation of Ms. Turner's recommendations. Mr. McKay's appointment was recently extended until March 31, 2019.
- SD 50: In 2018, the Ministry hired Dianne Turner to investigate governance and staffing concerns in the district, including the recent dismissal of the Superintendent. Piet Langstraat was subsequently appointed as special advisor until June 1, 2019.
- SD 68/SD 84: Since 2014, SD 84 has operated two programs within SD 68's boundaries, without SD 68's consent. Piet Langstraat was appointed special advisor to SD 68 until Feb. 28, 2019. Ministerial orders to appoint Mr. Langstraat to SDs 68 and 84 until June 30th are being proposed.

Key Outcomes:

- SD 27: Mr. McKay is responsible for leading, supporting and facilitating the Board's implementation of Ms. Turner's recommendations so that the District will be better positioned to meet the needs of the students, community and stakeholders.
- SD 50: Mr. Langstraat is responsible for evaluating board governance practices and assisting the Board in recruiting senior staff and developing a strategic plan for the District.
- SD 68/SD 84: Mr. Langstraat is responsible for assisting SD 68 with improving its relationships with local indigenous community groups and assuming the operations of the Nisaika Kum'tuks and Tsawalk educational programs from SD 84.

Statistics:

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

Funding:

- The ministry is providing remuneration for each of the special advisors in SD 27, SD 50 and SD 68/SD 84.

Agreements:

- The terms of the special advisors' appointments are set out in the ministerial orders that establish their respective appointments.

Services to Ministry:

- SD 27: Mr. McKay is required to report to the Minister at least every two months, with a final report by March 31, 2019.
- SD 50: Mr. Langstraat is required to report to the Minister at least every two months, with a final report by June 1, 2019.
- SD 68/SD 84: Mr. Langstraat is required to report to the Minister at least every two months. A final report is due at the end of the appointment (by Feb. 28, 2019). Ministerial orders to change the end of the appointment to June 30, 2019 are being prepared for the Minister's consideration.

TEACHER QUALIFICATIONS

updated January 30, 2019

Description

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

Statistics

- At the end of 2018, there were 72,809 valid certificate and Letter of Permission holders, an increase of +1.6% compared to last year.

	2017	2018	%
Certificate of Qualification	69539	70591	+1.5%
Independent School Teacher Certificate	1579	1660	+5.1%
COQ and ISC	208	220	+5.8%
Letter of Permission	308	338	+9.7%
Total	71634	72809	+1.6%

	2017/18	2018/19	% change
# of teachers in public schools	33,467	34,256	+2.4%
# of administrators in public schools	2,485	2,545	+2.4%
# of teachers in independent schools	7,033	6,984	-2.0%

Key Facts

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

Funding:

- The administration of the *Teachers Act*, including teacher certification and discipline, is funded by teacher certification and annual practice fees through a "Special Account" under the *Act*.

Independent Schools

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Description:

- The Ministry of Education designates 14 independent schools as Special Education Schools.
- Designated Special Education schools exclusively serve students with special needs.
- Designated Special Education schools qualify for specific grant funding in addition to operating and special education grants.

Statistics:

- All 14 designated Special Education Schools exclusively served 993 students with special needs in 2018/19*.
- In 2017/18, Special Education Schools awarded 105 school completion credentials to students with special needs:
 - 85 Dogwood (81.0%)
 - 15 Adult Dogwood (14.3%)
 - 5 Evergreen (4.8%)

*Based on September 2018 headcount

Funding:

**Designated Special Education Schools (SES)
Grant: 2012/13 – 2018/19**

Year	SES Grant
2012/13	\$796,400
2013/14	\$827,200
2014/15	\$886,600
2015/16	\$891,000
2016/17	\$1,881,200
2017/18	\$1,959,000
2018/19*	\$1,959,000

*Estimated for School Year

Key Facts:

- There are 14 designated Special Education Schools (SES).
 - Five have been in existence since 1987/88. One of the original six Special Education Schools, Glen Eden, closed at the end of the 2017/18 school year.
 - Nine were designated in 2016/17.
 - No additional schools are being contemplated for designation at this time.
- Beginning in 2016/17, the funding framework was revised so that qualifying schools receive an additional \$2,000 per Head Count (all categories), which resulted in an additional \$1M in funding. This funding is in addition to operating grants and supplemental funding for levels 1, 2 and 3 special needs designations
- To retain designation, schools must:
 - be a brick and mortar, group 1 or 2 independent school
 - exclusively enrol students with special needs
 - demonstrate a 1:6 educator / student ratio or less

Key Outcomes:

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

List of Designated Special Education Schools: 2018/19

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

Description:

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

2017/18 Funded FTE – Operating

(as at June 30, 2018)

Group 1	62,959.86
Group 2	13,772.73
Total	76,732.59

(Source: Independent School Information System)

2018/19 Statistics (as at September 30, 2018):

Total Student Count: 86,080

Type	HC	% of total
Group 1	65,476	76.1%
Group 2	17,554	20.4%
Group 3	431	0.50%
Group 4	2,619	3.0%
Total	86,080	100%

(Source: Education Data Warehouse)

Special Education – Student Count*

Low Incidence - receives supplemental funding	Level 1	107
	Level 2	4,224
	Level 3	649
High Incidence – does not receive supplemental funding	K, P, Q,R	3,263
Total		8,243

(Source: Education Data Warehouse)

*see special education factsheet for more information.

Key Facts:

- Provincial funding is only provided to:
 - Group 1 schools are eligible for provincial funding and receive 50% of the local district per student grant amount (includes distributed learning (DL) schools who receive 63% of the public school DL rate for school –aged students) for operating costs, no capital funding.
 - Group 2 schools are eligible for provincial funding and receive 35% of the local district per student grant amount (includes First Nation (FN) reciprocal tuition (RT) students who receive 100% of the local district rate based on the FN billing rate) for operating costs, no capital funding.
 - Group 3 and 4 schools are not funded by the ministry.
- Overall enrolment at independent schools has increased on average by 1.65% per school year for the last 5 years (when excluding years of job action).
- The 14 Special Education Schools (SES) exclusively served 993 students in the 2018/19 school year with special needs which are included in the special education statistics section of this factsheet. See Special Education School factsheet for additional information.

Key Outcomes:

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

Funding:

Fiscal Year Budget (not including ~\$10M in First Nations Reciprocal Tuition funding)

- 2018/19 Forecast \$415.3M
- 2018/19 Estimate \$426.3M
- 2017/18 Actual \$396.4M

2018/19 School Year Estimated Grant Funding

Operating*	\$334.58M
Special Needs	\$94.88M
Other Special Purpose	\$15.7K
Estimated School Year Total	\$429.46M

*includes FN RT funding

Course Challenge

2017/18 School Year Grant Funding

Operating*	\$326.58M
Special Needs	\$87.15M
Other Special Purpose	\$16.8K
School Year Total	\$413.73M

*includes FN RT funding

Course Challenge

Description:

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

Statistics:

- The ministry certified 367 independent schools in the 2018-19 school year.
- In 2018-19, 70 schools were scheduled for comprehensive external evaluations with 58 completed by January 4, 2019. 158 monitoring visits were scheduled with 78 complete.

Budget:

- Fiscal 2018/19 budget of \$315,500 for independent school inspections.

Delivery Partners:

- Federation of Independent Schools Association (FISA): supports member schools during inspections
- Contracted inspection team members: 27 contracted inspection team members were used in fiscal 2017/18

Key Facts:

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

Key Outcomes:

- 228 independent schools will be inspected in the 2018/19 inspection cycle. The majority of inspections take place in the Fall and in the Spring. All independent schools are required to demonstrate full compliance before the end of the school year.

Certificates of Group Classification (2018-19):

Group	# schools	Description	Funding	Inspection cycle
Group 1	244	<ul style="list-style-type: none"> must be not-for profit employ B.C.-certified teachers deliver the B.C. curriculum 	50% of the rate of the local school district	External evaluation every six years and a monitoring inspection every second year
Group 2	77	<ul style="list-style-type: none"> meet Group 1 requirements operate at a higher per-student cost than the local district 	35% of the rate of the local school district	External evaluation every six years and a monitoring inspection every second year
Group 3	22	<ul style="list-style-type: none"> do not deliver the B.C. curriculum not required to employ B.C.-certified teachers students not eligible for a Dogwood Diploma 	No funding	Inspection every other year focused on student safety
Group 4	24	<ul style="list-style-type: none"> meet Group 1 requirements with the exception that they may be for-profit more than 50% of students are international 	No funding	External evaluation every two years and a monitoring inspection every year in between

Description:

- British Columbia enables children to receive an education outside of a school environment with the parent/guardian responsible for delivering an education program.
- Homeschoolers must be registered with a public or independent school; however they are not required to follow the B.C. curriculum.

Statistics:

- 2,309 registered homeschoolers in the 2018/19 School Year.
- Registered homeschoolers in B.C. represent 0.35% of the total student population; this proportion has remained steady over the past five years.
- Registrations increased from 2,258 in 2017/18 to 2,309 in 2018/19 by (increased by 51 registrations or 2.3%).
- 1,791 homeschoolers are registered with independent schools (78%).
- 518 homeschoolers are registered with public schools (22%).
- 79% of all homeschoolers 1,821/2,309 are in the K-9 age range.
- 21% 488/2,309 of all homeschoolers are in grade 10-12 age range.

**See appendix for additional information*

Key Facts:

- Homeschooling is enabled by the *School Act* and *Independent School Act (1989)*.
- Registering schools receive an annual grant from the Ministry for each home school registration:
 - \$250 per public and \$175 per independent school registered home schooler;
 - The funding rate was set in 2002/03 and has remained the same since that time.
- Registering schools must offer evaluation and assessment services and the loan of educational resources to registered home schoolers; it is up to the parent/student to decide whether to make use of these services.
- Registered home schoolers can only graduate by taking courses through Distributed Learning, i.e. they must earn sufficient credits through grade 10-12 distributed learning courses.
- Anyone who believes that a school-aged homeschooled child is not registered or is registered but not receiving an educational program must report this belief to the superintendent of the school district in which the child resides (or the directeur général of the Francophone education authority).
- If the superintendent determines that the child is not registered as required, the superintendent will advise the parent of the obligation to register.
- When a superintendent (or the directeur général) receives a report that a child who is being home educated is not receiving an educational program, the superintendent shall investigate and discuss with the parent. In the event that the superintendent determines that the child is not receiving an educational program and that the child is in need of protection, the superintendent must report their belief to the Ministry of Children and Family Development.
- The recently published RCY report entitled “Alone and Afraid” includes two recommendations for the Ministry to:
 - Establish mechanisms for tracking and following up when school age students are not registered in an educational program; and
 - Assess whether school districts/school authorities should be offering additional supports to homeschoolers with special needs designations.

Key Outcomes:

- Homeschooled children are not required to participate in provincial assessments, and limited data is available to compare their educational outcomes to student achievements in the public and independent school systems.

Funding:

- \$442,950 is the total funding of homeschooling grants for school year 2018/19:
 - \$312,200 independent
 - \$130,750 public

Delivery Partners

- BC Home Educators’ Association (BCHEA) represent homeschooling parents
- Registering public and independent schools

Appendix

2018/19 Summary: Homeschooling in British Columbia

Table 1: Number of registered homeschoolers by sector

Homeschooler Registrations	# Homeschoolers	% of Total
Independent School	1,791	77.6%
Public School	518	22.4%
Total	2,309	100.0%

Table 2: Number of registered homeschoolers by age range

Homeschooler Registrations	# Homeschoolers	% of Total
Age 5-14 (Grades K-9)	1,917	83.0%
Age 15-17 (Grades 10-12)	392	17.0%
Total	2,309	100.0%

Table 3: Number of registered homeschoolers by facility type

Homeschooler Registrations	# Homeschoolers	% of Total
Distributed Learning (public and independent)	1,606	69.6%
Brick & Mortar	703	30.4%
Total	2,309	100.0%

Table 4: Number of Homeschoolers: Past 5 Years

School Year	# Homeschoolers	% total school-aged population
2014/15	2,221	0.35%
2015/16	2,246	0.35%
2016/17	2,315	0.36%
2017/18	2,258	0.35%
2018/19	2,309	0.35%

Description:

- Independent schools must enter into a Distributed Learning Agreement with the Ministry of Education to offer an educational program to students by Distributed Learning (DL).

Statistics:

- 2018/19 Independent Distributed Learning:
 - 16 Independent DL Schools;
 - 9,141 Students, 105 (1.2%) increase from 2017/2018;
 - This comprises 40% of the total number of Distributed Learning students in B.C.
- Increase primarily due to special education funded students.
- 86,478– Number of courses taken through an independent DL school in 2017/18 (2018/19 data unavailable until Fall 2019).
- Enrolment of students with special needs in independent DL schools has increased by 59% over the past 5 years:
 - 1,382 in 2014/15
 - 2,204 in 2018/19
- Distributed Learning Outcomes 2017/18:

	Course Completion Rate	6 Yr. Completion Rate	Av. Eng. 12 Exam Mark
PUB	54.2%	36.5%	64.9%
IND	43.4%	43.1%	67.2%

- See appendix for a list of Independent Distributed Learning Schools.

Key Facts:

- There were 16 independent Distributed Learning schools in B.C. serving 9,141 students in 2018/19.
- All independent Distributed Learning schools are Group 1 Independent schools.
- Independent DL schools have a two-year inspection cycle:
 - External Evaluation in Year 1
 - Monitoring Inspection in Year 2
- Funding for Independent Distributed Learning students is based on a percentage of the flat public school Distributed Learning per pupil rate:
 - 63.0% for Group 1 independent distributed learning students; and
 - 44.1% for Group 2 independent distributed learning students. (there are no Gr.2 DL schools)
- 2017/18 Distributed Learning flat rates, which remain fixed for 2018/19:
 - \$6,100 per FTE (public)
 - \$3,843 per FTE (Group 1 independent, 63% of \$6,100)
- Independent Distributed Learning schools are eligible for 100% of the special education funding that public schools receive.

Benefits:

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

Funding:

- \$71.6M: Total estimated grants to independent DL schools for the 2018/19 school year.
 - \$35.6M special education grants (~49% of total grants)
 - \$36.0M operating grant
- \$67.2M: Total grants to independent DL schools for the 2017/18 school year
 - \$32.3M in special education grants (~48% of total grants)
 - \$34.9M in operating grants

Agreements:

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

Delivery Partners:

- Federation of Independent Schools Associations (FISA)

APPENDIX

Independent Distributed Learning Schools (Group 1 Only)

Name	Location	Sept 2017 Headcount*	Sept 2018 Headcount*	2017/18 SY DL Funded FTE**	2018/19 SY DL Funded FTE	2017/18 SY DL (Operational) Funding**
Anchor Academy (DL)	Salmon Arm	480	496	466.0425	Not yet available	\$ 1,815,232
ASCEND Online Distributed Learning	Kamloops	298	358	306.3200	Not yet available	\$ 1,204,619
Bulkley Valley Christian Distributed Learning	Smithers	39	31	40.7500	Not yet available	\$ 157,293
CHEK-ABC	Nelson	153	161	131.8025	Not yet available	\$ 511,236
Christian Homelearners eStreams	Grindrod	191	243	186.9238	Not yet available	\$ 772,010
Fawkes Academy DL	Richmond	39	38	43.0000	Not yet available	\$ 164,482
Heritage Christian Online School (DL)	Kelowna	2,978	3,068	3,090.3288	Not yet available	\$ 11,934,985
iLearn DL Secondary School	Surrey	141	122	236.0000	Not yet available	\$ 879,915
KLEOS Open Learning (DL)	Kelowna	237	234	227.6250	Not yet available	\$ 871,849
Oak & Orca School (DL)	Victoria	155	179	160.0250	Not yet available	\$ 615,742
Pathways Academy Distributed Learning	Prince George	216	241	206.2813	Not yet available	\$ 799,005
Regent Christian Online Academy	Victoria	948	937	944.9975	Not yet available	\$ 3,673,144
SelfDesign Learning Community (DL)	Vancouver	2,012	1,875	1,912.4500	Not yet available	\$ 7,363,312
Traditional Learning Academy Online	Surrey	1,059	1,042	982.8725	Not yet available	\$ 3,823,049
Valley Christian School DL	Mission	25	30	25.5000	Not yet available	\$ 97,997
West Coast Adventist DL School	Abbotsford	65	86	56.9550	Not yet available	\$ 218,081
		9,036	9,141	9,017.8739		\$ 34,901,951

*Source: Education Data Warehouse

**Source: Independent School Information System

Note: Final DL counts for the 2018/19 school year will not be available until August 2019; DL Schools report student enrolment in September, February and May.

Description:

- Independent schools in the Province of B.C. are enabled under the *Independent School Act* which was enacted in 1989 and has remained relatively unchanged since that time.
- Independent schools must comply with the requirements of the Act and related regulations, orders and policy.
- The Ministry of Education regulates independent schools by way of external evaluations and inspections conducted on the cycle outlined in the Schedule to the *Independent School Act*.
- The Independent School Teaching Certificate Standards Committee, comprised of three senior sector representatives (Elizabeth Moore from ISABC, Dave Loewen from SCSBC, and Lesya Balsevich from CISBC), establishes standards for and types of independent school teaching certificates.

Key Facts:

- Basic requirements of all independent schools:
 - Facility is in compliance with local municipal/regional by-laws.
 - A society (Authority) is established under the Societies Act.
 - No school may be in existence that fosters or promotes: racial or religious intolerance, violent overthrow of government, or sedition.
- Independent schools are classified into one of four groups based on the requirements of the Act and regulations, schools meet the basic requirements and those of each Group classification:
 - Group 1: must be not-for-profit, deliver the BC curriculum, employ BC certified teachers and are funded at 50%, as per student operating costs are equal to or less than the local district amount. Students earn Dogwood.
 - Group 2: same as Group 1, but are funded at 35% because per student operating costs exceed the local district amount. Students earn Dogwood.
 - Group 3: not required to deliver B.C. curriculum, or employ B.C. certified teachers. No funding. Students do not earn a Dogwood.
 - Group 4: 50% or more of students are international, can be for profit but must deliver curriculum, or employ BC certified teachers. No funding. Students earn a Dogwood.
- Funding for Group 1 and 2 schools is set-out in the Independent School Regulation and is linked to all grants paid to public boards of education under sections 106.3 and 115.1(a) of the *School Act*.
- Independent schools in the Province serve 13.0% of the K-12 student population (0.1% higher than in 2017/18) for 6.7% of the total K-12 education budget.

Statistics:

2018/19 Independent Schools in B.C.

Type	# of schools	% of total
Group 1	243 (incl. 16 DL)	66.2%
Group 2	77 (incl. 29 FN)	21.0%
Group 1/3	1	0.3%
Group 3	22	6.0%
Group 4*	24	6.5%
Total	367	100%

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

Key Outcomes:

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

Funding:

- 2017/18 Fiscal Year Actual \$396.4M
- 2018/19 Fiscal Year Forecast \$415.3M

Partners:

- The Federation of Independent Schools Associations of BC (FISA BC) is comprised of 5 sub associations' namely Catholic Independent Schools (CIS), the Society of Christian Schools BC (SCSBC), the Association of Christian Schools International (ACSI), the Independent Schools Association (ISABC) and the Associate Members Group (AMG).
- FISA BC represents 78% of all independent schools (by school count) and 90% of all independent schools (by student count).

Description:

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

Statistics:

- There are 86,080 students enrolled in 367 B.C. Independent Schools (as of September 28, 2018).
- In 2017/18, there were 5,780 graduates (Dogwood and Adult Dogwood) from Independent Schools.
- 8,243 of all Independent School students are students with special needs (all 12 categories):
 - This represents 9.6% of all students in the Independent School System
 - 11.4% of students in the Public School System have special needs

Key Facts:

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

2017/18	6 Yr. Completion Rate: All Students	6 Yr. Completion Rate: Students with Special Needs (5 categories)	Eng. 12 Exam Final Mark (Percent C+ or better)
Public	84.6%	71.1%	74%
Independent	86.0%	79.0%	80%

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

Foundation Skills Assessment: % of students <i>On Track or Extending</i>						
2017/18	Grade 4 Numeracy	Grade 4 Writing	Grade 4 Reading	Grade 7 Numeracy	Grade 7 Writing	Grade 7 Reading
Public	66%	78%	76%	65%	91%	78%
Independent	86%	89%	89%	87%	96%	93%

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

Foundation Skills Assessment Participation Rates		
2017/18	Grade 4	Grade 7
Public	~74%	~72%
Independent	~88%	~89%

- Students with Special Needs (5 categories) at Independent Schools score higher than those in Public Schools on the Foundation Skills Assessment.

Foundation Skills Assessment: % of special needs students <i>On Track or Extending</i>						
2017/18	Grade 4 Numeracy	Grade 4 Writing	Grade 4 Reading	Grade 7 Numeracy	Grade 7 Writing	Grade 7 Reading
Public	45%	61%	59%	39%	76%	56%
Independent	71%	80%	78%	70%	92%	87%

International Education – in BC

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Description:

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

Statistics: In 2017/18, based on fall 2018 enrolment data provided by SD 73 BC:

- 274 students from 19 B.C.-certified offshore schools were enrolled in International Distributed Learning.
- 156 non-resident students who are not enrolled in B.C.-certified offshore schools also took courses from School District No. 73 Business Company through International Distributed Learning.
- In the first semester of 2018/19, School District No. 73 Business Company offered 17 courses from the B.C. curriculum.
 - The five courses with the highest enrolment for B.C.-certified offshore school students were Calculus 12, Pre-Calculus 12, Biology 12, English 10 and Career Life Education.
- 10 B.C.-certified teachers were employed through the School District No. 73 Business Company.

(2018/19 school year data will become available in July 2019)

Key Facts:

- The Ministry of Education enables international students not residing in B.C. to enrol in a limited selection of distributed learning courses which only count for credit toward graduation upon enrolment in a B.C. school, or B.C.-certified offshore school.
- Starting in 2010, the Ministry reached an agreement with School District No. 73 Business Company to provide International Distributed Learning for international students residing outside B.C.
- School District No. 73 Business Company currently has an exclusive agreement with the Ministry to provide international distributed learning; no other district is authorized by the Ministry of Education to offer distributed learning courses to students residing outside of B.C.
- The Ministry's current agreement with the Business Company of School District No. 73 runs until the end of the 2018/19 school year.
- Distributed learning is one of the identified areas of focus as part of the Funding Model Review (FMR). A working group will be formed with a variety of public education partners, and this policy framework may inform decisions relating to international distributed learning.

Key Outcomes:

- Provides flexibility and greater course diversity for B.C.-certified offshore school students.
- Attracts additional international students to study in B.C.

Funding:

- The Ministry of Education does not fund international students.

Agreements:

- There is a Distributed Learning Agreement for Non-Resident Learners between the Ministry of Education and School District No. 73 Business Company. This agreement has been updated and renewed for the 2018/19 school year, and limits the number of graduation credits that non-residents may earn through international distributed learning. As part of the current agreement the Ministry will conduct an Annual Review of SD 73 BC's distributed learning program for non-resident learners.

Delivery Partners:

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

Description:

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

Statistics:

- Number of K-12 international students

	Onshore	Offshore*
2014/15	16,958	11,003
2015/16	18,710	11,918
2016/17	20,437	12,323
2017/18	21,131	12,277
2018/19	21,271	11,650

*Does not include students preparing to study the B.C. curriculum

Top 5 public School Districts and independent schools for international student enrolment (2018/19)

School Districts	Independent Schools
Coquitlam: 1,993	Bodwell High School: 651
Vancouver: 1,724	Brentwood College: 254
Burnaby: 1,471	Shawnigan Lake: 237
Surrey: 1,049	St. Michaels' University School - Senior: 224
Victoria: 1,031	Pattison High School: 174

- See over for Table of School District Tuition Revenue from International Students

Key Facts:

- There were 21,271 onshore K-12 international students in B.C. in 2018/19 enrolled in 48 school districts and 154 independent schools.
- There are 11,650 students at 45 B.C. offshore schools in 7 countries studying the B.C. curriculum.
- The Ministry of Education uses cost recovery revenue from the B.C. Offshore School Program to fund international education scholarships, available for B.C. students and teachers.
- The Ministry maintains 12 education-related MOUs with foreign governments in seven countries (China, Colombia, France, Japan, Italy, the Netherlands, and Spain). MOUs support student and teacher exchanges and the development of intercultural skills and global competence.
- The Ministry supports international education through:
 - Policy administration and development (e.g. K-12 Homestay Guidelines);
 - Stakeholder relations (e.g. B.C. education stakeholders, the federal government and international stakeholders);
 - Coordination of government initiatives with other B.C. government ministries; and
 - Administration of the B.C. Offshore School Program including inspection and certification.

Key Outcomes:

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

Funding:

- In 2018/19, the B.C. Offshore School Program generated \$5.1M in revenue for the Ministry for program administration of which \$590K was awarded to students and teachers in B.C. as international education scholarships and awards.
- International education generates \$257.7M in tuition revenue for 49 public school districts (2017/2018).

Delivery Partners:

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

School District Revenue from International Student Tuition (2017/18 School Year Audited Financial Statements) and Non-Resident Student Headcounts for 2017/18 and 2018/19

School District	Tuition Revenue 2017/18	Non-Resident Student Headcount	
		2017/18	2018/19
05 - Southeast Kootenay	\$480,028	74	78
06 - Rocky Mountain	\$3,937,783	86	79
08 - Kootenay Lake	\$1,961,224	91	101
10 - Arrow Lakes	-	0	0
19 – Revelstoke	\$133,139	21	22
20 - Kootenay-Columbia	\$12,000	14	15
22 – Vernon	\$4,867,254	210	224
23 - Central Okanagan	\$5,886,182	460	434
27 - Cariboo-Chilcotin	\$59,976	5	1
28 – Quesnel	\$7,500	1	0
33 – Chilliwack	\$1,453,591	125	114
34 – Abbotsford	\$5,785,959	440	483
35 – Langley	\$14,833,515	1,014	999
36 – Surrey	\$14,783,108	1,056	1,049
37 – Delta	\$10,851,092	746	756
38 – Richmond	\$18,266,951	996	939
39 – Vancouver	\$26,375,687	1,740	1,724
40 - New Westminster	\$4,887,314	330	285
41 – Burnaby	\$23,525,875	1,430	1,471
42 - Maple Ridge-Pitt Meadows	\$8,367,609	600	591
43 – Coquitlam	\$36,959,535	2,036	1,993
44 - North Vancouver	\$10,907,871	692	741
45 - West Vancouver	\$9,931,408	539	529
46 - Sunshine Coast	\$118,188	10	16
47 - Powell River	\$972,675	53	56
48 - Sea to Sky	\$2,777,142	199	211
49 - Central Coast	-	0	0
50 - Haida Gwaii	-	2	0

School District	Tuition Revenue 2017/18	Non-Resident Student Headcount	
		2017/18	2018/19
51 – Boundary	\$30,300	2	1
52 - Prince Rupert	\$54,000	4	8
53 - Okanagan Similkameen	-	0	0
54 - Bulkley Valley	\$190	0	1
57 - Prince George	\$63,000	8	22
58 - Nicola-Similkameen	-	0	0
59 - Peace River South	\$37,429	5	7
60 - Peace River North	\$849,643	76	56
61 - Greater Victoria	\$15,024,374	1,046	1,031
62 – Sooke	\$6,675,632	346	360
63 – Saanich	\$4,513,142	378	367
64 - Gulf Islands	\$709,860	66	66
67 - Okanagan Skaha	\$1,124,686	115	144
68 - Nanaimo-Ladysmith	\$4,229,284	319	286
69 – Qualicum	\$3,952,621	181	181
70 – Alberni	\$3,000	5	11
71 - Comox Valley	\$3,177,311	221	254
72 - Campbell River	\$605,933	53	52
73 - Kamloops/Thompson	\$3,152,489	190	225
74 - Gold Trail	-	2	0
75 – Mission	\$2,197,735	182	158
78 - Fraser-Cascade	\$50,048	0	2
79 - Cowichan Valley	\$2,760,857	225	226
81 - Fort Nelson	-	1	0
82 - Coast Mountains	\$21,210	4	5
83 - N. Okanagan-Shuswap	\$10,993	1	4
84 - Vancouver Island West	\$192,796	0	7
85 - Vancouver Island North	-	0	0
87 – Stikine	-	0	0

INTERNATIONAL EDUCATION OVERVIEW – CURRENT STATE

updated January 29, 2019

School District	Tuition Revenue 2017/18	Non-Resident Student Headcount	
		2017/18	2018/19
91 - Nechako Lakes	\$117,805	12	10
92 - Nisga'a	-	0	0

School District	Tuition Revenue 2017/18	Non-Resident Student Headcount	
		2017/18	2018/19
93 - Conseil Scolaire Francophone	-	0	0
99 - Provincial Summary*	\$257,696,944	16,412	16,395

*Provincial Summary does not include independent schools as the branch does not track tuition for non-resident learners in the independent sector.

Description:

- International education scholarships and awards:
 - promote B.C. as a study destination;
 - promote pathways from B.C. K-12 to post-secondary study;
 - support international MOUs; and
 - encourage study of foreign languages and cultures.
- Two merit-based international education scholarships are supported by the Ministry:
 - For International Students – International Student Ambassador Scholarships
 - For B.C. Students – B.C.-China Award for Excellence in Chinese
- The Ministry also supports B.C. student and teacher outbound mobility – see “Student and Teacher Mobility” Factsheet

Statistics:International Student Ambassador Scholarships

- 2018/19.
 - 116 K-12 scholarships (50 China, 25 Japan, 13 Korea, 2 France, 2 Italy, 1 Columbia, 7 Spain, and 16 Other Countries)
 - 50 post-secondary scholarships (30 China, 4 Japan, 4 Korea, and 12 Other Countries)

BC-China Award for Excellence in Chinese

- 2018/19
 - 50 awards for B.C. students

Key Facts:

- International Student Ambassador Scholarships (\$1,250/scholarship)
 - Eligibility Criteria for international students: nominated by school district or independent school based on local criteria (e.g. academics); all countries eligible, with preference given to students from MOU partner jurisdictions; entering B.C. K-12 or graduating from B.C. high school and entering B.C. post-secondary institution.
 - In fiscal 2018/19, 166 scholarships were provided with 116 awards for international students entering K-12 study in B.C. and 50 awards for international students graduating from a B.C. school district, independent school or BC-certified offshore school and entering a qualifying B.C. post-secondary institution.
- BC-China Award for Excellence in Chinese (\$500/award):
 - Up to 50 awards for Grade 12 B.C. students for the study of Chinese language and culture.
 - Jointly funded with the Consulate General of the People’s Republic of China in Vancouver. (\$12,500/year) and EDUC (\$12,500/year).

- **Benefits:** International education scholarships and awards benefit B.C. by fostering development of intercultural skills and global competence for B.C. students through:
 - encouraging B.C. students to study foreign languages and cultures, and
 - by promoting B.C. as a place of study and attracting international students who bring global perspectives into B.C. classrooms and communities.

Funding: Funding is fully supported by revenue generated from the B.C. Offshore School Program.

2018/19 Fiscal Year

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

* Application window for scholarships is from January to March. Successful recipients are selected in April/May. Funding is distributed to award recipients at the start of the following school year (September).

** funds are matched by the Consulate General of the People’s Republic of China in Vancouver.

Services to Ministry:

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

Delivery Partners:

- School districts, independent schools and BC-certified offshore schools nominate students for awards.

Description:

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

Statistics:

- Approximate homestay compensation for regions of B.C.:
 - Metro Vancouver –\$900 to \$975 per month, and
 - Other areas of B.C. –\$800 to \$900 per month
- Statistics on the specific number of students residing in homestays are not available.
 - It is estimated that 75% – 80% of the total international student population resides in homestays (e.g. approximately 15,953 to 17,016 international students)
 - At \$900/month based on 10 months, this equates to between \$143M to \$153M for local economies via local homestay families.

Sources:

- Education Data Warehouse
- School District Websites
- Homestay Agency Websites

Key Facts:

- In 2018/19, there were 21,271 non-resident students in B.C.
- The Ministry of Education maintains *Homestay Guidelines for K-12 International Students*, which provide comprehensive, best practice standards for administration of and participation in homestays for minor international students. The *Guidelines* were revised in 2017/18.
- The Ministry's Homestay Guidelines are translated widely to support international students and their families in understanding expected standards of service and care.
 - The Ministry is gathering feedback from districts and independent schools on the implementation status of the guidelines in 2018/19. Currently available in English and 11 additional languages: Mandarin, Korean, Japanese, Spanish, Portuguese, French, German, Italian, Thai, Vietnamese and Arabic.

Key Outcomes:

- B.C. homestay families have opportunities for intercultural engagement and development of global competence through hosting international students.
- The B.C. economy and regional economies benefit from additional economic activity associated with homestay students.
- The Ministry of Education *Homestay Guidelines for K-12 International Students* help international students and their families understand expected standards of service and care.

Operating Budget (Funding):

- The Ministry of Education does not directly fund homestays.

Delivery Partners:

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

Description:

The Ministry of Education enters into Memorandums of Understanding (MOUs) with established and emerging governments to support B.C.'s international education sector and to provide opportunities for students' intellectual development and future orientation.

Funding:

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

Statistics:

**See appendix for list of Active B.C. K-12 Education-Related Memorandums of Understanding*

Key Facts:

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

Key Outcomes:

- Education-related Memorandums of Understanding (MOUs) help students by facilitating exchange and mobility opportunities that increase students' adaptability while developing their language skills and gaining global competencies.
- MOUs also support students' intellectual development by encouraging a curiosity about the world around them through intercultural exchanges and experiences.

Delivery Partners:

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

APPENDIX

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

Country	Partner Name	Date		B.C. Student And Teacher Mobility (Fiscal 2017/18)	
		Signed	Expires	B.C. Students	B.C. Teachers
People's Republic of China	National Ministry of Education of the People's Republic of China	June 1, 2015	June 1, 2019	93	3
	Department of Education of Heilongjiang Province	January 22, 2019	January 22, 2023	0	0
	Department of Education of Jiangsu Province	April 1, 2015	April 1, 2020	21	0
	Department of Education of Guangdong Province	May 9, 2016	May 9, 2021	14	0
	Department of Education of Zhejiang Province	March 31, 2015	March 31, 2023	0	0
Japan	National Ministry of Education, Culture, Sports, Science and Technology of Japan	June 4, 2015	June 4, 2019	175	1
	Tokyo Metropolitan Board of Education	September 15, 2015	September 15, 2019	71	0
France	Ministry of National Education of the French Republic	April 3, 2018	April 3, 2021	88	4
Italy	Ministry of Education, University and Research of the Italian Republic	June 13, 2016	June 13, 2019	29	1
Spain	Ministry of Education, Culture and Sport of the Kingdom of Spain	December 1, 2016	December 1, 2020	0	0
Colombia	Ministry of National Education of Colombia	December 28, 2016	December 28, 2020	0	1
The Netherlands	Ministry of Education, Culture and Science of the Netherlands	April 6, 2018	April 6, 2021	0	0

Description:

- The Student and Teacher Exchange and Mobility Awards:
 - Provide international opportunities for B.C. students and teachers;
 - Foster increased intercultural skills and global competence for B.C. students and teachers;
 - Provide international professional development opportunities for teachers; and
 - Strengthen foreign partnerships.
- The Ministry also administers a program supporting international education scholarships - see “Scholarships and Awards” factsheet.

Key Facts:

- Funding for international education scholarships and awards is fully supported by revenue generated from the B.C. Offshore School Program.
- Student Exchange and Mobility Awards (\$5,000-\$25,000) provide partial funding for groups of B.C. students to go abroad to develop intercultural skills and strengthen foreign partnerships.
 - These awards also include reciprocal exchange activities that see B.C. student groups go abroad for a short-term visit with a foreign partner institution (e.g. sister school), and the partner sends students from their jurisdiction on short-term exchanges to B.C.
- Teacher Exchange and Mobility Awards (\$5,000/award) provide partial funding for B.C. teachers to go abroad to strengthen foreign partnerships and create new opportunities for student exchange, as well as for professional development.
- Visiting French Teacher Training and Placement Scholarships (\$1,250 - \$3,000) promote the recruitment of French language teachers to B.C. school districts and independent schools through partial support for training in a B.C. post-secondary Teacher Education Program, or through partial support for deferring the costs of settlement into school districts or independent school communities.

Statistics:
of Students and Teachers Supported

- Student Exchange and Mobility Awards

Year	Student Participants*
2018/19	TBD – in progress
2017/18	393
2016/17	369
2015/16	210

*Includes B.C. students participating in reciprocal exchanges. Does not include students from partner jurisdictions who come to B.C. as part of exchange.

- Teacher Exchange and Mobility Awards

Year	Teacher Participants
2018/19	TBD – in progress
2017/18	13
2016/17	7
2015/16	6

Key Outcomes:

- The awards promote international education and are fully subscribed.
- The awards support the Ministry’s 12 international education-related Memorandums of Understanding with foreign governments.

Funding:
Fiscal year 2018/19

- Total spending for 2018/19 will be known August 2019

Fiscal year 2017/18

- Exchange and Mobility Awards spend
 - \$343,665 Student Exchange and Mobility
 - \$65,000 Teacher Exchange and Mobility
 - **\$408,665 TOTAL**

Services to Ministry:

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

Delivery Partners:

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

Agreements:

- 12 Memorandums of Understandings (MOUs) with international governments in China, Japan, France, Italy, the Netherlands, Colombia and Spain that promote student and teacher mobility initiatives.

Description:

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

Statistics:

- Number of international students in B.C. with study permits for 2016 and 2017

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

*See key facts for description of study permits

**See "International Education Overview - Current State" fact sheet for more information on international students in B.C.

Key Facts:

- As of December 2017, there were 23,690 K-12 students in B.C. with study permits issued by the IRCC. It is unclear when the IRCC will make 2018 data available.
- The federal government classifies study permits into four categories: K-12, Post-Secondary, Other Studies and Study Level not Stated.
 - The Other Studies category includes programs that are not captured in the K-12 or Post-Secondary categories, such as those offered by English language schools, or private training institutions.
 - Study Level not Stated includes students who do not indicate their intended level of study on their study permit application.
- B.C. school districts and independent schools must issue a Letter of Acceptance to support international student applications for study permits.
- Minor children applying for a study permit must appoint a custodian (if not accompanied by a parent or legal guardian); school district employees often act as the custodian.
- K-12 study permits are generally issued for less than one year in duration. Students must reapply for a study permit extension if they wish to continue their studies.
- Processing times for study permit applications and renewals varies between 2-6 weeks.
- Rates for study permit application refusals/rejections vary by country.
- In some cases, study permits may be issued but not necessarily activated (i.e., student receives a permit but chooses not to come to Canada for study).
- Updated data for the 2018 calendar year will be available by summer, 2019.

Partners:

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

International Education - Offshore

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Description:

- B.C. Offshore School Program operates on a fee and cost-recovery model.
- Offshore school owners pay annual fees based on the number of schools and number of students enrolled in the B.C. program.
- All costs for annual school inspections are paid by school owners
- Costs associated with unannounced inspections are borne by the Ministry of Education.
- In 2018/19 the Offshore School Program has 45 schools in 7 countries.
- Two schools closed after the 2017/18 school year (in China and the United Arab Emirates)
- Two new schools opened in September 2018 (China) and a school in Japan is on track to open in April 2019.

Key Facts:

- Total cost-recovery of \$5.1M to the Ministry of Education in fiscal 2018/19.
- Offshore schools employ 747 B.C.-certified teachers in 2018/19.
 - An external review of the Offshore School Program completed by Deloitte in February 2018 calculated the following contribution to B.C.'s economy in 2016/17:
 - Total direct and indirect contribution of \$36.7M and 509 FTE jobs.
 - Student spending of \$7.2M in B.C. during short-term study programs.
 - Spending of \$20.2M by graduates now studying in B.C. post-secondary institutions.

Key Outcomes:

- Offshore school recoveries supported 393 B.C. students and 13 B.C. teachers with mobility and exchange scholarships in 2017/18.
- Offshore school recoveries also supported 166 international students with scholarships to study in B.C. in 2017/18.

Statistics:**2018/19 school year**

Country	# schools	# students	Program Revenue	Inspection Recoveries	Total
China	39	9,722	\$4,005,200	\$257,754	\$4,262,954
Colombia	1	125	\$58,750	\$7,771	\$66,521
Egypt	1	710	\$263,500	\$14,268	\$277,768
France	1	30	\$25,500	\$0	\$25,500
Japan	1	77	\$41,950	\$6,697	\$48,647
Qatar	1	922	\$337,700	\$14,268	\$351,968
Thailand	1	14	\$19,900	TBC – Spring 2019	\$19,900
TOTAL	45	11,650	\$4,752,500	\$300,758	\$5,053,258

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

Funding:

- The offshore school program generates \$5.1M in revenue for the ministry for program administration
 - \$343,667 of this total was awarded to students and teachers in B.C. as International Education Scholarships and Awards in 2017/18
 - \$207,500 of this total was awarded to international student scholarships for entry into B.C. education programs in 2017/18.

Description:

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

Key Facts:

- A study of the socio-economic contributions of the Offshore School Program to B.C. was completed in February 2018. It concluded that the economic contribution of the Offshore School Program in 2016/17 was \$36.7M to B.C.'s economy.
- As of September 1, 2018, there were 20 offshore school owner/operators running 45 B.C.-certified offshore schools in seven countries: China (39); and 1 each in Egypt, Qatar, Japan, Colombia, Thailand, and France. (See Attachment 1: List of offshore schools)
- Two new schools opened in September 2018, both in China (included in the count above), and a third school is on track to open in Osaka, Japan in April 2019 (not included in the count above).
- The Ministry of Education annually inspects and certifies all offshore schools to ensure compliance with the Certification Agreement signed between owners/operators and the Ministry of Education.
- A comprehensive internal review of the Offshore School Program was completed in August 2017, producing action items for completion over 24 months. As of February 2019, 14 of 15 actions have been implemented and the remaining action is expected to be completed July 31, 2019.

Statistics:

- In 2018/19 B.C. certifies a total of 45 schools: 39 in China and one school each in Colombia, Egypt, France, Japan, Qatar and Thailand.
 - Two new schools opened in September 2018 (both in China)
 - Two schools closed at the end of the 2017/18 school year (China and UAE)
 - 2018/19 student enrolment in the 45 B.C. offshore schools is 11,650. **See next page*
 - 747 B.C.-certified teachers are employed by offshore schools in 2018/19.
 - 166 teachers transitioned to B.C. public schools from offshore schools in 2017/18 supporting recruitment efforts in B.C.
 - 2,020 offshore school students participated in short-term credit and non-credit programs in B.C. in 2016/17, generating \$7.2M in economic activity in B.C.
- * All stats are the most recently available.*

Key Outcomes:

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

Funding:

- The Offshore School Program generated revenue of \$5.0M for the Ministry of Education in 2017/18, with projected 2018/19 revenue of \$4.8M, through the administrative and curriculum fee schedule.
 - School owners/operators pay an annual program fee of \$10K and a curriculum fee of \$5K per school, plus annual fees of \$350 per student.
- School inspection costs (\$200K - \$300K) are paid by the owner/operator through cost recovery of all fees and expenses incurred to perform the inspection.

ATTACHMENT 1: LIST OF OFFSHORE SCHOOLS

As of September 1, 2018

School	City	Province	Country	2018/19 Enrollment
British Columbia Canadian International School	Cairo	Cairo	Egypt	710
British Columbia International School, Bangkok	Bangkok		Thailand	14
Bunka Suginami Canadian International School	Tokyo	Tokyo	Japan	77
Canada Changchun Shiyi Secondary School	Changchun	Jilin	China	52
Canada Chengdu ShiShi Secondary School	Chengdu	Sichuan	China	62
Canada Hefei No.1 Secondary School	Hefei	Anhui	China	224
Canada Kunming No.10 Secondary School	Kunming	Yunnan	China	87
Canada Langfang Secondary School	Langfang	Hebei	China	133
Canada Qingdao Secondary School	Qingdao	Shandong	China	166
Canada Shandong Secondary School	Tai'an	Shandong	China	143
Canada Weifang Secondary School	Weifang	Shandong	China	70
Canada Yantai Secondary School	Yantai	Shandong	China	48
Canada Zibo No.11 Secondary School	Zibo	Shandong	China	125
Canadian Bilingual School of Paris	Paris		France	30
Canadian International School Guangxi Gaojie	Nanning	Guangxi	China	214
Canadian Secondary Wenzhou No. 22 School	Wenzhou	Zhejiang	China	109
Colegio Canadiense	Medellin	Antioquia	China	125
Grand Canadian Academy (Jiaxing)	Jiaxing	Zhejiang	China	90
Harbin Zhongshi - Canadian International School	Harbin	Heilongjiang	China	10
Hayat Universal School (HUBS) Qatar	Doha		Qatar	922
Jiaxing Senior High School	Jiaxing	Zhejiang	China	119
Lanzhou Oriental Canada Secondary School	Lanzhou	Guansu	China	146
Luwan Senior High School	Luwan	Shanghai	China	64
Majestic BC International School	Foshan	Guangdong	China	86
Maple Leaf Foreign National School - Wuhan	Wuhan	Hubei	China	90
Maple Leaf Foreign Nationals School - Dalian	Dalian	Liaoning	China	133
Maple Leaf Foreign Nationals School - Yiwu	Yiwu	Zhejiang	China	104

OFFSHORE SCHOOL PROGRAM - OVERVIEW AND CURRENT STATE

updated February 8, 2019

Maple Leaf International School - Chongqing	Chongqing	Chongqing	China	516
Maple Leaf International School - Dalian	Dalian	Liaoning	China	1,657
Maple Leaf International School - Hainan	Haikou	Hainan	China	24
Maple Leaf International School - Henan	Luoyang	Henan	China	156
Maple Leaf International School - Xian	Xi'an	Shaanxi	China	133
Maple Leaf International School - Yiwu	Yiwu	Zhejiang	China	61
Maple Leaf International School - Zhenjiang	Zhenjiang	Jiangsu	China	480
Maple Leaf International School - Shanghai	Shanghai	Shanghai	China	455
Maple Leaf International Academy - Shenzhen	Shenzhen	Guangdong	China	12
Maple Leaf International School - Tianjin	Tianjin	Tianjin	China	858
Maple Leaf International School - Wuhan	Wuhan	Hubei	China	1,184
Maple Leaf International School - Yancheng	Yancheng	Jiangsu	China	5
Nanjing Foreign Language School British Columbia Academy	Nanjing	Jiangsu	China	303
Osaka Gakugei Canadian International School	Osaka	Osaka	Japan	April 2019~
Shanghai Nanyang Model Private High School	Shanghai	Shanghai	China	254
Shanghai United International School Jiaoke Campus	Shanghai	Shanghai	China	338
Sino Bright School No. 8	Beijing	Beijing	China	123
Sino-Canada School	Wujiang	Jiangsu	China	780
Suzhou Industrial Park Foreign Language School	Suzhou	Jiangsu	China	158
Total				11,650

Teacher Professional Conduct

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Description:

- The current teacher regulatory structure for education in BC was established in January 2012 with the passing of the *Teachers Act*. The regulatory structure consists of five statutory decision-making bodies:
 - The BC Teachers' Council (BCTC)
 - The Director of Certification (DOC)
 - The Commissioner for Teacher Regulation (Commissioner)
 - The Independent School Teaching Certificate Standards Committee (ISTCSC)
 - The Disciplinary and Professional Conduct Board (DPCB)
- The Teacher Regulation Branch (TRB) serves as the operational arm of the regulatory structure, providing administrative support to the five bodies.

Statistics:

- The TRB employs 59.8 full-time equivalents.
- As of December 31, 2018, there are 72,809 BC Teaching Certificate and Letter of Permission holders.
- In 2018, 5,664 applications for certification were received. An average of 3,283 applications have been received per year since 2012.
- In 2018, 3,982 certificates were issued. An average of 3,572 have been issued per year since 2012.
- There were 358 active conduct files open in the TRB Professional Conduct Unit as of December 15, 2018. The average number of files open since January 2015 was 329.

Key Facts:

- The BCTC consists of 10 members appointed by the Minister, five members elected by certificate holders, and one appointed non-voting member who reports to the Minister. They set the standards for certification, competence and conduct for certificate of qualification holders, and review/approve BC teacher education programs.
- The Director of Certification is an employee of the ministry with statutory authority to issue, suspend and cancel certificates and letters of permission, while maintaining the Online Registry of current certificate holders.
- The Commissioner is appointed by the Minister and oversees disciplinary processes for educators in BC's K-12 school systems.
- The ISTCSC consists of three members appointed by the Minister. They set the certification, conduct and competence standards for Independent School Teaching Certificate holders.
- The DPSB consists of 9 BCTC members appointed by the Minister, forming a pool which serves on disciplinary hearing panels.

Key Outcomes:

- A BCTC election took place in the Vancouver Island zone on March 20, 2018. Four unopposed candidates were acclaimed in the remaining zones in April 2018.
- Following the expiration of former Commissioner Bruce Preston's term of office in November 2018, Howard Kushner was appointed as Commissioner in March 2018.
- The provincial teacher recruitment drive has increased the number of applications for certification: 49% more applications were received in 2017 than in 2016, and 13% more applications were received in 2018 than in 2017.
- Since 2014, the TRB outreach team delivered 247 workshops to more than 22,300 participants

Funding:

- The regulatory structure is funded by the TRB *Special Account* established under the *Teachers Act*. In 2017/18 application fees and certificate holder's annual fees brought in \$7.1M in revenue.

Delivery Partners:

1. All major BC education stakeholders

Description:

- The Commissioner for Teacher Regulation (Commissioner) position is established by the *Teachers Act* (the Act).
- As an independent statutory decision maker, the Commissioner is responsible for:
 - Receiving complaints/reports of alleged teacher misconduct;
 - Deciding which disciplinary process under the Act is appropriate to address the matter;
 - Overseeing the disciplinary process for all BC certificate holders
 - Reviewing certification appeals from applicants who have been denied a certificate or from certificate holders who have had their certificate rescinded by the Director Certification;
 - Appointing hearing panels to consider evidence and submissions at a discipline or certification appeal hearing.
- The Commissioner relies on the administrative support of the Teacher Regulation Branch (TRB) and two Ministry of Attorney General lawyers to carry out the mandate.
- The Commissioner is appointed for a five-year term by the Lieutenant Governor in Council (LGIC), on the advice of the Minister of Education (Minister).
- The Commissioner submits an annual report to the Minister.

Key Facts:

- The current Commissioner for Teacher Regulation is Howard Kushner. He was appointed on March 19, 2018 for a term of five years.
- Mr. Kushner's priorities for his term of appointment include increasing the visibility of the role, as well as the transparency of the discipline process
- The Honourable Bruce Preston was appointed the first Commissioner. During his term, Commissioner Preston was largely concerned about the delay in the completion of discipline matters, caused in large part due to a backlog of files carried over from the former BC College of Teachers.

Key Outcomes:

- The Commissioner's role ensures teacher quality and student safety by enforcing the Standards for educators in BC's public and independent school systems.
- The independence of the Commissioner's role, and the ability of the office to facilitate public access to discipline outcomes, increases public confidence in the education system.

Statistics:

- An average of 230 new discipline matters is received each year.
- At this time, it is too early to determine the number of cases resolved per year and the number of investigations ordered per year by Commissioner Kushner.
- Since 2012, an average of 75% of all matters have resulted in no disciplinary action; 23% have disciplinary outcomes through a consent resolution agreement; and 2% have been resolved at a disciplinary hearing.
- Current median timelines for disciplinary processes:
 - preliminary review – 49 days
 - investigations – 8 months
 - consent resolution – 5 months

Delivery Partners:

1. Ministry of Attorney General
2. All Boards of Education and Independent School authorities

Funding:

- Operational funding for the Commissioner from the TRB Special Account is established under the Act.
- The Commissioner, as an LGIC appointment, is remunerated as per the terms of the appointment at a rate of \$1100 per day.
- The 2018-2019 budget forecast for Commissioner remuneration is \$171,600

Description:

- The Disciplinary and Professional Conduct Board (DPCB) is comprised of nine members of the BC Teachers' Council appointed by the Minister
- The DPCB and a pool of Commissioner selected public ad-hoc members serve on three-member hearing panels to hear cases of alleged certificate holder misconduct/incompetence, and certification appeals at the request of the Commissioner.
- If a discipline matter cannot be resolved by way of consent resolution, and the Commissioner determines that further action is required, he/she will refer the matter to a hearing panel.
- The hearing panels also make decisions on certification appeals under the *Teachers Act*.

Key Facts:

- The Minister is responsible for appointing nine members of the BC Teachers' Council to the DPCB as listed below. This board is classified as an administrative tribunal for remuneration purposes.
 - 4 Council members nominated by the BCTF or elected through the election process; [Rebecca Blair, Matthew Cooke, John Hall and Alice Kedves]
 - 5 Council members nominated by other education partners. [Jo-Anne Chrona (FNESC), Tom Longridge (BCSSA), Carolyn Broady (BCSTA), Peter Van Huizen (FISA) and Susan Wilson (BCCPAC)]
- Of the nine members, one must have substantial knowledge of and experience in the independent school system.

Key Outcomes

- Hearing panels consider evidence, and interpret and apply the Standards for Educators in BC. If a panel finds a certificate holder failed to meet the Standards, it must determine appropriate consequences as outlined under the Teachers Act, which can include the imposition of terms on a certificate or the suspension or cancellation of a certificate.

Statistics:

- Since the Teachers Act came into effect (January 2012), 13 discipline matters have been referred to and resolved by hearing panels, representing a total of 26 hearings.
- Each matter requires two separate hearings under the Act:
 1. one for determination of whether there has been a breach of the standards, and
 2. one for assessing penalty and costs.

Services to Ministry:

- Ministry of Attorney General provides administrative law training for DPCB members and manages retainers for independent legal advice to hearing panels.

Funding

- The allocated DPCB budget for 2018/2019 is approximately \$74,000.

Delivery Partners:

1. Ministry of Attorney General
2. Education partners

Workforce Development

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Description:

- There are nine post-secondary institutions in B.C. approved to offer initial teacher education programs (TEPs). The nine institutions are:
 1. *University of British Columbia*
 2. *Simon Fraser University*
 3. *University of Victoria*
 4. *Vancouver Island University*
 5. *University of British Columbia Okanagan*
 6. *University of the Fraser Valley*
 7. *University of Northern British Columbia*
 8. *Thompson Rivers University*
 9. *Trinity Western University*

There are also satellite TEP cohorts that operate in rural locations across BC:

1. *East Kootenay TEP – Cranbrook (UVIC)*
2. *West Kootenay TEP – Nelson (UBC)*
3. *Alaska Highway Consortium on Teacher Education – Ft. St John/Ft. Nelson (SFU)*
4. *UNBC Terrace Cohort - Terrace (UNBC)*

Statistics:

- 11,825 BC trained teachers have been certified by the TRB since 2012.
- An average of 1,689 teachers trained in B.C. are certified by the TRB each year:
 1. *UBC = 572/year = 33.9%*
 2. *SFU = 468/year = 27.7%*
 3. *UVIC = 246/year = 14.6%*
 4. *VIU = 144/year = 8.5%*
 5. *UBCO = 101/year = 6.0%*
 6. *UFV = 52/year = 3.1%*
 7. *UNBC = 40/year = 2.4%*
 8. *TRU = 36/year = 2.1%*
 9. *TWU = 31/year = 1.2%*

Key Facts:

- BC Teacher Education Programs must be approved by both the AEST Degree Quality Assessment Board (DQAB) as well as the BC Teachers' Council (BCTC) prior to offering initial teacher education/training.
- The Association of BC Deans of Education (ABCDE) represents B.C. TEPs. The ABCDE exists to enhance cooperation among B.C. TEPs, and other educational stakeholders, in providing quality undergraduate and graduate teacher education programs, as well as excellence in related scholarship and research.
- Initial TEPs in B.C. exist as both 4-5 year degree programs as well as 1-2 year post degree programs. 90% of B.C. trained teachers complete the 1-2 year post degree TEP.

Review Process:

- The BCTC and ABCDE have been developing a formal *Teacher Education Program (TEP) Approval & Review Framework*. This work began in 2014 and completed in spring 2018. It is currently being reviewed by legal counsel prior to ratification.
- During the development of this new Framework, the BCTC implemented an *Interim TEP Review Process*, and has reviewed and approved 11 proposals for changes to existing programs since the fall of 2015.
- During 2018 the BCTC continued its *Structured Dialogues* with all 9 existing B.C. TEPs including satellite cohorts. These dialogues are intended to facilitate a reciprocal exchange of information between the TEP and the BCTC prior to the more formal *Regulatory Review* which will occur every 5-7 years after ratification of the Framework.
- Completion and implementation of this regulatory framework for TEPs by the BCTC is an important step towards ensuring transparency and public confidence in our teacher education programs.

Delivery Partners:

1. AEST Degree Quality Assessment Board (DQAB)
2. BC Teachers' Council (BCTC)
3. Association of BC Deans of Education (ABCDE)

Description:

The BC Teachers' Council (BCTC) is a statutory decision maker under the *Teachers Act* with the following legislated mandate:

- Establish teacher education program approval standards
- Determine if teacher education programs meet approval standards
- Establish standards a person must meet to be issued/maintain a teaching certificate
- Classify B.C. teaching certificates
- Prepare and submit annual reports to the minister

The BCTC is comprised of 16 elected and appointed members (5 elected teachers, 10 appointed members nominated from education partners, and 1 appointed non-voting member who reports to the minister).

See Appendix A for a list of BCTC members.

Key Facts:

- The BCTC typically meets 3 times per year for 1.5 – 2 days per meeting.
- Sub-committees, or working groups:
 1. *TEP Working Group* (Chair and Vice-Chair of BCTC, 2 members of ABCDE,).
 2. *TEP Review Committee* (formerly the *Interim TEP Review Committee* - 4 members elected by BCTC plus the appointed member nominated by ABCDE). *Newly formed in June 2018
 3. *Professional and Certification Standards Steering Committee* (5 members elected by BCTC).
 4. *TEP Approval Standards Committee* (3 members elected by BCTC). *Newly formed in June 2018
- Administrative and secretarial support provided by staff of the Teacher Regulation Branch.

Key Outcomes:

- Via implementation of an *Interim Approval Process*, for changes to existing BC Teacher Education Programs, the BCTC has reviewed and approved 12 program proposals since the fall of 2015.
- Development of a formal *Teacher Education Program (TEP) Approval & Review Framework*:
 - Collaborative process with Association of BC Deans of Education (ABCDE).
 - Began in 2014 and completed in June 2018 (pending legal review and ratification).
 - Ratification of Framework (sign off by BCTC and TEPs) estimated in winter of 2019.
- Review of the regulatory Standards of Education:
 - *Professional Standards Review* began in 2015 - completed March 2018. Minister approved revisions to Standards 3-8 and a new 9 in January, 2019.
 - *Certification Standards Review* began in 2016.
 - *TEP Approval Standards Review* began in 2016.

Statistics:

- 11 BCTC meetings since January 2016 – 4 meetings occurred in 2018.
- 22 TEP Working Group meetings since January 2016 – 2 meetings in 2018 – 1 meeting to date in 2019.
- 14 Professional Standards Steering Committee meetings since January 2016 – 1 meeting in 2018.
- 12 Interim TEP Review Committee meetings since January 2016 – 1 meeting in 2018.
- 3 Professional and Certification Standards Steering Committee Meetings since June 2018.
- 3 Teacher Education Program Approval and Review Committee meetings since June 2018.
- 2 Teacher Education Program Approval Standards Committee meetings since June 2018.
- 9 Teacher Education Programs at post- secondary institutions in BC.
- 10 Structured Dialogues completed with BC Teacher Education Programs since December 2016.

Funding:

- Operational funding for BCTC from TRB *Special Account* established under the *Teachers Act*.
 - BCTC members, as appointees to a government/crown board, are remunerated at level 2 of the classification grid in section 5.8.
 - 2016-2017 actual = \$205,272
 - 2017-2018 actual = \$192,864
 - 2018-2019 forecasted expense = \$197,047
- s.13; s.17

Delivery Partners:

1. Association of BC Deans of Education (ABCDE)
2. BC teacher education programs
3. All major BC education stakeholders

APPENDIX A – CURRENT BC TEACHERS' COUNCIL MEMBERSHIP:

Name	Nominating Organization or Electoral Zone	Term Expires *
Janine Fraser	Interior Zone	April 2021 (E)
Jatinder Bir	Fraser Zone	April 2021 (E)
Matthew Cooke	Northern Zone	April 2021 (E)
Marjorie Dumont	Vancouver Coastal Zone	April 2021 (E)
Alice Kedves	Vancouver Island Zone	April 2021(E)
John Hall	BC Teachers' Federation	April 2021 (A)
Jim Iker	BC Teachers' Federation	April 2019 (A)
Rebecca Blair	BC Teachers' Federation	April 2020 (A)
Carolyn Broady	BC School Trustees Association	April 2021 (A)
Susan Wilson	BC Confederation of Parent Advisory Councils	April 2019 (A)
John Tyler	BC Principals' and Vice-Principals' Association	April 2019 (A)
Jo-Anne Chrona	First Nations Education Steering Committee	April 2020 (A)
Ralf St. Clair	Association of BC Deans of Education	April 2021 (A)
Peter Van Huizen	Federation of Independent School Associations	April 2020 (A)
Tom Longridge	BC School Superintendents Association	April 2021 (A)
Paul Squires	Ministry of Education	At Pleasure

Description:

- Educational Assistants (EAs) are paraprofessional support staff that work under the guidance of the classroom teacher to support in a range of teaching and non-teaching tasks.
- EAs are members of the Canadian Union of Public Employees (CUPE) but are not governed by a licensing or regulatory body.
- In fall of 2016, the Supreme Court of Canada restored the collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* in 2002
- The Memorandum of Agreement (MOA) arising from the decision led to province-wide hiring for various teaching and support positions, including Education Assistants (EAs).

Statistics:

- In the first quarter of 2018/2019, 9,759 FTE EAs were employed in Public schools: up by 642 FTE (+7%) compared to 2017/18.
- There were 64,864 (11.4%) students with special needs enrolled in public schools in 2018/19, up by 2,956 students (5%) from 2017/18
- There were over 1,800 additional classrooms in BC public schools with an EA present, an increase of over 7% since last school year.

Key Facts:

- Section 18 of the School Act outlines the responsibilities of teachers' assistants (educational assistants):
 - (1) A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act and the regulations.
 - (2) Persons employed under subsection (1) shall work under the direction of a teacher and the general supervision of a teacher or school principal.
- The hiring of over 600 EAs kept pace and the ratio of EAs to special needs students remains similar to previous years.

Funding/ Agreement

- The three-year ratified agreement takes effect on July 1, 2019 and remains in effect until June 30, 2022. The agreement includes:
 - General wage increases of 2% in each year of the three-year contract
 - Language on violence in the workplace
 - Establishment of a Joint Occupational Health and Safety (OH&S) Taskforce
 - Right to refuse unsafe work language is now included in the agreement
 - Establishment of a Provincial Labour Management Committee
 - A skills enhancement fund
 - There is funding for local bargaining as part of the agreement
- This will form the provincial agreement portion of proposals that will go forward in local bargaining between CUPE locals and their respective school districts.

Key Outcomes:

A ratified agreement was reached between the K-12 Provincial Bargaining Council (PBC) and the British Columbia Public School Employers' Association (BCPSEA) on a provincial framework agreement for K-12 support staff including EA's.

EA demand by school district, 2018/2019:

Relative to 2017/2018:

Top districts for EA hiring are:

- District 36, Surrey: 51 FTE, +4%
- District 62, Sooke: 45 FTE, +33%
- District 42, Maple Ridge-Pitt Meadows: 44 FTE +13%
- District 35, Langley: 41 FTE, +10%
- District 41, Burnaby: 38 FTE, +10%

Top declining districts EA hiring are:

- District 78, Fraser-Cascade: -9 FTE, -15%
- District 91, Nechako Lakes: -8 FTE, -7%
- District 92, Nisga'a: -4 FTE, -27%
- District 85, Vancouver Island North: -4 FTE, -12%
- District 84, Vancouver Island West: -2 FTE, -15%

Services to Ministry:

The Inter-Ministerial Protocols for the Provision of Support Services to School Age Children support and guide coordinated delivery of effective services.

EDUCATION ASSISTANTS

February 11, 2019

Education Assistants Employed at Start of School Year, BC Public Schools (FTE Q1)

School Year	EDUCATION ASSISTANTS (FTE)	% Change
2013/2014.Q1	8,210	
2014/2015.Q1	8,272	0.7%
2015/2016.Q1	8,027	-3.0%
2016/2017.Q1	8,617	7.4%
2017/2018.Q1	9,118	5.8%
2018/2019.Q1	9,759	7.0%

Source: EDAS

Note: comparable data is not available prior to the 2013/2014 school year.

Description:

- The Independent School Teaching Certificate Standards Committee (ISTCSC) is composed of three current or former independent school educators appointed by the Minister of Education under section 5 of the *Independent School Act*.
- The ISTCSC mandate is to:
 - Establish standards to qualify and maintain an independent school teaching certificate.
 - Provide advice about Independent School Teaching Certificate criteria to the TRB Director of Certification and the Inspector of Independent Schools upon request.
- The ISTCSC, the Inspector of Independent Schools, the Director of Certification, and FISA BC work collaboratively to maintain standards in the independent school sector.

Key Outcomes:

- Upgraded 730 Subject Restricted IS teaching certificates in 2017, to reflect amended IS certification criteria and enable employer flexibility.
- Standardized language proficiency criteria for the School and Subject Restricted Certificate.
- Established a process for 2017 to temporarily waive requirement for employers to post a position for two weeks prior to application for a Letter of Permission.
- In January 2018 the ISTCSC approved criteria to allow for a Prior Learning Assessment (PLAR) recognition process for additional language learners.
- In late 2018, developed draft criteria for an IS Generalist Restricted Certificate. Status - subject to approval by Minister/ISA Regulation.

Key Facts:

- The Memorandum of Agreement (MOA) initiated an influx of teachers to the public system from the Independent school system.
- The ISTCSC met 3 times in 2017 and 4 times in 2018 to address teacher recruitment, certification, and retention in the independent school sector (*see Key Outcomes for initiatives undertaken*).
- Teachers must hold a Certificate of Qualification (COQ) or a Letter of Permission to teach in the public school system. COQ holders can also teach in the Independent school system.
- There are three types of IS Teaching Certificates that can only be used in the Independent school system: System Restricted, Subject Restricted, and School and Subject Restricted.

s.13

Statistics:**Total ISTCs Issued**

2014	2015	2016	2017	2018
234	257	272	297	268

Letters of Permission Issued
 to Independent School Employers
 to Public School Employers

2015	2016	2017	2018
35	58	300	387
37	44	51	100
72	102	351	487

Applications
 ISTC Applications
 LOP Applications
 Total Applications

June 2015	June 2016	June 2017	June 2018	Dec 2018
0	13	30	37	20
0	8	71	102	28
289	356	492	476	273

Practicing Certificate Holders in the BC School System, based on annual practice fees deducted from payrolls for upcoming school year:

School System
 Independent
 Public School
 Total

2015/16	2016/17	2017/18	2018/19
6,844	7,032	7,123	*6,986
40,525	40,978	41,459	43,573
47,369	48,010	48,583	50,559

*5,999 teachers in the Independent School system held a Certificate of Qualification (COQ) as of July 2018. A COQ is the certification type required to teach in BC's public school system.

Description:

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

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

Key Facts:

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

Key Outcomes:

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

Funding:

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

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

Description:

- Teacher Regulation Branch (TRB) certifies all teachers to work in BC's public boards of education, Independent schools and Offshore schools.
- TRB offers 2 types of certificates, Certificate of Qualification (COQ) and Independent School Teaching Certificate (ISTC), as well as Letter of Permission (LOP).
- An LOP 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.
- LOP holders 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 (e.g., trades, language programs, religious studies), especially in the Independent school system.
- The maximum validity period for an LOP is one school year – individuals who are issued an LOP must re-apply every year.

Key Facts:

- In fall of 2016, the Supreme Court of Canada ruled that the BC Public School Employers' Association - BC Teachers' Federation collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* in 2002 were to be restored.
- The Memorandum of Agreement (MOA) arising from the decision led to a province-wide increase in demand for teachers.
- Consequently, the number of applications received and processed by TRB grew (see *Statistics*).

Statistics:

- In 2017, number of total applications received by TRB increased by more than 1,300 (+36%). Number of LOP applications increased to nearly 5 times the historical average (488 applications compared to 3-year average of 100).
- Number of LOP application continued to grow in 2018 (up by 224, +45%).
- Historically, between 50% to 60% of the LOPs issued were associated with individuals who intended to work in the Independent system. In the past couple of years, however, share of independent schools has increased to 80% or more. For example, in 2018, out of 489 LOPs issued, only 100 LOP holders joined the Public schools. The remaining 389 were employed in the Independent system.

Applications received	2014	2015	2016	2017	2018
Total Applications	3,188	3,251 (+2%)	3,694 (+14%)	5,019 (+36%)	5,664 (+13%)
COQ	2,937	3,025 (+3%)	3,399 (+12%)	4,211 (+24%)	4,426 (+5%)
ISC	150	143 (-5%)	178 (+24%)	320 (+80%)	526 (+64%)
LOP	101	83 (-18%)	117 (+41%)	488 (+317%)	712 (+45%)

Certificates issued	2014	2015	2016	2017	2018
Total Certificates issued	3,262	3,241 (-1%)	3,368 (+4%)	3,911 (+16%)	3,982 (+2%)
COQ	2,943	2,912 (-1%)	2,971 (+2%)	3,263 (+10%)	3,225 (-1%)
ISC	234	257 (+10%)	294 (+14%)	297 (+1%)	268 (-10%)
Total LOP	85	72 (-15%)	103 (+43%)	351 (+241%)	489 (+39%)
LOP (Public)	43	37 (-14%)	44 (+19%)	51 (+16%)	100 (+96%)
LOP (independent)	42	35 (-17%)	59 (+69%)	300 (+408%)	389 (+30%)

Description:

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

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

Key Facts:

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

Key Outcomes:

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

Statistics: (CEF #s as of Feb 2018)

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

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

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

Description:

- The class size and composition provisions in the Memorandum of Agreement (MOA) established funding for an additional 3,700 teaching positions in 2017/2018.
- The Recruitment and Retention Taskforce and report identified the extent of the current educator workforce challenges related to the MOA and providing immediate recommendations.

Statistics:
Supply:

- At the end of 2018, there were 72,809 valid certificate and Letter of Permission (LOP) holders in the province. Compared to 2017, the number of certificate and LOP holders grew by 1,175 (+1.6%).

Demand:

- In the first quarter of 2018/2019, 34,256 FTE teachers were employed in Public schools: up by 789 FTE (+2.4%) compared to last year and over 3,100 FTE since signing the MOA.
- In the first quarter of 2018/2019, 2,545 FTE administrators (Principals, Vice Principals, etc.) were employed in Public schools: up by 60 FTE (+2.4%) compared to last year.
- In 2018/2019, 6,984 teachers were employed in Independent schools: down by 139 teachers (-2%) compared to last year.

Key Facts:

- As of end of September 2018, 3,103 additional FTE teachers were hired into Public schools since the signing of MOA.

Key Outcomes: Recruitment and Retention Taskforce

Recommendation	Action taken to Date
✓ Establish a province-wide recruitment fund	<ul style="list-style-type: none"> • Established as a one-time fund in 2017/18. Each district was allotted \$35,000 and close to \$1.4M spent to date.
✓ Regional profiles and recruitment strategies	<ul style="list-style-type: none"> • BCPSEA has worked with the Sustainable Workforce Steering Committee to identify recruitment challenges affecting each region. It is exploring the creation of focussed marketing materials, including regional videos, outlining the characteristics and nature of each region to assist with recruitment efforts.
✓ Increase support and capacity for school districts' human resources	<ul style="list-style-type: none"> • The development of training related to recruitment was developed and rolled out in the spring of 2018. These offerings will be expanded over the 2018/2019 school year. • The Make a Future portal has been expanded to include employer best practices to enhance capacity of HR front line practices. The expanded portal will be launched in January 2019.
✓ Increase the number of graduates in positions under pressure	<ul style="list-style-type: none"> • In February 2018, government invested \$831,000 to train more than 100 new specialist teachers in the highest-demand fields. • In September of this year, government committed an additional \$600,000 for 72 new teacher education program seats for French, special education, and Indigenous teacher training.
✓ Promote rural practica placements	<ul style="list-style-type: none"> • The Ministry has committed \$150,000 to BCPSEA to develop and implement a coordinated national and international teacher recruitment plan (that includes marketing) for specialized and regional positions and promotes rural practica placement.

- The only recommendation not actioned at this point is support for teacher mentorship.
 - The Ministry offered to provide one-year funding for the New Teacher Mentorship Program in the 2017/18 school year which was declined by the BCTF.
 - In recent calls with School Districts, only 5 of the 60 identified the theme of mentorship related to recruitment and retention challenges.
- The ministry announced \$831,000 for post-secondary institutions to increase teacher training capacity. It also provided \$131,500 to assist district level recruitment.
- In September 2018, government committed an additional \$600,000 for 72 new teacher education program seats for French, special education, and Indigenous teacher training. As party of the \$600,000 BCPSEA was provided funds to develop and implement a coordinated national and international teacher recruitment plan for specialized and regional positions and promotes rural practica placement.
- BC Public School Employers' Association (BCPSEA) received Labour Market Partnership funding through the Ministry of Advanced Education and Skills Training to study issues such as specialist positions, teachers on call and rural/remote recruitment. A draft Sustainable Teacher Workforce Labour Market Project Information Report (LMP Report) is currently under review with the Ministry of Education.

Agreements:

- In fall of 2016, the Supreme Court of Canada ruled that the BCPSEA-BC Teachers' Federation collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* in 2002 were to be restored.
- The MOA arising from the decision led to a one-time increase in demand for teachers across the province.
- To fully fund teacher hiring for the 2017/18 school year, the ministry provided \$419.1 million in a Classroom Enhancement Fund for teacher and specialist hiring. This included \$340.6 million for 3,700 FTE teaching positions, \$23.8 million for remedies for non-compliance with the MOA and \$54.8 million for associated overhead and ancillary costs, offset by \$9.7M of unused Priority Measures funding.

Teacher demand by school district, 2018/2019:

Relative to 2017/2018, the top districts for teacher hiring are:

- District 39, Surrey: +105 FTE, 2%
- District 38, Richmond: +66 FTE, 5%
- District 68, Nanaimo: +51 FTE, 6%
- District 61, Victoria: +42 FTE, 3%
- District 33, Chilliwack: +39 FTE, 5%

The top declining districts include:

- District 39, Vancouver: - 16 FTE, -1%
- District 22, Vernon: -9 FTE, -2%
- District 92, Haida Gwaii: -4 FTE, -10%
- District 54, Bulkley Valley: -5 FTE, -4%
- District 81, Fort Nelson: -4 FTE, -9%

SERVICES & TECHNOLOGY DIVISION

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Information Technology Management

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Description:

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

Key Facts:

- The Ministry does not currently use any cloud services.
- Some School Districts have started using cloud services (such as G Suite and Microsoft services) with student and/or parent consent. Guidance to SDs on completing a PIA for adoption of Microsoft 365 is being provided through ERAC.
- The use of cloud-based services is not an educational requirement for students or teachers.
- BC's *Freedom of Information and Protection of Privacy Act (FIPPA)* requires that public bodies ensure personal information is only stored and accessed from inside Canada. It is an offence to store or allow access to personal information outside of Canada unless authorized.
- A number of vendors have started establishing data centres in Canada, with a view to offering cloud services that align with BC's data residency requirements.
- The Ministry is exploring the use of cloud services in conjunction with the Ministry of Citizens' Services.
- CloudBC, co-sponsored by the Ministry of Citizens' Services, will continue as a collaborative initiative under government to encourage and support the adoption of cloud services.

Statistics:

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

Key Outcomes:

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

Funding:

- The Ministry has not adopted any cloud services at this time; funding impacts will be provided as and when formal projects are launched.

Services to Ministry:

- Potential cloud-based services such as student information service, customer relationship management, and advanced analytics.

Delivery Partners:

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

Agreements:

- CITZ is continuing to pursue the cost effective adoption of compliant cloud services across the BC public sector, including establishing PIAs and STRAs.

Description:

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

Key Facts:

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

Key Outcomes - 2017/18 – 2021/22:

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

Statistics - 2017/18:

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

Funding:

- Five-year IT capital funding totalling \$10.9M has been approved by the Capital Investment Board, commencing FY2017/18.
- The allocation for 2017/18 is \$1.5M, which the ministry has utilized for infrastructure investments and small fast-track projects to deliver early wins.

Services to Ministry:

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

Delivery Partners:

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

Agreements:

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

Description:

- IT Application Management (AM) services are contracted to a service provider, consistent with Government direction (per Chapter 12 of Core Policy and Procedures Manual (CPPM)).
- AM services are used by the ministry to maintain, support and enhance ministry IT systems which enable program delivery and priorities.
- The current service provider is CGI Information Systems and Management Consultants Inc. (CGI).
- CGI is a company founded in 1976 in Quebec City; it currently employs 70,000 professionals in 40 countries across the Americas, Europe and Asia Pacific.

Statistics:

- Support and services are provided for more than 35 ministry applications, spanning help desk, data collection, warehousing and analytics, to web services accessed by School Districts and students.
- The Help Desk receives and responds to an annual average number of 1,200 incidents and service requests.
- The service level for resolution of Priority 1 incidents within 4 hours has been tracking at 100% since contract commencement.

Agreements:

- Master Services Agreement with CGI.

Key Facts:

- The ministry issued a Request for Proposal (RFP) for AM services on March 14, 2014; the contract with CGI was signed on August 1, 2014.
- The contract term is for five years (starting December 1, 2014 to November 30, 2019); at the ministry's option, there is provision for two one-year renewals (to November 2020 and November 2021 respectively).
- Service levels are reported monthly, with binding vendor penalties if defined service levels are not met. No penalties have so far been assessed against CGI.
- Planning for re-procurement of AM services prior to the conclusion of this current contract term has commenced.

Key Outcomes:

- Launched a Student Transcripts Service in September 2017 to provide B.C. secondary school students with an online service for securely viewing, ordering and electronically transmitting their transcripts and information to the post-secondary institutions of their choosing.
- Completed functionality enhancements to support the new B.C. curriculum and launch of numeracy assessments.
- Launched the Education Data Warehouse 2.0 project to deliver improved data, governance, analytics and reporting tools.

Funding:

- Costs for AM services are at a fixed rate of \$138,567/month (\$1,662,805 annually).
- Statements of work for specific projects and enhancements during 2017/18 total an additional \$3.7M (including work on two major capital IT portfolios funded by the OCIO, namely: Integrated Student Data and Education Data Warehouse 2.0).

Services to Ministry:

- AM services provided include: central IT helpdesk, inventory tracking, application maintenance, application break/fix, enhancements to applications, new application design and development, and service management.

Delivery Partners:

1. CGI is the contracted service provider.
2. Office of the Chief Information Officer (OCIO) and Corporate Information and Records Management Officer (CIRMO) are consulted regularly with regard to information security and privacy.

Strategic Tech Initiatives

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Description:

- The First Nations Education Steering Committee (FNESC) is upgrading First Nations' schools' internet connectivity to match the speeds available in BC public schools
- The Ministry of Education and the Ministry of Citizens' Services provide technical advice and expertise to assist FNESC project team

Key Facts:

- Project is led by the First Nations Education Steering Committee (FNESC) and the project team includes representatives from All Nations' Trust Company (ANTCO), Ministry of Education, and Ministry of Citizens' Services
- Project scope includes 110 First Nations' schools that fall within the British Columbia Tripartite Education Agreement (BCTEA); the remaining 20 First Nations' schools are out of scope, as they do not participate in BCTEA: their First Nations' Governments negotiate direct with Indigenous Services Canada
- Over 90 of the 110 school locations have been upgraded, FNESC forecasts the remainder will be completed by July 31, 2019. Funding for this project is provided by Department of Indigenous Services Canada (DISC). FNESC is holding the funds and allocates one-time install costs to vendors and ongoing maintenance and service costs to FN Schools
- FNESC requested the ministry's participation on the project committee to provide technical, vendor and project advice

Statistics:

- Currently all 130 First Nations' schools are connected to the internet
- Project scope includes 110 First Nations' schools that fall within the British Columbia Tripartite Education Agreement (BCTEA)
- the remaining 20 First Nations' schools are out of scope, as they do not participate in the BCTEA

Key Outcomes:

- Improved access to digital information and services, including video streaming and interactive academic and employment training
- Increased retention of First Nations' students in their community by enabling digital access to educational and support services within the First Nation schools that currently may only be available outside the community
- First Nations' students' internet access will be match speeds available in BC public schools

Delivery Partners:

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

Agreements

- British Columbia Tripartite Education Agreement (BCTEA)
- Funding agreement between FNESC and Department of Indigenous Services Canada (DISC)

Funding:

- \$16M in federal funding was allocated to FNESC through grant from Department of Indigenous Services Canada in 2017; there is no cost to the ministry
- Funding covers installation of Internet, Network Security and switching devices; maintenance and ongoing service fees for 5 years

Description:

- The Ministry protects its information systems and information holdings in compliance with applicable legislation and policies.
- The Ministry is continuously improving its security and privacy practices: in 2018, the Ministry completed a number of projects and improvements including
 - training and awareness for employees,
 - policy updates to respond to an ever-changing threat landscape,
 - security enhancements to our information systems, and
 - outreach to School Districts.

Key Facts:

- The *Freedom of Information and Protection of Privacy Act (FIPPA)* is the privacy legislation governing the protection of information for public bodies in B.C.
- Consistent with government policies, the ministry has developed and communicated ministry-level policies such as the Employee Transfers and Terminations Data Transfer Policy, Portable Storage Device Policy, Emailing Sensitive Information Policy, Travelling with Government Devices Policy, Standard User Policy with Applications/Software Checklist, and the EDUC Information Security and Privacy Standard.

Key Outcomes:

- Ministry staff and contractors are educated on their roles and obligations under FIPPA and Government/Ministry policies and they apply good security and privacy practices.
- Ministry systems and processes are compliant with *FIPPA* and Government's Core Policy and Procedures.
- Ministry applications and IT infrastructure are regularly tested, and any security vulnerabilities identified are resolved

Statistics - 2018

- The Ministry has more than 35 information systems that support education policies and program delivery.
- There are currently over 600,000 students records in MyEdBC, and approximately 230,000 teacher records in the TRB database.
- A Ministry Security and Privacy Day was held in October to raise awareness and promote good practices amongst staff.
- 93% of staff completed corporate Information Management training (IM117).
- 46 PIAs were completed and entered into B.C.'s Personal Information Directory.
- 9 Security Threat Risk Assessments (STRA) were completed on Ministry applications.
- 371 security related tickets and 26 information incidents were raised and resolved.

Funding:

- \$15,000 budgeted for ongoing security vulnerability and penetration testing, including remediation work as required.

Services to Ministry:

- Information security and privacy services and support are provided by a dedicated staff team.
- PIA, STRA and training advice/ resources are available to Ministry and K-12 staff.
- Risk/ Incident management and investigation services are provided in conjunction with RMB, OCIO and CIRMO.

Delivery Partners:

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

Agreements:

- Information security and privacy obligations are identified in Ministry contracts and schedules.
- Ministry Information Sharing Agreements are reviewed by the Ministry Privacy Officer (MPO) for compliance with FIPPA.

Description:

- Next Generation Network (NGN) delivers internet and network security services to every public school and School District office in the Province of B.C.
- NGN was launched in 2014, at the request of School Districts, to upgrade/replace the previous provincial network.
- NGN Program won the Island Region 2017 Premier's Award for Organizational Excellence.
- The Ministry is working with its service providers to seek assurance that no Huawei components are utilised in the provision of NGN services.

Key Facts:

- Services are designed in partnership with School Districts and industry experts;
- Leverages provincial government procurements reducing overall costs for networks and security services;
- Services are reviewed periodically to ensure they meet the growing demand of schools and the changing nature of how technology impacts on student learning;
- Costs of the NGN Services are shared between the Ministry and School Districts (with cost-savings passed to School Districts);
- NGN is the largest Government Public School network in Canada;
- January 2018 announcement (by Citizens' Services) will provide new or improved high-speed internet to 154 coastal communities over the next 5 years. Once available these services will enhance at-home digital learning opportunities for students

Benefits:

- Provides schools with reliable internet connectivity at standard levels of speed, ensuring a high degree of equitable access to all public schools
- Public schools have protection from cyber-attacks and inappropriate content is blocked
- Educational applications can be prioritized, enabling improved user experience over other internet bound applications (i.e. MyEducationBC and online provincial exams vs. Snapchat)

Statistics:

- Connects all B.C. public school facilities (over 1600 sites);
- Provides 92 Gigabits of Internet access
- 305 Gigabits of Wide Area network services connect all sites securely to each other;
- 1500+ Firewalls provide network security services and intrusion detection and prevention;
- 1544 sites are connected by fiber
- 77 are connected via radio, 3 by cable, and 1 site by satellite service
- Blocking up to 30 Million cyber threats weekly/per district

Funding:

- Updated 2018/19 costs: \$40.2M .
 - Ministry Entitlement: \$22.7M
 - Districts: \$17.5M
 - \$3.5M in cost avoidance has been achieved through contract negotiations and project efficiencies
- 2019/20 forecast: \$39.1M
 - Ministry Entitlement \$22.7 M
 - Districts \$16.4M

Services to Ministry:

- B.C.'s new curriculum and personalized learning agenda is enabled by reliable connections of devices in the classroom to digital resources within School Districts and throughout the world over the internet.

Delivery Partners:

1. TELUS (Internet, WAN and Security Services)
2. IBM (Security Services)
3. Alternate Vendors include: NWTEL, CityWest, ABC Communications, Navigata, PWI, Conuma, Galaxy, LISIMS

Primary Agreements/Contracts:

- Telecommunications Services Master Agreement (TSMA) – (TELUS)
- Workstation Services Agreement (IBM)

Student Info Services

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Description:

- The BC Training and Education Savings Program (BCTESP) provides a one-time grant of \$1,200 into the Registered Education Savings Plans (RESPs) of eligible children.
- BCTESP is a statutory entitlement program, built on the Children's Education Fund (CEF) set up in 2007, under the *Special Accounts Appropriation and Control Act*.
- Each year \$1,000 is invested into the special account for every child born or adopted in BC on or after January 1, 2006 to make higher education more affordable.
- Budget 2013 announced the transition of the CEF into the BCTESP. The \$1,200 grant represents the initial \$1,000 investment plus projected investment returns accumulated from a child's year of birth to their sixth birthday.
- The BCTESP Regulation commencement date for applications starts on August 15, 2015.
- Other eligibility criteria include:
 - Child was born in 2006 or later; and
 - Parent and child must be BC residents.

Statistics:

- As of November 2018, over 139,400 children have received the grant, totalling ~\$167.2M:

Year	Children	Amount Paid
2015	6791	\$8,149,200
2016	48102	\$57,722,400
2017	39137	\$46,964,400
2018 (to Nov)	45370	\$54,444,000

A breakdown of eligible children and grant beneficiaries by cohort year has been published to the DataBC Catalogue.

Funding:

- Total 2017/2018 expensed was \$40.8M.
- 2018/19 estimated expense is \$43.59M.*
- 2019/20 estimated expense is \$41.02M.

*increased to include 2012 cohort

Key Facts:

- Children are eligible over a 3-year window, generally between their 6th and 9th birthday. Alternate deadlines were provided for earlier cohorts of children (born in 2006 through 2009) to ensure everyone had a full three years to apply.
- Parents/guardians apply for the grant on behalf of their children (beneficiaries) through participating financial institutions that have an agreement with one of the 56 promoters of the grant.
- The Ministry of Education and the Ministry of Children and Family Development (MCFD) work together to ensure children in care have access to equivalent funds for their educational and training needs through the Learning Fund for Young Adults Charitable Trust, which is distributed through the Victoria Trust Foundation. Approximately \$500K is paid out annually for children in care.

Key Outcomes:

- Deadlines for 2007 to 2009 cohorts passed in 2018. Just over 50% of the estimated eligible populations received the grant.
- As deadlines for 2006 and 2010 cohorts approach in 2019, EDUC is working with ESDC and the Public Service Agency's Behaviour Insights Group to use data and direct communication to increase uptake and target specific groups – BC First Nations, low-income, children in care and new families.
- EDUC is also developing a data-driven evaluation program to analyze the long-term outcomes for the program (e.g. post-secondary and training pathways).

Services to Ministry:

- BCTESP is administered, under a MOU, in partnership with Employment and Social Development Canada (ESDC). ESDC uses existing RESP infrastructure to process enrolment applications from participating promoters.
- ESDC sends monthly invoices to EDUC for payment to the Government of Canada. These funds are then deposited into eligible applicant's RESPs.
- ESDC grant administration costs are approximately \$460,000 per year.

Delivery Partners:

- 56 promoters, including credit unions and all major Canadian banks (i.e. CIBC, Royal Bank, TD Bank, BMO, Scotiabank, and HSBC Bank of Canada).
- Government of Canada (ESDC), MCFD, Victoria Trust Foundation

Description:

- Integrated Student Data (ISD) is a portfolio of projects intended to modernize the ministry's student data collection systems and improve transcript services for student transition to Post-Secondary education.
- The projects will provide secure and shared access to common student data, and data validation tools.
- Project highlights include:
 - A web-based Student Transcript service for students to securely send transcripts to the post-secondary institutions of their choosing.
 - Efficient data exchange and validation services for schools, School Districts and the Ministry, supporting streamlined reporting.
 - Services and tools available to schools in BC and the Yukon.

Key Facts:

- The OCIO has provided IT capital funding for ISD.
- Student data is uploaded nightly from MyEducationBC to an Operational Data Store (ODS).
- ODS is the primary source of student data for MyEdBC Analytics, EDW 2.0 and ministry operational systems. Process reduces workload for schools and ministry staff and will provide access to current data to users. Student Data Exchange centralizes validation rules which improves data integrity and quality.
- The ISD portfolio will replace a number of legacy applications currently targeted for retirement in 2020.

Key Outcomes:

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

Statistics:

- Data collection systems to be redeveloped:
2015/16: Student Data Exchange (PoC)
2017/18: Student Transcripts Service
2018/19: Student Data Exchange , MyED BC Analytics
2019/20: TRAX2.0 R1, SLD, StrongStart, SADE
2020/21: FSA, Class Size and Composition, TRAX2.0 R2
- Number of submissions for current data collections: 1701 (~4500/year), TRAX (~2580/year), SADE (~3600/year) and class organization (~1800/year).
- The Student Transcript service was used to send over 270,000 records to post-secondary institutions and third parties since Sept 2017.

Funding:

- Capital IT funding approved by OCIO:
 - 2014/15 - \$0.35M
 - 2015/16 - \$1.65M
 - 2016/17 - \$2.50M
 - 2017/18 - \$2.50M
 - 2018/19 - \$2.75M
 - 2019/20 - \$0.35M

Services to Ministry:

- The ODS is the primary source of student data for the ministry. Data validation will be done through the Student Data Exchange (SDE)

Delivery Partners:

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

Agreements:

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

Description:

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

Statistics (Jan 2019):

- MyEducationBC is used in:
 - 1794 public schools in 56 school districts,
 - 142 independent schools, and
 - 34 Yukon Schools
 - 7 First Nations Schools
- Students/early learner records: 622,000
- Active Accounts:
 - 216,000 students,
 - 183,000 parents,
 - 60,000 staff and teachers

Key Facts:

- MyEducationBC provides secure access to a single educational record for students in B.C.
- By December 2019 all 60 public school districts will be using the service.
- Yukon has an agreement with the Ministry of Education to use the service. Yukon pays \$20.00/student/year to BC for the service.
- Since BC implemented MyEducationBC, Saskatchewan (2018) and Ontario (2019) have contracted with our service provider (Fujitsu/Follett) for the same solution. Sask will use the BC model.

Key Outcomes:

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

Funding (2018/19):

Split between SD/Schools and ministry:

- Total Annual cost: \$12.6M, which includes operational costs, enhancements and school support.
- The Ministry recovers \$5.96M from school districts and independent schools as usage fees.

Delivery Partners:

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

Agreements:

- In November 2013, the Ministry of Education entered into a contract with Fujitsu Consulting (Canada) Inc. to deliver the hosted student information service through to 2025. The original value of the contract was \$95.6M. Due to investments in enhancements and new functionality, the total value of the contract has increased to \$108.2M.
- School districts, independent school authorities, and the Yukon have signed *Memorandums of Understanding* with the Ministry of Education for the purpose of managing and receiving the MyEducationBC service.

Description:

Open School BC designs, develops and delivers educational resources, curriculum implementation supports, and professional learning to public and independent schools through its development and e-learning services.

Launched in 1919 as BC's first correspondence school, OSBC continues to provide e-learning/ blended learning hosting services and digital resources to BC's distributed learning schools.

OSBC was a 2016 Premier's Award Regional Recipient in Organizational Excellence.

OSBC was named as one of the Top 10 Places To Work in the BC Public Service in 2016 and 2017.

Key Facts:

- Provides learning management system (LMS) infrastructure and hosting services to districts and independent schools on a cost recovery, shared service delivery model to support:
 - K-12 distributed/blended learning
 - Mandated occupational health and safety courses to school district staff
- Develops high quality open educational resources in collaboration with BC teachers to support curriculum implementation.
- Provides services to ministry branches to develop curriculum implementation and professional learning supports, including Curriculum, Early Learning, Inclusive Education, Student Wellness & Safety, French Programs and International Education.
- Functions as a shared service to other ministries and public sector agencies on a cost recovery basis.

Key Outcomes:

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

Statistics: January 1 – December 31, 2018**K-12 Sector**

- 8 distributed learning schools in LMS hosting service/5415 unique users
- 12 school districts access occupational health & safety training through LMS hosting service/5004 unique users
- 48,000 page views of curriculum implementation resources posted on the Ministry website

Ministries/Public Sector Organizations

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

OSBC Staff

- 23 staff with skills in project management, instructional design, content and media development, graphic design, and programming

Funding:

- Total budget (FY2019): \$3.05M
 - Ministry: \$1.34M.
 - Cost recovery activities: \$1.71M

Sample Product List

- Foodsafe Training
- Skills and Trades Resources (Career Zone Carpentry, Electrical, Heavy Duty Mechanics)
- Procurement and Contract Management 100, 200
- Early Learning Framework

Delivery Partners:

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

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

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

Agreements:

- Remote Learner: Moodle LMS (\$51,600 annually)

Description:

- The Provincial Scholarship Program (the program) recognizes student achievement and encourages students to pursue post-secondary education.
- There are four scholarships under the program:
 1. BC Achievement (\$1,250 x 8,000 grads)
 2. District/Authority (\$1,250 x 5,500 grads)
 3. BC Excellence (\$5,000 x 20 grads)
 4. Pathway to Teacher Education (\$5,000 x 20 grads).
- Recipients receive paper vouchers, which are compensated by EDUC after proof is submitted by the student that tuition has been paid at a designated post-secondary institution or BC authorized trades training provider.

Statistics:

- ~ 13,500 scholarships are awarded each year.

2016/2017 Awards and Redemption Rates as of Dec 2018

Achievement

Awarded: 8,001

Redeemed: 5,745 (72%)

District/Authority

Awarded: 5,417

Redeemed: 3,648 (67%)

BC Excellence

Awarded: 55

Redeemed: 41 (82%)

Pathway to Teacher Education

Awarded: 20

Redeemed: 1 (5%)

- Peak redemption for the 2017/2018 cycle is still underway; 2016/2017 data more accurately represents current rates.
- The redemption period is still active for the 2016/17 cycle until 2022, so numbers will continue to increase.
- Most students do not enter a teacher program until their fourth year, so low Pathway redemption numbers are expected at this point. However, rates from 2013/2014 and 2014/2015 have remained low (35 to 40 percent).

Delivery Partners:

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

Key Facts:

- The program has been in place since 1987 and was revised in 2015/2016 (after extensive consultation through a broad public survey, written submissions, focus groups and an internal steering committee).
- Basic eligibility requirements apply for all scholarships: graduation, Canadian citizen or permanent resident/landed immigrant status, B.C. residency, and enrollment in a public or group 1, 2, or 4 independent school (or home-school registration).
- Each scholarship also has varying additional criteria. Achievement awards are automatically calculated from grade 10-12 course results; District/Authority awards are based on locally-driven criteria; and Excellence and Pathway awards are application-based and adjudicated by educators.
- For most awards under the program, recipients have five years to redeem their vouchers (except for Pathway, which allows seven years to accommodate post-degree entry into Bachelor of Education programs).

Key Outcomes:

- The program area is reviewing scholarship procedures and policies in the coming year to ensure alignment with EDUC strategic priorities and includes:
 - updating eligibility requirements in accordance with the new BC Graduation Program;
 - improved procedures to support operational efficiencies and increased redemption rates;
 - jurisdictional and literature reviews to determine current best practices for achieving program goals; and
 - implementing an analytics dashboard, using current program data, to track and evaluate program outcomes on an ongoing basis.

Funding:

- For 2019/2020, the total value of all awards under the Provincial Scholarships Program is \$17.3M. Winners have 5 to 7 years (depending on the award) to redeem scholarship vouchers.
- Based on current uptake and redemption rates (90% average), EDUC is committed to delivering the \$15.6M for the award cycle that is already underway for the 2018/2019 school year.
- Year-by-year redemptions do not typically exceed the annual budget allocation and unredeemed dollars remain in the EDUC liability account.

Description:

- ShareEdBC is a ministry project under the umbrella of the Strategic Initiative Fund (SIF), which is part of the provincial Strategic Relationship Agreement with TELUS.
- ShareEdBC is envisioned as a personalized digital platform and resource hub for BC educators and trusted community partners.
- The service will enable educators to find and share resources; tap into local and global community partners and experts; access innovative learning experiences for students; and discover new opportunities for collaboration.
- Educators will have quick and efficient access to a broad collection of peer-reviewed educational resources aligned to BC's new curriculum.
- Science World has signed an MOA and is the first community partner to onboard.

Key Facts:

- ShareEdBC is one of two approved SIF (Strategic Investment Fund) projects within the ministry.
- SIF is managed by the Ministry of Citizens' Services, which oversees the Strategic Relationship Agreement and the Province's telecommunications contract with TELUS.
- The ShareEdBC service concept was developed by a group of ministry, rural and urban districts, and First Nations Education Steering Committee (FNESC) participants. It was formerly called Wonderlab.
- ShareEdBC is in the development phase and the first working version will be launched with a small group of teachers in March 2019.

Key Outcomes:

- Supporting student success by strengthening quality instruction and providing equity of access to learning experiences through a safe and effective learning environment.
- Supporting educators in collaboration and engagement with the new curriculum.
- Provide metrics to inform district and ministry strategic investment in learning materials
- Example of a joint partnership, as participating project members are from urban and rural districts, post-secondary institutions, and the ministry.
- Develop government expertise in service design and agile development methodology.

Statistics:

2018-19 Project engagement included:

- 9 meetings with a User Working Group comprised of 18 people (9 educators, 2 Pre-service educators, 2 current School District Reps, 1 retired School District rep, 2 Community Partner reps (Science World) and 2 Ministry staff.
- 6 meetings with a Stakeholder Advisory Group comprised of 6 people (3 School District Reps, 1 University Rep, 1 Ministry rep, 1 ERAC rep).
- 16 Project Governance meetings
 - 5 with a Joint Steering Committee.
 - 11 meetings with the Project Committee.

Service Features/Functions: User Working Group has identified 46 features/functions for the first release and another 100+ for future releases.

Funding:

- \$8 million + \$2 million contingency of SIF has been earmarked for ShareEdBC development. \$1.87M approved for Phase 1.
- ShareEdBC received \$700k to complete an initial Service Design phases which completed in June 2018.
- In addition, the ministry allocated 2 staff positions + \$550K of operating dollars for FY 2018-19 for Development Phase for Teacher on Call costs, etc.).

Services to Ministry:

- ShareEdBC is a SIF project. SIF is managed by the Ministry of Citizens' Services, as part of the Province's telecommunications contract with TELUS.

Delivery Partners:

1. Citizens' Services (as overseer of the telecommunications contract with TELUS)
2. TELUS
3. TELUS Development Partner (IBM & Softlanding)

Agreements:

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

Description:

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

Statistics:

- Up to 50,000 secondary students graduate and receive a free transcript and graduation certificate each year.
- Over 114,000 active STS profiles have been created to date.
- Since September 2017, over 270,000 records have been automatically sent to post-secondary institutions (PSIs) from STS.
- The top three selections are:
 1. The University of B.C. (28,960);
 2. Simon Fraser University (21,905); and
 3. University of Victoria (13,721)

Key Facts:

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

Key Outcomes:

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

Funding:

- Since launch (September 24, 2017) the ministry recovered \$440,000 for PEN, Non-PEN, and GED orders for transcripts.
- The projected recovery for FY2018-19 is \$293,650. Recoveries are expected to decrease moderately because current graduates can choose more free transcripts through the new service.
- STS will provide administrative cost savings of ~\$10K per year to the Ministry, with anticipated increased savings as more PSIs onboard to the digital platform and costs for printing and shipping paper transcripts decrease.

Services to Ministry:

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

Teacher Regulation

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TEACHER CERTIFICATION

updated January 24, 2019

Description:

- Teacher Regulation Branch (TRB) certifies all teachers to work in BC's public boards of education, independent schools and offshore schools.
- The TRB administers yearly criminal record checks; processes annual fee payments for BC's approx. 73,000 certificate holders; processes annual employer lists of over 50,000 teachers; and responds to over 3,000 certificate holder requests annually.

Enhancements/Improvements:

- In fiscal 2017/18, the ministry's certification unit:
 - Implemented processes to prioritize the applications of teachers identified by employers in response to recruitment and retentions efforts generated by the MOA.
 - Established processes to temporarily waive the requirement for employers to post a position for two weeks prior to application for a Letter of Permission.
 - Actively engaged with partners such as BC Public School Employers Agency (BCPSEA), ISTCSC, and Independent Schools Branch, in supporting recruitment by providing insight into certification standards.

Key Facts:

- The Director of Certification (DOC) is responsible for overseeing the certification process, determining fitness of applicants, and maintaining an online registry of all certificate and letter of permission holders.
- The DOC bases decisions on certification criteria established by the BC Teachers' Council (BCTC) and the Independent School Teacher Certificate Standards Committee (ISTCSC).
- Workload in the Certification Unit increased after the Memorandum of Agreement (MOA) was signed between the BCTF, BCPSEA, and the BC Ministry of Education that returned class size and composition limits to the 2002 collective agreement provisions.

Statistics:

Applications Received Per Year	2014	2015	2016	2017	2018
Total Applications	3,188	3,251 (+2%)	3,694 (+14%)	5,019 (+36%)	5,664 (+13%)
Certificate of Qualification Applications	2,937	3,025 (+3%)	3,399 (+12%)	4,211 (+24%)	4,426 (+5%)
Independent School Certificate Applications	150	143 (-5%)	178 (+24%)	320 (+80%)	526 (+64%)
Letter of Permission Applications	101	83 (-18%)	117 (+41%)	488 (+317%)	712 (+45%)

Certificates issued per year:	2014	2015	2016	2017	2018
Certificates of Qualification	2,943	2,912 (-1%)	2,971 (+2%)	3,263 (+10%)	3,225 (-1%)
Independent School Certificates	234	257 (+10%)	294 (+14%)	297 (+1%)	268 (-10%)
Letters of Permission (public)	43	37 (-14%)	44 (+19%)	51 (+16%)	100 (+96%)
Letters of Permission (independent)	42	35 (-17%)	59 (+69%)	300 (+408%)	389 (+30%)
Total Certificates issued	3,262	3,241 (-1%)	3,368 (+4%)	3,911 (+16%)	3,982 (+2%)

July 2018 Application Processing Time:

(largely dependent on how quickly applicants submit all required documents)

Average time from complete application (i.e. all required document received) to evaluation result for eligible applicants	29 days
Average time from application submitted to response from evaluator regarding outstanding documents	76 days
Average time from response from evaluator regarding outstanding documents to complete application	118 days

RESOURCE MANAGEMENT DIVISION

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Capital

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Description:

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

Statistics:

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

Funding:

AFG funding remained static from 2004/05 to 2018/19 at \$110M. During the same time, costs had escalated by approximately 18.5%. In 2018/19, AFG funding was increased to \$115 million (\$92M capital, \$23M operating).

Key Facts:

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

Key Outcomes:

- EDUC undertakes annual updates of Facility Condition Index (FCI) data to capture those AFG projects completed in the past fiscal at individual facilities that could significantly impact its FCI, in three specific major building categories; Substructure (ex: footings, foundations, etc); Exterior Shell (ex: roofing, windows, etc); and Services (ex: plumbing, HVAC, electrical systems, etc). Upon uploading into the VFA database, these requirements would be closed out which would generate a reduced FCI for a facility that indicates an improved building condition.

Description:

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

Key Facts:

- Government assessed 686 public schools and additions built between 1985 - 2000 and determined that 182 required building envelope remediation. As of Fiscal Year 2018/19, 82 schools have been completed and there are 100 schools remaining to be addressed.
- BC Housing has been retained to manage the BEP since April 1, 2005, with the contract transferring from the Risk Management Branch to the Ministry of Education on April 1, 2009.
- BC Housing's services include management and administration of the remediation programs of work. This includes the identification, assessment, prioritization, budgeting, and project management of repairs at schools that are eligible within the program protocol.
- BEP is currently funded and administered by the Ministry of Education.
- The Ministry of Education uses BC Housing's ranking of BEP projects as a guide to plan for funding future BEP projects.
- Given the significant number of schools which still require envelope remediation within the BEP, a greater annual allocation of funding to this program would be required to expedite program completion.

Statistics:

- As of Fiscal Year 2018/19, 82 projects have been completed at a cost of \$123,346,273, and 100 projects still require funding at an estimated cost of \$105,479,292 in today's dollars.

Funding:

- The Ministry allocates up to \$8M/yr. to address building envelope remediation. At the current rate of program funding, it will take over 20 years to complete the remaining 100 schools enrolled in the BEP. A Program budget increase is required to expedite program completion.

Delivery Partners:

1. BC Housing
2. School Districts

Key Outcomes:

Schools Built 1985-2000	686	
Schools in BEP	182	
	As of FY 2017/18	As of FY 2018/19
Completed Schools	79	82
Schools in Construction	5	2
Schools in Design	1	3
Schools in Planning	97	95
Total	182	182

- For Fiscal Year 2019/20, the Ministry is forecasting an expenditure of \$8M to complete a further 5 projects, with approximately 6 additional projects moving into design and/or construction.

Agreements:

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

Description:

- EDUC's Bus Acquisition Program (BUS) provides funding to school districts (SDs) to replace school buses that meet specific mileage and/or age thresholds, have demonstrated significant repair/maintenance issues, and to support newly established bus routes for areas of enrolment growth that previously did not have student transportation services.

Statistics:

- From 2011/12 to 2018/19 inclusive, the BUS has allocated approximately \$75M to SDs for the purchase of 592 buses.

Key Outcomes:

- Through provincial bus fleet inventory data analysis, an increased demand for replacing high age/mileage buses from FY 2018/19 onwards was forecasted. To meet forecasted demand and manage cost escalation, the **BUS annual budget was increased from \$10M to \$13M effective FY 2018/19.**

Delivery Partners:

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

Key Facts:

- BUS was originally launched in 1985 and has had the following historic annual program budgets: 1985-2000 (variable \$ amounts/year), 2001-2017 (\$10M/yr), 2018 -current (\$13M/yr).
- Of the 60 SDs in the province, only 44 SDs maintain their own bus routes and fleets. The rest of them contract bussing services out to private contractors.
- EDUC has standardized seatbelt "ready" seats for all school buses as of FY 2019/20. This means the bench-seat structures (where they are braced/bolted to the floor) are engineered to take the physics of seatbelt action in case of a crash. If Government wants to retrofit existing buses with seatbelts at some point in time, it will be much more cost-effective (and OEM certifiable) to do the installations on these seatbelt "ready" seats.
- EDUC has standardized Electronic Stability Control (ESC) for all school buses as of FY 2019/20. This will become a mandatory federal requirement through Transport Canada as of August 2019, so we are taking those steps now to be ahead of the curve.

Funding:

- For FY 2019/20, 27 SDs were approved for 81 buses valued at \$12,184,448.
- EDUC has left an \$815,552 contingency to manage potential market inflation, as the final school bus pricing has not yet been confirmed by bus vendors for the 2019/20 Request for Standing Offer process (due to EDUC on February 18, 2019).
- Additionally, this contingency allows EDUC to support emergent needs to replace buses that may be written-off in accidents over the winter season. There's typically 4 or 5 of these types of incidents each year.

Agreements:

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

Description:

- Budget 2019 includes \$2.4B in provincial capital funding for priority projects over the next three years
- The priorities for capital investment include:
 - Making schools safer by accelerating the Seismic Mitigation Program,
 - Building and upgrading schools in every region of the province, and
 - Building more student spaces in growing communities to reduce the reliance on portables.

Statistics:

- There are about 1,600 public schools, owned by 60 school districts in B.C.
- There are 57 major capital projects currently **in progress**
 - 11 new schools,
 - 9 additions/renovations,
 - 16 school replacements
 - 20 seismic upgrades, and
 - 1 site purchase
- There are 348 total projects across 33 school districts in the **Seismic Mitigation Program**;
 - 182 schools have been completed,
 - 14 are under construction,
 - 19 are proceeding to construction,
 - 41 are in business case development
 - 92 are future priorities
- 11 school districts have completed all of their high-risk schools,
- 13 school districts have 50% or more of their high-risk schools completed, and
- 9 school districts have less than 50% complete

Key Facts:

- B.C.'s total capital budget for education is \$788M in fiscal year 2019/20, which is a \$305M increase from 2018/19
- The Ministry is investing \$502M over 3 years to upgrade and rehabilitate schools throughout the province through the Annual Facilities Grants, School Enhancement Program, Building Envelope Program and Carbon Neutral Capital Program
- Established a \$5M ongoing capital fund for school playgrounds in Budget 2018
- Budget 2019 provides:
 - \$5M annually for consolidations and demolitions in rural communities through the Rural District Program envelope,
 - an increase of \$244M to the Seismic Mitigation Program
 - an increase of \$14M to the Enrolment Growth Program over the fiscal plan period to address enrolment pressure in growing districts
 - an increased investment to underway projects of \$155M in the fiscal plan period to keep pace with construction cost escalation

Key Outcomes:

- Continue accelerating the seismic mitigation program
- Increase capacity in Surrey and other school districts experiencing enrolment growth pressure
- Relieve pressure on local PACs to fund playground equipment
- Support rural communities across the province by funding district-identified efficiencies through school consolidations and demolitions

Funding:

K-12 capital investment is \$2.4B over the fiscal plan and includes:

- Expansion and replacement (\$1.1B)
- Seismic Mitigation Program (\$791M)
- Routine Capital (\$502M)

Capital spending by fiscal year includes:

- 2019/20- \$788M
- 2020/21- \$851M
- 2021/22 - \$793M

Delivery Partners:

1. School Districts

Description:

- Initiated in 2012, the CNCP is an ongoing \$5M/year program which provides capital funding to school districts on an application basis for projects that have the greatest impact on reducing GHG emissions and providing energy cost savings.
- The CNCP is one of two routine capital programs the Ministry of Education funds that contribute to school energy efficiency upgrading and carbon reduction (with the other being the School Enhancement Program (SEP)).
- The CNCP fund was established to recognize the cost of carbon offsets purchased by school districts, and to further enable GHG reductions.

Statistics:

- 2019/20: 19 projects in 19 school districts
- 2018/19: 19 projects in 15 school districts
- 2017/18: 14 projects in 14 school districts
- 2016/17: 15 projects in 15 school districts
- 2015/16: 24 projects in 24 school districts
- 2014/15: 28 projects (plus 26 energy studies) in 54 school districts
- 2013/14: 25 projects (plus 43 energy studies) in 54 school districts
- 2012/13: 29 projects (plus 23 energy studies) in 54 school districts
- Major benefactors since Fiscal Year 2012/13:
 - Vancouver (\$2.6M)
 - Surrey (\$2.5M)
 - Coquitlam (\$2.2M)
 - Victoria (\$1.9M)
 - Richmond (\$1.6M)

Key Facts:

- The CNCP compensates school districts for the cost of carbon offsets they pay in order to be carbon neutral, but it's important to note that the CNCP is a discretionary application-based capital grant program, not a direct reimbursement for the cost of carbon offsets.
- Under a separate program, all 60 boards of education signed on to the Climate Action Charter, providing eligibility for full reimbursement of their annual expenditures on carbon taxes. Boards of education are reimbursed directly with operating funding for every dollar spent on carbon taxes through the Climate Action Revenue Incentive Program (CARIP).
- Each board of education is requested to make funding requests for high priority CNCP projects as part of its annual Five-Year Capital plan submission to the Ministry.
- While EDUC annually awards \$5M under the CNCP, not every school district receives individual project funding each year.
- The evaluation criteria used by EDUC to rank priorities for the program compares the CNCP project submissions on the basis of total emissions reduced, energy cost savings, school district priority, changing facility condition index, school districts cost of carbon offsets paid, and VFA priority assessment.
- Each year the overall value of CNCP project requests from school districts typically exceeds the available CNCP budget, as shown in the "Key Outcomes" section below.
- The Ministry is issuing its Capital Plan Instructions for the 2020/21 fiscal year, including a call for school district's high priority CNCP projects, in Spring 2019.

Key Outcomes:

- From Fiscal Year 2012/13 to Fiscal Year 2019/20, approximately \$40M has been provided to school districts to undertake carbon reduction improvements resulting in an estimated reduction of 7,265 tonnes CO2 equivalent and \$2.5M in annual operating cost savings.
- For 2019/20, the Ministry received **107** project requests for CNCP funding valued at **\$35,510,247** and approved a total of **19** projects with an overall dollar value of **\$4,994,798**.

Funding:

- \$5M/annually

Description:

- The Ministry has established an enrolment growth program that will fund school additions projects help to reduce the use of portables in all growing communities.
- The funding is intended for elementary additions projects that can be completed quickly, at low cost and with low risk.
- The Ministry is encouraging school districts to accelerate the completion of business cases for new schools and additions projects that are supported in the Ministry capital plan, so they can be reviewed for approval.
- The Ministry has established a Capital Project Office for Surrey to provide them the resources necessary to accelerate projects.

Key Facts:

- After many years of decline, provincial K-12 student enrolment is increasing.
- School Districts in fast growing regions include Sooke, Burnaby, Chilliwack, Abbotsford, Langley, Peace River North, Central Okanagan and the Conseil Scolaire Francophone (CSF).
- Pressures from enrolment growth are being compounded by the recent Memorandum of Agreement (MOA) with the BCTF that restored language regarding class size and composition.
- Currently, many school districts are relying on portables for educational purposes because the approval and construction of new space has not kept up with the pace of enrolment growth.
- To accommodate growth, the Ministry capital plan will require significant funding in the coming years for property acquisitions, new schools and additions to existing schools.
- In particular, the Ministry expects a very large volume of additions requests in the upcoming school district capital plans, due to be submitted in June 2019.
- Possible projects for EGP funding are identified from school districts' annual five-year capital plan submission requests for additions.

Statistics:

- Number of portables used for general instruction in all school districts, as of September 2018: 1,539.
- Number of portables in SD36 as of September 2018: 333, including 296 for general instruction, 26 Full Day Kindergarten, and 11 for "other" non-instructional use.
- SD36 anticipates adding up to 25 additional portables for September 2019.
- Total value of all additions requests from June 2018 School District Capital Plan submissions, Surrey included: \$1.1 billion (125 projects).
- Total value of all additions requests from June 2018 School District Capital Plan submissions, not including Surrey: \$750 million (105 projects).

Key Outcomes:

- Reduce the use of portables being used as permanent instructional spaces across the province, in school districts experiencing capacity pressures, resulting from enrolment growth and the MOA.
- Since 2018/19 the ministry has supported business case development for 12 elementary additions projects under the EGP, which are expected to create over 2100 new student spaces.

Funding:

- *\$67 million over three year fiscal plan*

Description:

- Since 2009, the Ministry of Education has contracted VFA Canada Inc. to perform detailed condition inspections of schools every 5 years (approx. 20% of all schools are inspected annually).
- The inspections generate detailed reports that identify where components parts have exceeded the manufacturer's suggested replacement period, to create Facility Condition Index (FCI) ratings used for planning purposes by school districts and the ministry.
- The higher the FCI, the greater the cost of requirements for that facility, where the FCI of a new school is equal to 0.0

Key Facts:

- Four ministries (EDUC, HLTH, AVED, MTICS) are currently contracting with Accruent/VFA Canada Inc. to do Facility Condition Assessments, using FCI information to assist with funding decisions on the routine maintenance and renewal of the Province's public sector inventory.
- School districts submit an Annual Five-Year Capital Plan that includes requests for maintenance needs under the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), and Annual Facilities Grant (AFG), all of which have an impact on FCI.
- Accruent/VFA Canada Inc.'s assessments have identified deferred maintenance that is recommended to be addressed within **one year at a value of \$343M**; in **one-to-three years at a value of \$373M**; and long term deferred maintenance concerns that should be addressed before manufacturers' **suggested "end of life" date at a value of \$5.9B**. This is based on the premise that all school components (e.g. boilers, roofs, floors, etc.) must be replaced at the manufacturers' suggested "end of life" date, as such, the assessment assumes full replacement costs the year after the "end of life" date.

Statistics:

- There are approximately 1,860 facilities, including 1,566 schools, in the 60 school districts located across the province, with approx. 7 million square feet of area, and with a current estimated replacement value of \$17,700,000,000.
- Average age: ~47 years; average year built: 1970
- Average FCI: 0.43
- Oldest school: 1894 (Southpark Elementary – Victoria, FCI: 0.36)
- Largest school: 1993 (Burnaby South Secondary – Burnaby, FCI 0.69)
- Percent schools 40 years or newer: 35%
- Average FCI for schools 40 years or newer: 0.30 (better than the norm)
- Percent schools greater than 40 years: 65%
- Average FCI for schools greater than 40 years: 0.51 (worse than the norm)

Key Outcomes:

- In February 2017, EDUC implemented an annual data maintenance plan that captures completed maintenance projects at individual school facilities, which allows for up-to-date FCI calculations between the scheduled five-year assessment cycles of school facilities. This better demonstrates return on investment from EDUC routine capital programs such as SEP, CNCP and AFG, as tracked against changes in FCI for school district facility assets.

Funding:

- AFG was frozen at \$110M/year 2004-18 while inflation increased by approximately 18.5%.
- In 2018/19, EDUC provided \$115M AFG, \$65M SEP, and \$5M CNCP funding to school districts for capital maintenance projects.
- In 2019/20, program budget amounts for AFG, SEP and CNCP remain the same as what was allocated in 2018/19.

Agreements:

- Accruent/VFA Canada Inc. is currently in its second five-year contract (expires March 31, 2019) with EDUC to conduct Facility Condition Assessments producing Facility Condition Index (FCI) scores for school district owned assets.
- A renewal of the contract is underway.

Services to Ministry:

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

Delivery Partners:

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

FACILITY CONDITION ASSESSMENT

updated February 26, 2019

SD Number	SD Name	Average FCI	SD Number	SD Name	Average FCI
5	Southeast Kootenay	0.48	53	Okanagan Similkameen	0.25
6	Rocky Mountain	0.50	54	Bulkley Valley	0.38
8	Kootenay Lake	0.56	57	Prince George	0.56
10	Arrow Lakes	0.51	58	Nicola-Similkameen	0.46
19	Revelstoke	0.23	59	Peace River South	0.59
20	Kootenay-Columbia	0.56	60	Peace River North	0.57
22	Vernon	0.45	61	Greater Victoria	0.49
23	Central Okanagan	0.51	62	Sooke	0.35
27	Cariboo-Chilcotin	0.53	63	Saanich	0.38
28	Quesnel	0.45	64	Gulf Islands	0.32
33	Chilliwack	0.39	67	Okanagan Skaha	0.48
34	Abbotsford	0.48	68	Nanaimo-Ladysmith	0.43
35	Langley	0.40	69	Qualicum	0.30
36	Surrey	0.44	70	Alberni	0.45
37	Delta	0.54	71	Comox Valley	0.47
38	Richmond	0.44	72	Campbell River	0.57
39	Vancouver	0.55	73	Kamloops/Thompson	0.36
40	New Westminster	0.20	74	Gold Trail	0.59
41	Burnaby	0.30	75	Mission	0.44
42	Maple Ridge-Pitt Meadows	0.44	78	Fraser-Cascade	0.41
43	Coquitlam	0.56	79	Cowichan Valley	0.59
44	North Vancouver	0.45	81	Fort Nelson	0.58
45	West Vancouver	0.40	82	Coast Mountains	0.56
46	Sunshine Coast	0.34	83	North Okanagan-Shuswap	0.34
47	Powell River	0.33	84	Vancouver Island West	0.47
48	Sea to Sky	0.39	85	Vancouver Island North	0.48
49	Central Coast	0.35	87	Stikine	0.46
50	Haida Gwaii	0.49	91	Nechako Lakes	0.46
51	Boundary	0.50	92	Nisgaa	0.51
52	Prince Rupert	0.65	93	Conseil Scolaire Francophone	0.35
			Grand Total		0.43

PLAYGROUND EQUIPMENT PROGRAM (PEP)

updated April 30, 2019

Description:

- Fulfilling a Ministerial Mandate Letter key deliverable, EDUC launched a new Playground Equipment Program (PEP) starting in 2018/19.
- The PEP is an ongoing annual program with **\$5M** available to school districts.
- School districts request PEP funding as part of EDUC's annual Five-Year Capital Plan process.
- To date, allocations have been **\$90,000** for standard playground equipment and **\$105,000** for universal accessible playground equipment.
- Effective FY 2020/21, only universally accessible playground equipment will be funded for \$125,000
- Only schools with a majority of elementary grades are eligible for program funding.
- School districts prioritize eligible schools requiring new or replacement playground equipment, where greatest need exists.
- PACs will not be reimbursed for previous or subsequent playground equipment fundraising.
- EDUC had provided **\$4M** for playground equipment each year of 2011/12 and 2012/13:
 - **\$50,000** for new adventure-style equipment
 - Up to **\$50,000** in PAC reimbursement for playground equipment purchases made prior to the introduction of program
 - **\$25,000** for the partial replacement, repair or upgrade of existing equipment.

Statistics

- **870** potentially eligible schools with a majority of elementary grades
- In 2018/19 there were **51 projects** approved in 51 school districts
- In 2019/20 there will be **50 projects** approved in 34 school districts

Key Facts:

- Supporting inclusion and accessibility for all school-age children, EDUC will fund only universally accessible playground equipment effective FY 2020/21.
- School districts may choose to make discounted purchases of playground equipment through Government's Corporate Supply Arrangement (CSA) for Playground Equipment.
- The CSA for Playground Equipment was renewed in July 2018 to capture new and diverse types of playground equipment.
- In FY 2018/19, the PEP funding was distributed on an **equality basis**, so each school district received approval for one project until the program budget was exhausted.
- In FY 2019/20, the PEP funding is being distributed on an **equitability basis**, so school districts with larger student populations will receive more projects (as they have more schools and playgrounds).

Key Outcomes:

- For FY 2018/19, 51 projects in 51 school districts were approved for PEP funding. As noted above, this distribution was based on an **equality basis**. The nine school districts that did not receive funding in 2018/19 would be prioritized for funding in 2019/20 if they apply to the PEP.
- For FY 2019/20, 50 projects in 34 school districts were approved for PEP funding, including the previously unfunded nine school districts that were carried over from FY 2018/19. As noted above, this distribution was based on an **equitability basis**, with larger school districts eligible for more projects than small districts. This is the way PEP projects will be distributed in future years as well.
- The PEP is successfully reducing the burden of playground fundraising on parents and schools.

Funding:

- **\$5M** annual capital program.

Agreements:

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

Services to Ministry:

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

Delivery Partners

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

Description:

- The *School Act* provides a board of education with the authority to close a school in its school district, either temporarily or permanently.
- Permanent school closures are also subject to the School Opening and Closure Order.
- Under the Order, closing a school building used for the purposes of providing an educational program to students for a period exceeding 12 months is considered a permanent closure.
- If a board decides to permanently close a school it must provide the Minister with written notification of the decision.
- Announced in June 2016, the Rural Education Enhancement Fund (REEF) is intended to keep public schools open in small rural communities (population <15,000) where impacts on the community are a concern.

Statistics:

- For the 2018/19 school year, no school districts reported any school closures.
- Between 2001/02 and 2018/2019 266 public schools were permanently closed due to declining enrolment.

Key Outcomes:

- REEF has enabled Boards of Education to keep open small rural schools which might otherwise have been closed
- Boards of education normally close schools to allow for more efficient space utilization and save operating costs.

Key Facts:School Closure Process:

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

REEF Application Process:

- The 2019/20 school year process is completed; the 2020/21 application process will depend upon the implementation of the Independent Review Panel's recommendations for the K-12 public education funding model.
- Eligible school districts must apply to the Ministry to access REEF operating funds.
- Approved funding may only be used to help keep a rural school open.
- Eligibility criteria and timelines were revised for **new** 2018/19 applications and include:
 - Community is located outside of the Greater Victoria, Lower Mainland or Kelowna areas;
 - Population of the community is under 15,000 residents;
 - The isolated location of the community poses demonstrable challenges;
 - The school closure would leave the community with no public school;
 - The school closure would have a detrimental educational impact on local students; or a negative social or economic impact on the community;
 - A school closure where the primary driver is facility condition will not be considered.
- The 2019/20 application deadline was February 15, 2019 and ministry decisions were announced on March 15, 2019 to align with school district preliminary operating grants.
- School districts do not have to re-apply for schools previously approved for REEF support.
- If additional REEF funding is required to keep a previously-approved school open, the school district may submit updated costing information to the ministry.

SCHOOL CLOSURES/RURAL EDUCATION ENHANCEMENT FUND

updated March 15, 2019

School Opening and Closure Order - Notification to Ministry

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

REEF Funding (school year)

- REEF is funded outside of the operating block.
- In 2017/18, \$3.37M was allocated for 11 schools in eight (8) school districts.
- In 2018/19, \$4.06M is being allocated for 14 schools in nine (9) school districts. The three (3) additional schools are from the same school district, SD27 – Cariboo-Chilcotin.
- In 2019/20, \$4.37M will be allocated for 16 schools in ten (10) school districts. The two (2) additional schools are from the same school district, SD50 – Haida Gwaii.

Current REEF-Funded Schools

SD	School	2018/19 Approvals	Increase Requested	New School Requests	Approved 2019/20
8	Jewett Elementary	\$46,947	\$45,330	0	\$92,277
	Winlaw Elementary	\$357,677	0	0	\$357,677
22	Cherryville Elementary	\$443,320	\$32,360	0	\$475,680
27	Big Lake Elementary	\$235,609	-\$22,215	0	\$213,394
	Likely Elementary	\$191,277	\$24,983	0	\$216,259
	Dog Creek Elementary/Secondary	\$174,161	\$21,116	0	\$195,277
28	Kersley Elementary	\$305,590	0	0	\$305,590
	Parkland Elementary	\$378,168	\$86,958	0	\$465,126
47	Texada Elementary	\$260,000	0	0	\$260,000
53	Osoyoos Secondary	\$437,075	\$29,525	0	\$466,600
62	Port Renfrew Elementary	\$230,000	\$12,000	0	\$242,000
67	Trout Creek Elementary	\$397,333	\$13,487	0	\$410,820
	West Bench Elementary	\$389,305	\$10,470	0	\$399,775
83	Silver Creek Elementary	\$213,353	0	0	\$213,353
50	Port Clements Elementary	0	0	\$34,520	\$34,520
	Agnes L. Mathers Elementary	0	0	\$25,817	\$25,817
TOTAL:		\$4,059,815	\$254,014	\$60,337	\$4,374,165

Description:

- The School Enhancement Program (SEP) was implemented in August 2015 to provide capital funding to address larger maintenance needs in schools, thereby extending the life of existing assets.
- Eligible SEP projects must be greater than \$100,000, but less than \$2M. If greater than \$2M, projects must be phased over more than one year.
- SEP projects eligible for funding include:
 - Electrical (ex: power supply, distribution systems)
 - Energy (ex: LED lighting, high-efficiency boilers)
 - Health and Safety (ex: fire safety systems, indoor air quality, drinking water quality)
 - Mechanical (ex: heating, ventilation, plumbing)
 - Building Enclosure (ex: roofing, exterior walls, windows)
 - Washrooms (ex: SOGI)
 - Flooring (ex: gymnasiums, hallways)
- SEP projects ineligible for funding include, but are not limited to:
 - Daily wear and tear (ex: painting)
 - Parking lot and driveway repairs
 - Ground-work and playfield repairs
- Ineligible SEP projects may be completed using Annual Facility Grant funding, operating funds, or local capital funds.
- SEP projects must meet Generally Accepted Accounting Principles (GAAP) for capital improvements.

Key Facts:

- Each board of education is encouraged to make funding requests for high priority SEP projects as part of its annual Five-Year Capital Plan submission to the Ministry.
- The Ministry reviews all eligible SEP project requests from the 60 school districts, evaluating them against meeting program criteria, and using a qualitative and quantitative pairwise methodology that helps determine which projects are approved within the available SEP budget for that capital year.
- A maximum of five projects may be submitted annually by each school district. Smaller projects for a number of various schools, as part of a wider school district SEP project, may be grouped to form a single project proposal.
- Each year the overall value of SEP project requests from school districts typically exceeds the available SEP budget, as shown in the “Key Outcomes” section below.
- In March 2019, the Ministry will be issuing its Capital Plan Instructions to school districts for the 2020/21 fiscal year, including a call for SEP projects.

Funding:

- **\$195M** has been notionally budgeted for SEP within the current 3 year fiscal cycle:
 - 2019/20 - \$65M
 - 2020/21 - \$65M
 - 2021/22 – \$65M

Key Outcomes:

- For 2019/20, the Ministry received **370** project requests for SEP funding valued at **\$210,151,956** and approved a total of **143** projects with an overall dollar value of **\$64,973,945**.

Statistics:

- For 2019/20, the Ministry approved **143** SEP projects with an overall value of **\$64,973,945** in the following categories:

PROJECT TYPE	No. of PROJECTS	VALUE
Energy Upgrade	8	\$4,204,243
Health & Safety Upgrade	30	\$12,022,523
Mechanical Upgrade	45	\$23,674,198
Roofing Upgrade	31	\$15,603,140
Electrical Upgrade	13	\$4,166,618
Washroom Upgrade	6	\$2,711,691
Flooring Upgrade	10	\$2,591,532
TOTAL:	143	\$64,973,945

SCHOOL PROTECTION PROGRAM (SPP)

updated March 11, 2019

Description:

- SPP is a Government self-insurance program for the public K-12 education system.
- SPP was originated by Risk Management Branch, FIN, in March 1987 in response to the global liability insurance crisis in the 1980s
- Self-insurance has saved the Province hundreds of millions of dollars in commercial insurance premium costs for the SUCH sector
- Under authority of the *School Act*, the Minister has designated SPP as the insurer for boards of education
- SPP provides all school districts with coverage for the following type of claims:
 - Property
 - Boiler and Machinery
 - Crime
 - Employment Practices Liability
 - General Liability
 - Directors' & Officers' Liability
- SPP acquires ICBC coverage on behalf of all school districts for their vehicles
- Districts may purchase Optional Property Program coverage through RMB for surplus buildings leased to other parties (e.g., local government, community groups, Government, post-secondary institutions)

Statistics:

January 1 to December 31, 2018:

	Claims	Value
Construction	1	\$28,000
Liability	100	\$2.41M
Property	315	\$4.02M
Total:	416	\$6.46M

Delivery Partners:

- Risk Management Branch, Ministry of Finance

Key Facts:

Liability

- SPP covers all board of education employees against liability claims while performing district duties
- School trustees, volunteers, parent advisory councils, student teachers, and students are also covered, to the extent that liability arises from participation in board-approved activities
- Liability coverage premiums are calculated by an actuary under contract to RMB. The program is backed by a provincial indemnity. The *pro-rata* cost is based on each school district's share of total FTE students in the K-12 system

No deductible applies to liability claims, with RMB managing legal representation for Government Property - Loss and Damage Coverage

- SPP covers all board-owned property being used for educational purposes against loss and damage
- A property premium is set annually to fund a Property Risk Pool managed by RMB
- The premium is recovered directly from school district operating funds allocated by EDUC
- A school district's *pro-rata* share is based on the EDUC replacement cost for its facilities inventory against the total EDUC replacement cost for all facilities in the K-12 system
- School districts must pay a **\$10,000** deductible for each instance of property loss and damage
- For property loss and damage claims involving existing buildings:
 - if under \$250,000, claims are funded from the Property Risk Pool
 - if equal to or over \$250,000, claims are funded as emergent projects in EDUC's capital plan

Property - Course of Construction Coverage

- For course of construction property loss and damage claims:
 - if under \$50,000, claims are funded from the Course of Construction Pool created using funds recovered from other at-fault parties by RMB
 - if equal to or over \$50,000, claims funded as emergent projects in Ministry's capital plan.

Key Outcomes:

- Successful annual delivery of SPP benefitting boards of education, EDUC and Government.

School Protection Program Cost:

- 2018/19 Total = **\$6.691M**

Includes:

- General Liability Coverage = \$4.37M
- Property Loss Coverage = \$2.00M
- Other expenses = \$417,000

Services to Ministry:

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

Agreements:

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

Description:

- In 2004, the Ministry of Education launched the Seismic Mitigation Program (SMP) in partnership with UBC's Seismic Research Faculty and the Engineers and Geoscientists of BC (EGBC) with a commitment to mitigate all seismic high-risk schools by 2020.
- The primary objective of the SMP is to achieve a life-safety standard for public schools by minimizing the probability of local structural collapse as a result of a seismic event (for assessment purposes, a magnitude 7.0 event is used).
- The Ministry has a Mandate Letter requirement to accelerate the approval of projects in the seismic mitigation program.
- The Ministry recently completed reassessments of schools on Vancouver Island, Haida Gwaii and in Richmond that will result in more schools being added to the SMP (public announcement May)

Key Facts:

- Since September 2017, 31 SMP projects have been approved with a total value of \$581 million.
- In 2015, Natural Resources Canada updated seismic risk mapping and increased the expected magnitude and duration of a Cascadia fault event in BC.
 - Triggered updates to National Building Code of Canada (2015) and Seismic Retrofit Guidelines (SRG) (developed by EGBC), which came into effect as of July 1, 2017.
 - This has changed the seismic ratings of schools primarily across Vancouver Island, Richmond, Haida Gwaii and some areas on the Sunshine Coast, which have been reassessed.
 - An announcement of the impact of these changes is expected in May 2019.
- In 2016, government made a commitment to seismically mitigate high-risk schools outside the Vancouver School District by 2025, and all schools within the Vancouver school district by 2030.
 - This was based on an assessment of both the number of high-risk schools in the program and the pace over the previous 10 years for completing projects.

Key Outcomes:

- The Ministry has committed to accelerate the pace of seismic project funding approvals and delivery. Since September 2017, 28 SMP projects have been approved.
- Previously, only 7 projects were approved in 15/16, and 9 projects were approved in 16/17.
- The rate of approvals in the past two fiscal years is nearly double that of the previous years, with 15 projects approved in 17/18 and 13 projects approved so far in 18/19.

Statistics:

- As at May 1, 2019, there are 348 total projects in the SMP, of these:
 - 182 schools completed;
 - 14 under construction;
 - 22 proceeding to construction
 - 39 in business case development; and
 - 91 future priorities
- 74% of the program has been advanced since 2004, which equates to approximately 14 projects / year or 4% of the program annually.

Funding:

- The current fiscal plan provides \$791 million for the SMP.
- To date, government has spent \$1.6 billion to seismically upgrade or replace seismically high-risk schools.

Delivery Partners:

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

Background/History:

- In March 2004, the Ministry initiated seismic assessments of 877 schools within 37 school districts located in high-risk seismic zones.
- In November 2004, Government committed to a \$1.5 billion plan for the seismic upgrading of 749 schools (Phase 1) over 15 years to make BC schools earthquake safe.
- Since 2005, a technical team with members from the EGBC and UBC's Earthquake Engineering Research Facility has continued to refine the risk assessment and mitigation strategies through experience in actual seismic upgrade projects, extensive laboratory testing at UBC's world-class shake table lab, and peer review by leading international structural experts.
- Although the SMP had been continually worked on with schools being seismically mitigated since 2005, EGBC's work was the basis of a new assessment methodology that led to a reassessment of the remaining high-risk schools in 2010. Schools were categorized as:
 - **High 1 (H1)** - Most vulnerable structures; at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural upgrades required.
 - **High 2 (H2)** - Vulnerable structures; at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural upgrades required.
 - **High 3 (H3)** - Isolated failure to building elements such as walls are expected; building likely not repairable after event. Structural and non-structural upgrades required.
 - **Medium** - Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Buildings to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
 - **Low** - Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.
- In May 2012, EGBC's new reassessment results were made public, along with the role EGBC had been fulfilling under contract with the Ministry. The results reduced the number of projects to be addressed in the SMP from 522 to 152 at that time.
- The 152 remaining projects were identified as Phase 2 of the SMP with an estimated total cost of \$1.3 billion. Since 2012, the SMP has focused on addressing schools with high-risk (H1/H2/H3) blocks.
- By late 2014, feedback from school districts increased the number of remaining Phase 2 projects from 152 to 183. At that point in time there were a total of 342 schools (both Phase 1 and Phase 2) in the SMP. Since 2016, feedback from school districts added 5 more high-risk schools to the SMP, for a total of 347.
- Changes to the 2015 National Building Code identified significant increases to the expected intensity and duration of earthquakes in Haida Gwaii and on Vancouver Island, and increased amplifications of ground motions for buildings built on soft soils, such as in Richmond. In June 2016, Engineers and Geoscientists of British Columbia (EGBC) provided updated Seismic Retrofit Guidelines to the Province that could be used to assess the potential increased risks to schools as a result. In 2018 government reassessed the seismic safety of identified schools within these districts. These re-assessments identified a number of school blocks that now have a high seismic risk under the new Seismic Retrofit Guidelines. These 149 schools will be added to the SMP in April 2019.

Description:

Surplus Properties Program (SPP)

- In July 2018, the Release of Assets for Economic Generation Program was renamed as the Surplus Properties Program (SPP).
- The RAEG Program was first introduced in February 2012 and administered by CITZ.
- Its purpose was to sell surplus or under-utilized provincial assets, including board of education-owned properties, to help balance provincial budgets and stimulate economic activity on surplus land.
- Under SPP, CITZ must report on all surplus property sales valued at \$1M or more.
- School districts will now need to complete a Surplus Declaration and Readiness Checklist to demonstrate that due diligence in preparing high value assets for sale has been completed.

Property Disposal

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

Key Facts:

Surplus Properties Program (SPP)

- School districts are part of the Government Reporting Entity (GRE), which allows net proceeds from the sale of a board of education-owned asset to be booked by the Province as revenue.
- All sales proceeds are retained by individual boards for capital reinvestment in their districts.
- TB reporting for Q3 FY18/19 shows EDUC's forecasted net proceeds (only for property sales >\$1M) as:
 - 2018/19 = **\$7.20M**
 - 2019/20 = **\$5.38M**
 - 2020/21 = **\$0.00M**
 - 2021/22 = **\$14.50M**

Property Disposal

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

Key Outcomes:

- GRE reporting for FY18/19 to-date (April 1 to December 31, 2018) shows total net proceeds of **\$74.29M** from the disposal of 10 properties in eight school districts.
- GRE reporting for FY18/19 to-date (April 1 to December 31, 2018) also shows a resulting total financial gain of **\$20.83M**.
- Amounts include the disposal of SD39's subsurface volumetric parcel at Lord Roberts Annex to BC Hydro, with net proceeds of \$65.0M and a financial gain of \$16.2M.

Delivery Partners:

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

GRE-Reported Property Disposals (April 1,2018 – December 31, 2018)

School District	Property	Purchaser	Net Proceeds	Gain/Loss
SD23 Central Okanagan	Board Office, Kelowna	1940 Underhill Dev Corp/Primex	5,700,000	4,399,000
SD23 Central Okanagan	3130 Berry Road, Lake Country	Heather Simon Asset Holding BC Ltd.	18,000	4,500
SD39 Vancouver	Lord Roberts Annex, Vancouver (subsurface volumetric parcel)	BC Hydro	65,000,000	16,237,000
SD42 Maple Ridge-Pitt Meadows	24137 104th Avenue, Maple Ridge	City of Maple Ridge	1,228,656	-708,812
SD54 Bulkley Valley	Bulkley Valley Learning Centre (Lot A & B), Smithers	Bulkley Valley Christian Senior Care Society	791,020	-72,342
SD67 Okanagan-Skaha	Queen's Park Elementary, Penticton	Talka Development Corporation	375,000	92,750
SD82 Coast Mountains	1650 Pond Road, Kitwanga	Private sale	35,003	35,003
SD83 North Okanagan-Shuswap	Shuswap Middle School Site portion, Salmon Arm	1160595 BC Ltd.	889,262	889,262
SD91 Nechako Lakes	Prairiedale School portion, Vanderhoof	The Old Apostolic Lutheran Church	180,913	-10,772
SD91 Nechako Lakes	Prairiedale School portion, Vanderhoof	Private sale	75,971	-37,007
		TOTAL:	\$74,293,825	\$20,828,582

Surplus Properties Program (SPP) – Forecasted Property Disposals**2018/19**

School District	Property	Location	Net Proceeds
SD19 (Revelstoke)	Former Mt. Begbie Elementary	City of Revelstoke	\$1.50M
SD23 (Central Okanagan)	Former Board Office	City of Kelowna	\$5.70M
		TOTAL:	\$7.20M

2019/20

SD19 (Revelstoke)	Former Big Eddy Elementary	City of Revelstoke	\$0.58M
SD36 (Surrey)	Former Anniedale Traditional School	City of Surrey	\$4.80M
		TOTAL:	\$5.378M

2020/21

		TOTAL:	\$0.00M
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2021/22

SD41 (Burnaby)	Former Board Office	City of Burnaby	\$14.5M
		TOTAL:	\$14.5M

Financial Services

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Description:

- The Ministry of Education's 2019/20 budget is \$6.6B in operating funding and \$788M in capital for the K-12 education sector.

Key Facts:

- BC's K-12 education operating budget is \$6.6B in 2019/20; a \$228M year-over-year increase.
- Budget 2019* provides \$552M in operating funding and \$2.4B in provincial capital funding over the three-year fiscal plan.
- Since its formation, the current Government has provided \$1.6B in new operating funding for K-12 education – this includes \$409M in *Budget 2018* and \$681M in the *Budget 2017 Update*.

Statistics:

- The Ministry of Education's **2019/20 operating budget of \$6.6B** includes:
 - \$6.0B for public schools (91%)
 - \$437M for independent schools (7%)
 - \$76M for other partners (1%)
 - \$47M for ministry administration (<1%)
 - \$30M for the BC Training and Education Savings Program (<1%)
 - \$9M for the Teachers Act Special Account (<1%)
- The Ministry of Education's **2019/20 capital budget of \$788M** includes:
 - \$376M for school expansion and replacement
 - \$221M for the Seismic Mitigation Program
 - \$92M for the Annual Facilities Grant
 - \$64M for The School Enhancement Program
 - \$13M for the Bus Replacement Program
 - \$8M for the Building Envelope Program
 - \$5M for the Carbon Neutral Program
 - \$5M for Playgrounds
 - \$5M for the Rural District Program

Key Outcomes:

- Budget 2019* provides funding for actual enrolment growth in public schools in September 2018 and forecasted enrolment growth through September 2019; as well as additional funding for the district-reported costs under the Classroom Enhancement Fund for the restoration of clauses in local teacher collective agreements regarding class size and composition.
- With its capital envelope, Government is committed to accelerating the seismic mitigation program and investing in expansion and replacement projects in school districts.
- In October 2017, Government launched a funding model review to fulfil its commitment to ensure BC's K-12 public education system receives stable and predictable funding. As the next phase, the ministry will be forming several working groups, made up of parents, teachers, support staff, school administrators, and others, to engage further on key areas and themes identified in the final report from the independent review panel on education funding.

Funding:

- The **operating lift of \$552 million** in *Budget 2019* includes:
 - \$325 million to fund public school enrolment growth;
 - \$94 million for the *Economic Stability Dividend* (ESD) for school districts;
 - \$73 million for the impact of the Employer Health Tax on public schools;
 - \$58 million to fund additional hiring costs under the Classroom Enhancement Fund;
 - \$31 million for independent schools;
 - \$2 million for the ESD and Sustainable Services Negotiating Mandate for ministry staff;
 - \$2 million for the *Teachers Act* Special Account; and,
 - \$33 million one-time reduction in 2020/21 as a result of re-profiling the timing of grants to two partners – Public Libraries and the Public Education Benefit Trust (PEBT).
- The **\$2.4 billion three-year capital plan** in *Budget 2019* includes:
 - \$1.12B to invest in expansion and replacement projects in school districts;
 - \$791M to accelerate the Seismic Mitigation Program;
 - \$502M to invest in asset rehabilitation and maintenance (routine capital); and,
 - \$15M for the annual \$5M Playground Equipment Program.

Delivery Partners:

- Boards of Education
- Federation of Independent Schools Association
- Public Libraries
- Other Education Sector Partners (such as FNEC, BCCPAC, BCSTA, BCPSEA, etc.)

Description:

- SD93 Conseil Scolaire Francophone (CSF) helps ensure those with constitutional rights to minority language education under Section 23 of the Canadian Charter of Rights and Freedoms receive it.
- SD93 is the only school district in the province that serves the entire province.
- SD93 was established in 1996 and is now in its 23rd school year.
- Operating funding for SD93 is calculated in the same way as other Boards of Education, but it receives an additional 5% on its Student Location Factor and 15% on its overall allocation to recognize its unique role as a provincial service provider.

Statistics:

- SD93 enrolled 6,118 FTE in Sept 2018, an increase of 148 FTE (2.5%) compared to 2017/18.
- Enrolment has increased in all but one of the 23 years the CSF has been in operation and has nearly quadrupled since the CSF was established in 1996.
- Since inception, CSF's enrolment has increased by about 1,000 FTE every five years.
- Operating grants in SD93 have increased by an average of \$3.3M annually since its inception in 1996.

Key Facts:

- In 2013 the CSF, together with parents groups, launched a legal action against the BC government alleging breaches of *Section 23 of the Canadian Charter of Rights and Freedoms* for failure to provide equivalent education for the francophone minority in BC.
- Justice Russell found in favour of the CSF on many aspects of their action on capital funding. For operating funding the CSF was awarded Charter damages of \$6M, payable over 10 years, representing the perceived deficit in transportation funding to the CSF for its transportation services between 2002/03 and 2011/12
- In 2018 the BC Court of Appeal allowed the Province's cross-appeal of the trial judge's \$6M Charter damages award for historical underfunding of transportation. The Court:
 - found the trial judge erred by not applying the Mackin qualified immunity rule, which provides that absent evidence that government's conduct was clearly wrong or in bad faith, damages are not an appropriate and just remedy for the execution / enactment of a law or policy that is ultimately found unconstitutional
 - accepted the Province's argument that, since the trial judge had found government acted only in good faith in freezing the CSF's transportation funding, the trial judge should have found the qualified immunity precluded an award of damages
 - set aside the order requiring the Province to pay the CSF \$6M in Charter damages over 10 years
- In summer 2016 the Province announced the Student Transportation Fund (STF); \$14.8M of funding to address inflationary pressures since 2002 and remove bussing fees. Once allocations had been made to eliminate fees for eligible riders, funding was allocated according to the Student Location Factor (SLF).
- SD93 has its SLF increased by a factor of five, the only district in the province to which this applies.
- The 2016/17 STF allocation for the CSF (\$150,415) was made according to their base SLF, not their factor of five multiple. The STF was increased to \$750,000 in 2018/19 to resolve the Charter damages.
- This increase has been continued, despite the BC Court of Appeal overturning the Charter damages.
- SD93 is currently operating 41 schools, one of which is a distributed learning school.
- SD93 is receiving an estimated \$84M for its 2018/19 enrolment, a \$3.9M increase over the previous year.

Key Outcomes:

- SD93 is receiving an estimated \$84M for its 2018/19 enrolment, a \$3.9M increase over the previous year.
- SD93 enrolled 6,118 FTE in Sept 2018, an increase of 148 FTE or 2.5% compared to 2017/18.
- SD93 had its Student Transportation Fund allocation increased by \$600,000 for the 2018/19 school year and beyond to resolve the Charter damages.

Funding:

- SD93 is receiving an estimated \$84M for its 2018/19 enrolment, a \$3.9M increase over the previous year.
- Operating grants in SD93 have increased every year since its inception in 1996.
- The CSF is the only district in the province that receives a supplementary grant to assist cultural and linguistic programs – this is an additional 15% of SD93's September operating grant, totalling \$10.9M in 2018/19.

Description:

- The Ministry utilizes services agreements and transfers for assistance with advisory services, education program delivery and evaluation, and subject matter expertise to supplement its responsibility in providing leadership to the K-12 education system, and to further ministry strategic objectives
- Ministry procurement and contract policies and practices align with core policy requirements
- The Ministry has a central procurement and contracts team that provides subject matter expertise to program areas to support the Ministry in efficient, effective and compliant procurement practices

Key Facts - Procurements:

- YTD, the ministry has awarded a total of 213 new service contracts valued at \$30.8M
 - **Direct awards:** 22 contracts (10%) valued at \$22.6M (73%)
 - **Open or limited competitions:** 25 contracts (12%) valued at \$1.0M (2%)
 - **Qualified Supplier Lists:** 134 contracts (63%) valued at \$2.5M (8%)
 - **Corporate supply arrangements:** 7 contracts (3%) valued at \$0.3M (1%)
 - **Shared Cost Arrangements:** 20 contracts (9%) valued at \$3.7M (12%)
 - **Other/Secondees:** 5 contracts (2%) at \$0.8M (2%)
- In addition, Ministry has also created 892 teacher agreements (\$880K) for marking services

Key Outcomes

- Ministry procurement policy, directives and procedures support government compliance and value for money which enables the Ministry to deliver on strategic priorities
- 6 New or updated Qualified Supplier Lists and a Secondment Expression of Interest pools were established in the last 18 months to better support the Ministry in more efficient and compliant procurement practices
- Procurement education, training, support and risk management is an ongoing priority area for Management Services Branch

Service Contract Statistics

- 22 contracts (\$22.3M) are transfers to government partners
- 167 contracts (\$7.3M) are for professional advisory or operational services (STOB 60/61/63)
- 5 secondment agreements (\$0.8M)
- 19 contracts (\$0.4M) are for Open School BC operational services for cost of goods sold (STOB 85)

Direct Awards:

- The Ministry has issued 22 direct awards valued at \$22.6M
- Key high dollar contracts include:
 - \$18.13M, 4 year contract to IBM Canada for network security services
 - \$2.55M, 3 year contract to TC Safer Schools Together to deliver the ERASE program
 - \$570K to Federal Government for Stats Canada data centers
 - \$471K to BC Council for International Education for administration of scholarships
 - \$365K to University of BC for K-12 mental health advisory services

Top 5 Highest Value New Contracts Awarded YTD

Value	Supplier	Description	Procurement
\$18.1M	IBM Canada Ltd.	Network security services for K-12 NGN	Direct Award NOI posted
\$2.6M	TC Safer Schools Together	ERASE program delivery	Direct Award, NOI posted
\$816K	BCSSA	Gangs and Guns Violence awareness program	Shared Cost Arrangement (TUA)
\$790K	College Educacentre College	2017-18 French Collegial programs	Shared Cost Arrangement (TUA)
\$700K	SD 39 Vancouver	Education Resource Acquisition Consortium (ERAC) 2019 contribution	Shared Cost Arrangement (TUA)

Description:

- Teacher regulation in B.C. has been established to be delivered on a cost recovery basis.
- The *Teachers Act* Special Account was created as the mechanism through which the application and annual practice fees paid by teachers would fund all operating costs associated with the regulatory structure for the teaching profession.

Statistics:

- \$80 – annual practice fees paid by ~ 72,000 certificate holders
- \$3.65M – total funds in Special Account surplus as of April 2018
- \$6.6M – average revenue generated by fees each fiscal year and held in the *Teacher's Act* Special Account
- The Treasury Board approved budget for 2018/19 is \$8.13M. Forecasted expenses and revenue are 8.02M and 6.95M respectively, supplemented with \$1.07M from the Special Account surplus.
- \$2.58M– funds in Special Account surplus for which Treasury Board approval to access will be sought for fiscal 2019/20

Key Facts:

- When the new regulatory model was established in January 2012:
 - the former BC College of Teachers' accumulated surplus was transferred to the Special Account
 - the annual practice fee was reduced from \$120 to \$80 resulting in decreased revenue of \$2.5 million per year
- The Special Account surplus cannot be accessed without approval from the Treasury Board.
- Current annual practice fees do not fully cover the cost of operations.
- The Special Account surplus is being accessed to meet the cost recovery requirement.
- With the current fee structure, there may not be enough funds in the surplus account to continue to sustain operations beyond fiscal 2020/21. Operational efficiencies are being examined – including IT investments – to further streamline operations and reduce costs. Results from this exercise may result in TRB being able to sustain operations beyond 2020/21.
- The annual practice fee for educators in B.C. is substantially lower than other professional annual practice fees in B.C. and lower than the Ontario College of Teachers fees (\$150), the only other teacher regulator in Canada that currently charges an annual practice fee.
- Based on the current legislated mandate, in order to sustain operations, the annual practice fee for teachers must be raised at some point over the medium-term future.

Key Outcomes:

- To lessen the impact of the reduction of the annual practice fee that occurred in 2012, all aspects of the regulatory structure have been reviewed to find administrative cost savings where possible. New efforts are underway to examine processes used in teacher certification that may result in reduced costs for TRB operations.
- Options for increasing the annual practice fees of certificate holders to create long term sustainability of teacher regulation operations are currently under consideration within the Ministry.

WORKFORCE SUMMARY

February 2, 2019

Description:

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

Key Facts:

- As of February 2, 2019, EDUC has 327.9 Ministry FTEs and 56.1 FTEs in the Teacher Regulation Branch (TRB) for a total of 384 FTEs.
- EDUC has a ratio of 39% excluded staff compared to 61% bargaining unit staff. This includes TRB positions, which are almost entirely excluded.
- EDUC has 6 Assistant Deputy Ministers (including one acting).
- The number of FTEs at EDUC has increased by 1.6% since July 1, 2018 (+6 new FTEs).

Statistics

Ministry of Education FTEs – Feb 2, 2019

Organization	FTEs	% of EDUC Total	% Included	% Excluded
Minister's Office	3.8	0.99%	0.00%	100.00%
Deputy Minister's Office	25	6.51%	76.92%	23.08%
Resource Management Division	68.7	17.89%	57.33%	42.67%
Governance & Analytics Division	41	10.68%	72.73%	27.27%
Learning Division	45.2	11.77%	68.00%	32.00%
Teacher Regulation, Independent Schools & Public Libraries Division (minus TRB)	23	5.99%	70.83%	29.17%
Services & Technology Division	84.9	22.11%	84.44%	15.56%
Education Programs Division	36.3	9.45%	72.97%	27.03%
Ministry Total	327.9	85.39%	70.83%	29.17%
Teacher Regulation Branch	56.1	14.61%	1.72%	98.28%
EDUC Total	384	100.00%	60.69%	39.30%

Ministry Excluded Staff, by Position – Feb 2, 2019

Position	FTEs
Deputy Minister	1
Assistant Deputy Minister	6
Inspector – Independent Schools	1
Executive Directors	16
All Other Excluded Employees	71.6
Ministry Total	95.6

TRB Excluded Staff, by Position – Feb 2, 2019

Position	FTEs
Special Advisor – TRB	0.6
Executive Director – TRB	1
All other Excluded Employees – TRB	53.7
TRB Total	55.3
EDUC Total	150.9

Funding:

- Current FTE complement will be funded from within the ministry's 2018/19 Executive and Support Services appropriation of \$45,540,000.

Funding and Allocation

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Description:

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

Key Facts:

- The MoA implements the restoration of over 1,600 clauses to collective agreements across the province, together with process around the interpretation of the restored clauses.
- CEF has three components:
 - **Staffing** (for classroom and specialist teachers);
 - **Overhead** (for the ancillary costs of employing these teachers, including support staff dictated by collective agreement language); and
 - **Remedies** (where school districts are unable to implement the restored language despite best efforts).
- Funding is based on actual hiring and costs as reported to the Ministry in fall 2018, based on actual hiring as of September 30, 2018, and actual remedy costs for October 2018.
- All school districts have received what they requested in their fall submissions, including additional funding for unfilled non-enrolling (specialist) positions.
- As CEF is based on actual costs reported by districts in the fall, any reported underspend will be reclaimed by the Ministry, beginning April 1st.
- Treasury Board froze the Ministry's overhead allocation in Budget 2018 at \$46M.
- Preliminary CEF funding of \$373M has been announced for the 2019/20 school year. This will be revised based on actual teacher hiring and costs as of September 30, 2019, and remedies incurred in October 2019.

Statistics:

- For the 2018/19 school year the CEF is estimated to total \$432.6M:
 - Hiring of 3,960 teacher FTEs at a cost of \$363.6M:
 - 2,618 enrolling teacher FTEs
 - 1,342 non-enrolling (specialist) teacher FTEs
 - \$45.6M of overhead funding
 - An estimated \$23.4M for remedies based on actual remedy costs incurred in October 2018
- Preliminary CEF funding of \$373M has been announced for the 2019/20 school year:
 - \$327M for teacher hiring
 - \$45.6M of overhead funding
 - \$0 for remedies (TBC in the fall of 2019)

Key Outcomes:

- Funding for an additional 3,960 teacher FTEs in B.C.'s classrooms.

Delivery Partners:

- BCPSEA has advised the Ministry on the interpretation of the restored collective agreement language in their position as official bargaining agent.
- Boards of Education are responsible for meeting the terms and conditions of their collective agreements, including the MoA.

Description:

- In Budget 2018, government announced that an Employer Health Tax (EHT) would be introduced on January 1, 2019 with Medical Services Plan (MSP) premiums being eliminated on January 1, 2020.
- All public school districts will pay EHT at a rate of 1.95 percent of staff remuneration.
- From January 1, 2019 to January 1, 2020 school districts will pay both partial MSP premiums and the full EHT.

Key Facts:

- MSP was reduced by 50 percent from January 1, 2018 resulting in a savings for Boards of Education in the 2018 calendar year.
- The Ministry has worked with the BC Association of School Business Officials (BCASBO) to validate the estimate of the cost of the EHT to school districts
- There have been sufficient cumulative savings from the January 1, 2018 MSP premium reductions to offset school district EHT costs until the start of the 2019/20 fiscal year.
- In the 2019/20 fiscal year, the difference between EHT and what districts would have paid under full MSP premiums (2017, before the 50 percent rate reduction) are expected to increase school district costs by \$54.7 million.
- In the 2020/21 fiscal year this cost pressure reduces to \$24.4 million annually as MSP premiums are eliminated.
- The Ministry has allocated EHT funding proportionately between school districts based on their staff salaries reported in their 2018/19 amended annual budgets
- Due to the current legislated linkage between public school and independent school funding, increasing funding to public schools automatically triggers an entitlement to all Group 1 and Group 2 independent schools. This has been calculated as 7.3% of the public school impact, or \$4.0 million in FY 2019/20, and \$1.8 million in FY 2020/21 and out-years.

Key Outcomes:

- Boards of Education should not see a negative impact from the introduction of the EHT once new funding and the savings from the January 1, 2018 MSP rate reduction are taken into consideration

Funding:

- The Ministry will provide Boards of Education with \$13.6 million in 18/19 school year, \$44.6 million in 19/20 school year and \$24.4 million each year thereafter to cover the increased costs of the EHT for public schools
- In Budget 2019, the ministry was provided with a base budget lift of of \$73.1 million over three years (\$24.4 million each year) to fund the increased costs of the EHT for public schools. The independent school funding lift related to EHT was \$5.2M over the three years.
- Additional costs in the 2019/20 fiscal year associated to EHT will be funded through access to Government Contingencies.

2018/19 and 2019/20 Employer Health tax Grant by School District

	School District	2018/19 School Year	2019/20 School Year	Total 18/19 & 19/20 School Years
5	Southeast Kootenay	143,945	473,691	617,636
6	Rocky Mountain	88,508	291,260	379,768
8	Kootenay Lake	119,112	391,971	511,083
10	Arrow Lakes	16,728	55,048	71,776
19	Revelstoke	28,768	94,670	123,438
20	Kootenay-Columbia	95,441	314,076	409,517
22	Vernon	197,147	648,766	845,913
23	Central Okanagan	517,658	1,703,496	2,221,154
27	Cariboo-Chilcotin	135,205	444,928	580,133
28	Quesnel	86,139	283,463	369,602
33	Chilliwack	320,747	1,055,505	1,376,252
34	Abbotsford	448,697	1,476,561	1,925,258
35	Langley	503,571	1,657,138	2,160,709
36	Surrey	1,703,330	5,605,276	7,308,606
37	Delta	388,829	1,279,549	1,668,378
38	Richmond	476,672	1,568,622	2,045,294
39	Vancouver	1,249,709	4,112,510	5,362,219
40	New Westminster	165,924	546,018	711,942
41	Burnaby	620,875	2,043,161	2,664,036
42	Maple Ridge-Pitt Meadows	356,464	1,173,043	1,529,507
43	Coquitlam	738,395	2,429,893	3,168,288
44	North Vancouver	367,966	1,210,892	1,578,858
45	West Vancouver	172,035	566,130	738,165
46	Sunshine Coast	94,274	310,235	404,509
47	Powell River	56,378	185,528	241,906
48	Sea to Sky	118,975	391,520	510,495
49	Central Coast	14,976	49,281	64,257
50	Haida Gwaii	21,728	71,501	93,229
51	Boundary	38,007	125,073	163,080
52	Prince Rupert	61,861	203,570	265,431
53	Okanagan Similkameen	64,535	212,370	276,905
54	Bulkley Valley	51,883	170,735	222,618
57	Prince George	334,336	1,100,223	1,434,559
58	Nicola-Similkameen	58,865	193,712	252,577
59	Peace River South	98,168	323,050	421,218
60	Peace River North	149,687	492,588	642,275
61	Greater Victoria	496,343	1,633,354	2,129,697
62	Sooke	254,511	837,538	1,092,049
63	Saanich	177,761	584,971	762,732

School District	2018/19 School Year	2019/20 School Year	Total 18/19 & 19/20 School Years
64 Gulf Islands	48,955	161,098	210,053
67 Okanagan Skaha	135,573	446,141	581,714
68 Nanaimo-Ladysmith	321,417	1,057,711	1,379,128
69 Qualicum	108,720	357,774	466,494
70 Alberni	92,944	305,859	398,803
71 Comox Valley	185,891	611,726	797,617
72 Campbell River	135,518	445,960	581,478
73 Kamloops/Thompson	359,022	1,181,459	1,540,481
74 Gold Trail	39,529	130,082	169,611
75 Mission	156,520	515,072	671,592
78 Fraser-Cascade	49,613	163,264	212,877
79 Cowichan Valley	204,339	672,434	876,773
81 Fort Nelson	20,352	66,972	87,324
82 Coast Mountains	117,517	386,723	504,240
83 North Okanagan-Shuswap	163,538	538,167	701,705
84 Vancouver Island West	19,114	62,899	82,013
85 Vancouver Island North	42,560	140,056	182,616
87 Stikine	11,601	38,177	49,778
91 Nechako Lakes	117,417	386,394	503,811
92 Nisga'a	19,231	63,285	82,516
93 Conseil scolaire francophone	166,473	547,826	714,299
Provincial Total	13,549,997	44,590,000	58,139,997

Description

- Objective: to develop a sustainable funding allocation model for K-12 public education.
- Capital funding and independent school funding were not in scope.
- Launched October 2017; the Minister named an Independent Review Panel (February 2018).
- Panel's review included meetings with 60 school districts and system stakeholders, over 100 written submissions from stakeholders.
- All major educational partners consulted (including BCASBO, BCSSA, BCTF, CUPEBC).
- Panel submitted final report August 2018.
- Recommendations provide a framework to improve outcomes for all students.

Implementation Coordination Committee (ICC)

- The purpose of this committee is to facilitate and help coordinate the Working Groups, as well as support policy analysis and development work identified through the process.
- The ICC reports through to a Ministry Executive Steering Committee, tasked with keeping the process on track.
- The ICC membership consist of nine Ministry leads and four external system experts (Mike McKay, Piet Langstraat, Debbie Jeffrey, Joan Axford).

Update

- October 2018, the Minister appointed four education experts to advise on the Funding Model Implementation Process; these resources are now part of the ICC.
- The Independent Panel's report, *Improving Equity and Accountability*, was released to the public in December 2018.
- The Panel's Funding Model Review report includes 22 recommendations with three key themes:
 1. Equity of Educational Opportunity for All Students
 2. Accountability
 3. Financial Management
- In February 2019, the Ministry led a forum with partner groups and stakeholder representatives to engage further on the key themes identified in the report and provide an overview of next steps in the engagement process.
- Four Working Groups with representation from key education partners have been formed to identify implications and potential strategies:
 1. Adult and Continuing Education
 2. Online Learning
 3. Inclusive Education
 4. Financial Management

Next Steps

- Working Groups will meet 3-5 times between March and May 2019.
 - The Ministry is planning at least one additional partner forum with partner groups.
 - The Partner Forums will review what Working Groups have identified as the implications related to their assigned recommendations, the strategies to mitigate those implications, and the key indicators which have been identified to measure success.
 - Working Groups will submit final reports to the Ministry in Summer 2019.
- s.12; s.17
- Transition to a new Funding Allocation Model as early as 2020 with follow-up partner engagement.

Background

- The current model was implemented in 2002 during an era of enrolment decline. After 18 years of decline, provincial public school enrolment increased in 2015 through 2018.
- The model has been substantially unchanged, despite changing educational, social, cultural, technological and economic trends.
- 79% of funding is allocated on a basic per student basis, with remaining funds based on unique student and district needs. Most provinces weight unique needs more heavily.
- The current model is not linked to student outcomes.
- 2001/2-2017/18 266 public schools closed due to enrolment.

s.17

Description:

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

Statistics:

- Operating grants total \$5.338B in 2019/20 (an increase of \$116M over 2018/19).
- Outside of the operating grants, an estimated additional \$583M of special purpose grants goes to boards, including \$371M for the Classroom Enhancement Fund
- Student enrolment is expected to increase in 2019/20 for the fifth year in a row following 17 consecutive years of enrolment decline
- Full-year 2019/20 enrolment is estimated to increase by 3,439 FTE this year, which follows a combined increase of more than 26,600 over the past four years.
- 38 of BC's 60 school districts expect to serve more school-age students as at September 2019 compared to the previous September.

Key Facts:

- 78% of operating grant funding is based on enrolment (per student amount).
- 22% is distributed through a series of supplements for students with special needs, English Language Learning, Indigenous Education, vulnerable students, educator salary differentials, and geographic factors.
- Estimated operating grants are released by March 15 before the school year begins, based on estimated enrolment submitted by school districts.
- Funding will be adjusted throughout the school year as actual enrolment is counted:
 - July (Summer Learning);
 - September (all students);
 - February (continuing education (CE), distributed learning (DL), refugees, special needs growth); and
 - May (CE and DL).
- \$5.265B of the \$5.338B in 2019/20 operating grants is being allocated based on estimated September 2018 enrolment.
- The per pupil average funding amount for the interim 2019/20 operating grants is \$9,490, an increase of \$152 or 1.6% compared to 2018/19
- Including special grants, operating funding per student is estimated at \$10,768 for the 2019/20 school year, more than 10% higher than in 2016/17
- 2019/20 is the first year since 2006/07 when all school districts are estimated to see an increase in their annual funding
- The operating grant formula for 2019/20 remains unchanged apart from funding rates increasing due to labour settlement costs. To better support equity and in line with recommendations from the funding model review panel, higher rate increases are occurring to supplemental special needs, English Language Learning and Indigenous Education, as well as to some geographic factors in 2019/20

s.17

Key Outcomes:

- The provincial operating grant block is currently estimated to increase by \$116 million in 2019/20, the combined result of labour settlement funding and an estimated enrolment increase of 3,439 FTE.
- The above totals are for the entire school year and include estimates for the all four enrolment counts: July and September 2019, and February and May 2020.

SD Financial Reporting

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Description:

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

Statistics:

- As at June 30, 2018, school districts had a combined total of \$1.66B in cash and short-term investments.
- For the 2017/18 fiscal year, the estimated savings to the Province in debt service costs that could be attributed to school district participation in the CDP was \$5.2 million.
- The Central Deposit Program (CDP) was launched by Provincial Treasury in February 2013. Since February 2013, deposits to the program have grown from \$40M to a current total of \$893.0M (February 4, 2019) deposited from fifty-nine school districts.

Key Facts:

- Ministry of Finance piloted the CDP in 2011 and 2012.
- During the 2011 school year, the timing of grant payments to school districts was adjusted to more closely match spending patterns.
- Balance sheet management involves the review of existing cash balances across all government organizations to identify amounts not required for ongoing operational needs.
- Ongoing balance sheet management will involve discussions with school districts on the eventual use of their surplus cash, if any, to address jointly-determined objectives.
- Government pays school districts 2.95% interest (Prime less 1%) on their deposits in the CDP.
- The Funding Model Review will consider ways in which cash balances can be reduced, without compromising school districts' ability to deliver education services to students.
- Government funds both operating and capital spending requirements for school districts. Under the current process, school districts are expected to contribute surplus cash to upcoming non-seismic capital project budgets, thereby reducing provincial capital requirements. Capital grants are still anticipated to fund the majority of capital projects in the K-12 sector.
- When a school district is directed to utilize available cash for a capital project, it may require the cancellation of pre-established plans for these funds, such as:
 - IT systems upgrades;
 - minor capital maintenance projects to be funded from local capital;
 - other capital priorities not funded by the Ministry (e.g. administration offices or maintenance facilities)

Key Outcomes:

- After accounting for cash held to meet short-term obligations (ie. payroll and accounts payable), contributions restricted by an external contributor (ie. tuition paid in advance by non-resident students), school generated funds, and cash restricted for capital projects, school districts had a combined total of approximately \$578M in available cash and short-term investments as at June 30, 2018.
- School districts have set aside some of the available cash for future self-financed capital projects (\$213M as at June 30, 2018). A component of cash balances is represented by the accumulated Operating surplus (\$324M as at June 30, 2018), a portion of which (\$243M) has been restricted by Boards of Education for specific future uses.

SD99 (Provincial Composite) Cash Breakdown Analysis -- June 2018

		June 30, 2018 (ACTUAL)
Total Cash & Cash Equivalents		1,649,798,177
Short-Term Investments (estimated per June GRE)		<u>15,992,000</u>
Total Cash & Short-Term Investments		1,665,790,177
Accounts Receivable	103,486,706	
Prepaid Expenses	<u>24,343,574</u>	<u>127,830,280</u>
		1,793,620,457
Less: Cash needed/held to meet short-term obligations		
Accounts Payable and Accrued Liabilities	(598,955,003)	
Unearned Revenue	<u>(213,468,112)</u>	<u>(812,423,115)</u>
Net Working Capital		981,197,342
Less: Cash Restricted by the external contributor for a specific use:		
Deferred Revenue	(62,442,270)	
School Generated Funds	(81,795,030)	
Unspent Priority Measures/Classroom Enhancement Fund funding	(10,155,543)	
By-Law Capital received but not spent	(24,609,030)	
Other Provincial Capital (MCFD, ITA) received but not spent	(6,967,054)	
Non-Provincial Capital received but not spent (PAC's, etc)	(5,739,656)	
Municipal Land Capital	<u>(59,736,809)</u>	<u>(251,445,392)</u>
		729,751,950
Less: Employee Future Benefits liability		<u>(212,945,928)</u>
Cash & ST Investments Potentially Available for Cost Sharing		516,806,022
Long-term Investments		<u>61,182,702</u>
Cash & Investments Potentially Available for Cost Sharing		<u>577,988,724</u>
Cash & Investments Potentially Available for Cost Sharing is partially made up of:		
Ministry of Education Restricted Capital		40,681,558
Local Capital		213,061,030
Total potential cost sharing funding sources		253,742,588
Accumulated Operating Surplus		<u>317,226,270</u>
		<u>570,968,858</u>
CDP as at July 3, 2018	\$	951,494,388
Long-Term Investment (approx)	\$	61,182,702
Long-Term Debt (loans and capital leases)		(18,413,735)

Description:

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

Key Outcomes:

- As at July 1, 2018, there is one school district in an accumulated deficit position – SD64 (Gulf Islands) \$250,498 deficit.

Key Facts:

- Operating Fund surpluses are one component of overall school district cash balances (currently at approximately \$1.6B), but there are other components as well, such as short-term and long-term accounts payable, school-generated funds, etc.
- The balance of Operating Fund surpluses and deficits for all school districts totaled more than \$324M as at June 30, 2018, of which Boards have internally restricted \$243M of the Operating Fund surpluses to be used in years 2018/19 and beyond.
- School districts have historically managed their finances in a prudent manner. Accumulating surpluses in some years permits flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to unexpected enrolment declines. School districts' use of accumulated surpluses from prior years, which is permitted by the *School Act*, results in minor pressure to the overall fiscal plan.
- School districts collectively appropriated \$73M of accumulated surplus from prior school years to balance their 2018/19 annual budgets. This is normal and accepted practice for school districts.
- School districts can transfer Operating funds into Local Capital. Primary purpose of these transfers are to pay for purchases of tangible capital assets (ie. Board office renovations) and capital lease payments (ie. photocopier and IT equipment leases). These transfers from Operating to Local Capital provide a conduit to lowering Accumulated Operating Surplus.

Statistics:

- Since 2007/08, the cumulative Operating Fund surplus increased by \$171.2M
 - 45 districts increased surplus – \$198.9M
 - Remaining 15 districts decreased cumulative surplus – \$27.7M
- Since 2007/08, the unspent Local Capital surplus increased by \$113.2M
 - 39 districts increased surplus – \$140.4M
 - Remaining 21 districts decreased cumulative surplus – \$27.2M
- Comparing the combined amounts of Accumulated Operating Surplus and Local Capital surplus, the growth of these surpluses since 2007/08 is \$284.4M (112% increase).
 - June 30, 2018 – \$537.1M
 - June 30, 2008 – \$252.7M

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

School District	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017			2018			School District
	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	
5 South East Kootenay	4,142,603	3,314,606	2,224,416	2,076,883	2,690,993	3,642,115	2,244,213	2,341,663	2,454,595	2,241,410	0	4,091,602	4,091,602	0	4,454,132	4,454,132	5 South East Kootenay
6 Rocky Mountain	3,239,776	3,245,992	3,196,575	3,245,775	2,874,974	2,670,616	3,084,371	3,588,063	3,115,646	2,419,917	0	2,710,279	2,710,279	0	3,579,607	3,579,607	6 Rocky Mountain
8 Kootenay Lake	(946,668)	(334,474)	252,965	346,904	529,120	596,871	1,891,413	2,373,090	2,302,905	2,194,191	0	2,028,857	2,028,857	0	2,050,540	2,050,540	8 Kootenay Lake
10 Arrow Lakes	869,789	697,334	504,826	877,991	1,317,191	1,466,078	1,611,694	1,863,389	1,813,314	1,433,093	0	1,559,621	1,559,621	0	1,453,913	1,453,913	10 Arrow Lakes
19 Revelstoke	450,792	229,492	223,028	194,607	198,107	248,801	357,380	639,057	723,585	852,180	0	921,451	921,451	0	1,086,705	1,086,705	19 Revelstoke
20 Kootenay-Columbia	2,081,608	1,770,670	2,245,168	1,707,910	657,963	803,845	1,379,275	2,718,345	1,910,854	1,854,860	0	2,714,376	2,714,376	0	3,243,610	3,243,610	20 Kootenay-Columbia
22 Vernon	4,030,960	3,973,167	2,327,515	2,654,342	4,160,258	6,403,759	6,167,409	4,814,249	4,285,027	2,373,697	0	1,602,957	1,602,957	0	2,463,425	2,463,425	22 Vernon
23 Central Okanagan	7,293,953	6,617,999	5,878,207	6,483,847	9,733,945	11,701,217	8,794,562	7,678,629	6,352,608	5,563,459	0	7,898,559	7,898,559	0	7,389,336	7,389,336	23 Central Okanagan
27 Cariboo-Chilcotin	2,474,858	3,130,486	2,426,529	2,131,911	2,763,688	3,204,510	3,161,174	4,154,870	3,604,485	3,738,428	0	2,375,090	2,375,090	0	1,918,022	1,918,022	27 Cariboo-Chilcotin
28 Quesnel	880,434	468,189	176,365	113,443	282,215	718,746	673,430	661,863	662,430	663,969	0	1,370,891	1,370,891	0	1,808,767	1,808,767	28 Quesnel
33 Chilliwack	6,017,440	6,316,014	2,817,766	3,968,919	6,017,660	5,564,645	3,621,808	3,075,665	4,529,677	6,632,110	0	7,665,339	7,665,339	0	7,179,930	7,179,930	33 Chilliwack
34 Abbotsford	10,975,645	10,821,541	9,337,576	6,075,743	12,204,741	12,327,785	12,544,553	14,606,426	12,106,598	8,732,963	0	11,880,499	11,880,499	0	8,815,901	8,815,901	34 Abbotsford
35 Langley	4,187,458	1,766,028	(8,194,138)	(13,470,940)	(7,065,701)	839,206	9,812,343	12,295,877	13,669,909	14,139,650	0	16,895,718	16,895,718	0	16,216,875	16,216,875	35 Langley
36 Surrey	11,318,284	10,418,739	11,150,844	13,744,409	21,861,965	25,549,554	20,022,402	23,361,593	18,804,248	21,408,660	0	36,102,107	36,102,107	0	27,387,541	27,387,541	36 Surrey
37 Delta	8,395,612	6,855,127	5,251,702	6,260,378	7,312,913	11,598,682	14,713,132	14,760,886	11,349,991	9,831,474	0	11,996,498	11,996,498	0	17,031,693	17,031,693	37 Delta
38 Richmond	4,426,023	5,678,119	1,499,164	(405,604)	1,645,487	3,079,794	5,365,619	6,766,700	9,790,949	7,316,796	0	7,868,506	7,868,506	0	16,403,043	16,403,043	38 Richmond
39 Vancouver	2,093,655	12,266,982	13,938,986	7,424,011	10,371,193	15,915,448	22,100,636	28,429,726	24,056,254	10,396,089	(843,847)	10,798,182	9,954,335	0	12,455,067	12,455,067	39 Vancouver
40 New Westminster	106,581	(516,263)	(1,468,811)	(779,123)	(1,090,760)	(3,354,575)	(4,150,431)	(341,510)	1,856,771	3,157,784	0	4,034,903	4,034,903	0	5,609,945	5,609,945	40 New Westminster
41 Burnaby	5,052,421	7,019,570	5,230,934	4,920,005	6,094,958	7,891,968	8,032,466	9,596,459	9,976,949	9,066,403	0	11,204,901	11,204,901	0	12,338,386	12,338,386	41 Burnaby
42 Maple Ridge	4,975,954	3,935,455	3,595,642	2,914,948	2,674,114	4,142,456	2,521,986	2,684,619	4,165,899	5,302,514	0	5,186,468	5,186,468	0	4,354,095	4,354,095	42 Maple Ridge
43 Coquitlam	(36,796,896)	(37,627,614)	(38,783,010)	(38,460,259)	(37,900,490)	(38,413,676)	(36,854,908)	(31,554,575)	(24,473,860)	(14,358,612)	0	21,301,123	21,301,123	0	24,044,277	24,044,277	43 Coquitlam
44 North Vancouver	6,030,638	2,941,439	36,550	1,047,313	4,448,462	4,772,047	5,134,753	7,357,283	8,502,533	8,856,089	0	6,162,327	6,162,327	0	10,018,731	10,018,731	44 North Vancouver
45 West Vancouver	3,759,093	1,824,337	864,407	1,907,922	3,406,515	4,568,963	4,494,229	4,102,643	3,817,569	2,652,547	0	2,571,950	2,571,950	0	1,966,221	1,966,221	45 West Vancouver
46 Sunshine Coast	2,416,580	2,476,082	1,793,927	1,216,038	2,321,872	2,417,462	3,130,150	3,722,709	3,123,052	2,515,503	(511,406)	3,477,618	2,966,212	(511,406)	4,732,551	4,221,145	46 Sunshine Coast
47 Powell River	591,829	903,861	699,726	661,457	555,134	646,850	534,399	622,297	1,483,666	1,350,744	0	829,957	829,957	0	995,693	995,693	47 Powell River
48 Sea to Sky	2,804,158	2,722,693	2,306,873	1,536,861	1,840,466	2,116,047	2,208,765	2,511,900	2,154,327	1,671,351	0	2,756,743	2,756,743	0	3,873,607	3,873,607	48 Sea to Sky
49 Central Coast	225,286	1,113,829	1,426,617	1,607,136	1,729,262	1,356,073	1,159,059	1,788,034	1,688,834	1,475,841	0	1,681,729	1,681,729	0	1,744,144	1,744,144	49 Central Coast
50 Haida Gwaii	940,149	127,580	(205,879)	(42,106)	(24,904)	(41,501)	331,520	370,652	59,109	1,711	0	350,672	350,672	0	366,221	366,221	50 Haida Gwaii
51 Boundary	2,373,907	1,563,610	1,251,676	1,157,471	986,634	1,034,848	1,410,058	1,720,930	1,727,291	1,478,598	0	1,504,342	1,504,342	0	1,055,596	1,055,596	51 Boundary
52 Prince Rupert	1,029,315	433,189	707,587	757,862	952,598	1,405,052	1,555,744	1,786,305	1,675,339	505,990	(62,272)	1,956,622	1,894,350	0	2,324,352	2,324,352	52 Prince Rupert
53 Okanagan-Similkameen	1,212,888	1,158,426	470,693	592,311	1,133,693	1,352,918	1,324,192	2,125,004	1,431,263	980,951	0	2,306,583	2,306,583	0	3,324,090	3,324,090	53 Okanagan-Similkameen
54 Bulkley Valley	2,529,440	1,679,783	1,660,801	1,455,961	1,002,636	1,446,435	1,787,279	1,979,072	1,876,519	1,631,186	0	2,153,533	2,153,533	0	3,129,780	3,129,780	54 Bulkley Valley
57 Prince George	14,256,026	14,724,948	12,137,732	9,330,718	11,122,940	13,152,011	13,872,164	13,408,531	14,317,615	11,977,503	0	15,124,398	15,124,398	0	17,060,076	17,060,076	57 Prince George
58 Nicola-Similkameen	5,162,528	5,854,315	5,445,289	5,458,763	5,183,785	5,748,251	6,470,275	6,436,949	6,436,949	5,640,769	0	4,999,628	4,999,628	0	4,657,865	4,657,865	58 Nicola-Similkameen
59 Peace River South	1,169,493	2,078,199	3,557,100	3,143,802	2,896,519	3,624,843	3,878,605	4,886,753	5,676,814	5,950,838	0	6,652,388	6,652,388	0	6,977,265	6,977,265	59 Peace River South
60 Peace River North	2,388,810	2,566,367	2,156,665	2,352,420	2,728,548	3,274,159	2,794,080	3,950,503	3,971,388	4,206,210	0	4,638,287	4,638,287	0	6,291,948	6,291,948	60 Peace River North
61 Greater Victoria	18,403,451	19,987,903	17,668,766	17,814,706	18,284,471	18,887,387	17,350,653	18,555,980	21,775,666	22,800,427	0	19,769,564	19,769,564	0	16,859,357	16,859,357	61 Greater Victoria

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

School District	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017		2018			School District	
	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	Unfunded Liabilities	Other Fund Balances	Total Fund Balances	
62 Sooke	1,150,236	1,813,247	1,796,075	346,947	420,120	1,061,286	1,201,789	48,012	568,518	(573,046)	0	1,187,618	1,187,618	0	4,385,348	4,385,348	62 Sooke
63 Saanich	9,484,517	10,159,086	7,642,462	6,503,026	4,396,035	3,925,876	2,525,996	2,797,861	1,666,531	1,428,565	0	2,096,208	2,096,208	0	4,197,991	4,197,991	63 Saanich
64 Gulf Islands	(449,243)	(347,286)	103,174	441,163	304,530	410,341	784,787	816,949	1,249,015	928,351	0	273,131	273,131	0	(250,498)	(250,498)	64 Gulf Islands
67 Okanagan-Skaha	591,938	791,367	513,272	1,427,879	2,001,608	1,994,328	1,463,588	2,439,910	1,978,384	620,600	0	900,022	900,022	0	580,242	580,242	67 Okanagan-Skaha
68 Nanaimo-Ladysmith	1,400,390	1,724,979	1,022,936	746,021	1,239,685	3,217,366	4,582,994	7,837,609	5,123,143	5,224,350	0	5,364,699	5,364,699	0	7,181,685	7,181,685	68 Nanaimo-Ladysmith
69 Qualicum	(660,191)	(931,983)	(1,904,556)	(1,845,401)	(902,460)	102,215	615,658	795,120	1,257,148	1,005,156	0	1,266,993	1,266,993	0	2,133,654	2,133,654	69 Qualicum
70 Alberni	734,807	197,896	4,204	626,709	726,121	42,296	1,134,376	2,062,097	2,104,761	1,005,601	0	131,449	131,449	0	157,907	157,907	70 Alberni
71 Comox Valley	3,844,831	3,087,582	1,682,785	2,027,618	2,472,333	2,406,543	2,690,113	1,575,060	704,641	585,582	0	2,656,789	2,656,789	0	6,007,764	6,007,764	71 Comox Valley
72 Campbell River	4,239,740	4,035,938	3,286,780	2,482,661	2,561,456	3,536,866	5,271,898	6,589,406	7,474,981	7,126,904	0	7,759,140	7,759,140	0	6,951,860	6,951,860	72 Campbell River
73 Kamloops/Thompson	3,333,970	1,389,425	882,163	2,191,449	3,134,013	3,612,315	5,323,770	7,441,410	7,256,624	5,163,821	0	6,195,717	6,195,717	0	5,619,433	5,619,433	73 Kamloops/Thompson
74 Gold Trail	(726,804)	(165,939)	127,289	1,036,795	1,102,901	1,613,287	2,222,956	1,237,114	844,698	556,930	0	854,722	854,722	0	963,482	963,482	74 Gold Trail
75 Mission	420,390	245,221	143,637	(355,395)	(972,975)	(1,455,249)	(122,176)	812,235	1,507,249	1,526,408	0	2,629,279	2,629,279	0	914,371	914,371	75 Mission
78 Fraser-Cascade	(282,117)	(65,232)	311,986	870,979	1,870,824	2,753,314	4,267,383	4,829,212	4,986,103	5,083,264	0	5,110,637	5,110,637	0	4,605,491	4,605,491	78 Fraser-Cascade
79 Cowichan Valley	(1,099,599)	(364,489)	(635,617)	(458,792)	(222,512)	561,190	426,641	869,654	2,036,346	2,031,632	(167,014)	4,019,597	3,852,583	(117,014)	4,586,078	4,469,064	79 Cowichan Valley
81 Fort Nelson	1,162,340	740,781	553,691	638,526	1,043,091	1,177,404	900,159	922,884	537,896	257,940	0	473,087	473,087	0	282,765	282,765	81 Fort Nelson
82 Coast Mountains	419,113	1,422,513	1,500,093	0	0	478,104	381,726	472,443	1,066,701	0	0	554,527	554,527	0	1,004,985	1,004,985	82 Coast Mountains
83 North Okanagan-Shuswap	556,021	483,557	1,296,389	2,956,107	1,887,091	508,268	1,057,245	1,460,485	1,200,935	1,493,693	0	1,279,663	1,279,663	0	630,718	630,718	83 North Okanagan-Shuswap
84 Vancouver Island West	717,822	845,333	972,532	988,064	908,458	751,463	1,078,865	1,052,832	1,035,406	1,091,870	0	1,047,807	1,047,807	0	1,036,442	1,036,442	84 Vancouver Island West
85 Vancouver Island North	1,412,912	1,647,873	1,902,899	1,610,517	1,815,265	1,829,280	1,731,171	1,790,704	1,819,196	1,176,005	0	859,027	859,027	0	1,521,652	1,521,652	85 Vancouver Island North
87 Stikine	542,452	868,831	1,199,591	1,280,879	1,982,573	2,398,593	2,496,135	2,597,018	2,621,628	2,986,443	0	3,401,758	3,401,758	0	3,417,844	3,417,844	87 Stikine
91 Nechako Lakes	6,086,042	5,219,364	3,381,681	2,112,048	2,318,163	3,179,444	4,041,507	4,658,554	2,983,967	2,353,598	0	1,057,338	1,057,338	0	527,568	527,568	91 Nechako Lakes
92 Nisga'a	961,113	727,720	429,869	441,647	504,365	403,165	40,192	66,775	513,655	107,014	0	8,850	8,850	0	0	0	92 Nisga'a
93 Conseil Scolaire Francophone	8,860,586	7,132,335	5,793,403	4,242,349	1,853,493	2,680,336	1,837,208	1,058,719	1,278,216	2,131,403	0	1,727,361	1,727,361	0	1,639,664	1,639,664	93 Conseil Scolaire Francophone
Total	153,265,139	152,861,839	107,817,517	92,336,531	136,347,343	179,547,721	200,484,433	244,072,692	244,592,510	221,969,377	(1,584,539)	299,999,687	298,415,148	(628,420)	324,758,753	324,130,333	Total
# Districts with Accumulated Deficits	2	2	3	3	3	3	3	3	2	1	2	0	0		1	1	

Data Source: School District Audited Financial Statements

SD64 (Gulf Islands) has permission to incur an Operating Fund deficit in 2018.
Deficit to be retired by June 30, 2019.

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

- The BC Association of School Business Officials (BCASBO) and other sector stakeholder organizations have been working with Ministry of Education staff to identify and prioritize the pressures being managed by school districts across the Province.
- Inflationary pressures continue to be an area of concern for school districts – inflation, benefit plan rate increases, utilities, etc. The current funding model, and the processes that support it, do not account for these increasing pressures.
- School districts continue to voice opposition to the downloading of NGN costs (\$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.
- Parents often complain about subsidizing costs for transportation, field trips, sports teams, supplies, etc. Teachers also complain about having to pay for classroom supplies on their own.
- 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.

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 (Continued):**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
- 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.

- SDs categorized into three ‘financial’ groups: Secure; Facing Uncertainty; and High Risk.

s.13; s.17

	Estimated Total Pressures (Savings) for 2018/19	Pressures Related to General Cost Increases								Other Pressures			
		General Inflation Increase (2% per year)	MSP Reduction Net of 3 Months' EHT Cost	MPP Reduction in 2018-19	TPP Reduction - July 2016 plus TPP Reduction - January 2019	Utilities Rate/Usage Increase	CPP and EI Increase in Maximum Insurable Earnings	Restructuring of Exempt Staff Wage Grids	Estimated Management Compensation Increase @ 2% Increment	NGN Chargeback (2018/19)	Access Copyright (2018/19)	BCPSA Chargeback (2018/19)	Administrative Savings
5 Southeast Kootenay	(\$230,058)	\$100,057	(\$287,456)	(\$88,968)	(\$837,154)	\$65,037	\$48,236	\$101,906	\$107,190	\$210,120	\$15,009	\$25,114	\$310,851
6 Rocky Mountain	\$183,423	\$59,124	(\$173,325)	(\$54,568)	(\$513,462)	\$38,431	\$29,585	\$393,365	\$65,744	\$124,161	\$8,869	\$14,840	\$190,658
8 Kootenay Lake	(\$147,763)	\$85,603	(\$259,716)	(\$83,997)	(\$790,383)	\$55,642	\$45,541	\$190,771	\$101,201	\$179,765	\$12,840	\$21,486	\$293,484
10 Arrow Lakes	(\$35,172)	\$8,178	(\$48,315)	(\$12,464)	(\$117,282)	\$5,316	\$6,758	\$43,618	\$15,017	\$17,174	\$1,227	\$2,053	\$43,549
19 Revelstoke	\$36,673	\$18,511	(\$61,755)	(\$16,929)	(\$159,297)	\$12,032	\$9,178	\$109,091	\$20,397	\$38,872	\$2,777	\$4,646	\$59,150
20 Kootenay-Columbia	(\$59,155)	\$71,211	(\$195,270)	(\$60,237)	(\$566,809)	\$46,287	\$32,659	\$151,866	\$72,575	\$149,542	\$10,682	\$17,874	\$210,467
22 Vernon	(\$55,947)	\$153,021	(\$369,263)	(\$125,078)	(\$1,176,937)	\$99,464	\$67,813	\$324,611	\$150,696	\$321,345	\$22,953	\$38,408	\$437,019
23 Central Okanagan	(\$379,916)	\$412,504	(\$887,669)	(\$316,848)	(\$2,981,422)	\$268,127	\$171,785	\$433,132	\$381,744	\$866,258	\$61,876	\$103,538	\$1,107,058
27 Cariboo-Chilcotin	(\$330,985)	\$85,043	(\$296,576)	(\$89,146)	(\$838,832)	\$55,278	\$48,332	\$73,346	\$107,405	\$178,589	\$12,756	\$21,346	\$311,474
28 Quesnel	(\$10,287)	\$53,804	(\$182,165)	(\$58,006)	(\$545,811)	\$34,972	\$31,449	\$248,350	\$69,886	\$112,988	\$8,071	\$13,505	\$202,670
33 Chilliwack	(\$189,989)	\$248,793	(\$541,187)	(\$194,825)	(\$1,833,233)	\$161,715	\$105,628	\$325,447	\$234,729	\$522,464	\$37,319	\$62,447	\$680,714
34 Abbotsford	(\$57,818)	\$359,322	(\$817,976)	(\$278,497)	(\$2,620,559)	\$233,559	\$150,993	\$708,076	\$335,539	\$754,575	\$53,898	\$90,190	\$973,063
35 Langley	(\$190,180)	\$379,860	(\$847,501)	(\$281,057)	(\$2,644,641)	\$246,909	\$152,380	\$533,211	\$338,622	\$797,707	\$56,979	\$95,345	\$982,005
36 Surrey	(\$542,845)	\$1,320,407	(\$2,866,653)	(\$1,014,916)	(\$9,549,990)	\$858,265	\$550,256	\$2,088,566	\$1,222,790	\$2,772,856	\$198,061	\$331,422	\$3,546,091
37 Delta	(\$121,046)	\$281,375	(\$626,233)	(\$229,217)	(\$2,156,845)	\$182,894	\$124,274	\$521,943	\$276,164	\$590,888	\$42,206	\$70,625	\$800,877
38 Richmond	(\$125,731)	\$362,225	(\$1,123,585)	(\$300,328)	(\$2,825,981)	\$235,446	\$162,829	\$1,046,556	\$361,841	\$760,673	\$54,334	\$90,919	\$1,049,340
39 Vancouver	(\$1,007,347)	\$917,256	(\$2,008,277)	(\$767,308)	(\$7,220,092)	\$596,216	\$416,010	\$1,159,366	\$924,468	\$1,926,238	\$137,588	\$230,231	\$2,680,956
40 New Westminster	(\$32,194)	\$130,113	(\$326,090)	(\$99,453)	(\$935,816)	\$84,574	\$53,920	\$267,835	\$119,823	\$273,238	\$19,517	\$32,658	\$347,486
41 Burnaby	(\$671,263)	\$438,922	(\$858,343)	(\$340,312)	(\$3,202,210)	\$285,299	\$184,506	\$124,076	\$410,014	\$921,736	\$65,838	\$110,169	\$1,189,041
42 Maple Ridge-Pitt Meadows	(\$101,805)	\$266,668	(\$572,670)	(\$205,969)	(\$1,938,097)	\$173,334	\$111,670	\$428,516	\$248,156	\$560,002	\$40,000	\$66,934	\$719,652
43 Coquitlam	\$645,719	\$573,093	(\$652,909)	(\$444,500)	(\$4,182,586)	\$372,511	\$240,994	\$1,217,194	\$535,542	\$1,203,496	\$85,964	\$143,864	\$1,553,073
44 North Vancouver	(\$206,428)	\$276,025	(\$784,928)	(\$217,522)	(\$2,046,804)	\$179,416	\$117,934	\$557,022	\$262,075	\$579,652	\$41,404	\$69,282	\$760,017
45 West Vancouver	(\$140,215)	\$126,747	(\$308,687)	(\$95,498)	(\$898,602)	\$82,386	\$51,776	\$135,944	\$115,058	\$266,169	\$19,012	\$31,813	\$333,668
46 Sunshine Coast	(\$28,869)	\$58,854	(\$225,455)	(\$58,685)	(\$552,205)	\$38,255	\$31,817	\$255,604	\$70,705	\$123,594	\$8,828	\$14,772	\$205,044
47 Powell River	(\$28,280)	\$38,482	(\$114,961)	(\$36,323)	(\$341,782)	\$25,013	\$19,693	\$114,683	\$43,762	\$80,811	\$5,772	\$9,659	\$126,910
48 Sea to Sky	\$175,716	\$91,549	(\$265,301)	(\$71,580)	(\$673,540)	\$59,507	\$38,808	\$430,970	\$86,241	\$192,252	\$13,732	\$22,979	\$250,098
49 Central Coast	\$31,282	\$4,746	(\$27,272)	(\$9,176)	(\$86,346)	\$3,085	\$4,975	\$86,283	\$11,056	\$9,966	\$712	\$1,191	\$32,062
50 Haida Gwaii	(\$52,759)	\$8,264	(\$45,856)	(\$17,440)	(\$164,102)	\$5,372	\$9,455	\$48,932	\$21,012	\$17,355	\$1,240	\$2,074	\$60,934
51 Boundary	\$57,356	\$22,390	(\$68,717)	(\$26,297)	(\$247,442)	\$14,553	\$14,257	\$169,053	\$31,683	\$47,018	\$3,358	\$5,620	\$91,880
52 Prince Rupert	\$100,777	\$35,734	(\$115,307)	(\$42,616)	(\$401,003)	\$23,227	\$23,105	\$288,024	\$51,345	\$75,040	\$5,360	\$8,969	\$148,900
53 Okanagan Similkameen	(\$22,750)	\$44,367	(\$127,801)	(\$40,552)	(\$381,583)	\$28,839	\$21,986	\$130,484	\$48,858	\$93,171	\$6,655	\$11,136	\$141,689
54 Bulkley Valley	(\$157,211)	\$35,321	(\$150,101)	(\$37,998)	(\$357,550)	\$22,959	\$20,601	\$42,671	\$45,781	\$74,175	\$5,298	\$8,866	\$132,765
57 Prince George	(\$202,865)	\$236,524	(\$703,020)	(\$208,111)	(\$1,958,250)	\$153,741	\$112,831	\$594,001	\$250,736	\$496,701	\$35,479	\$59,368	\$727,135
58 Nicola-Similkameen	\$60,495	\$39,343	(\$125,551)	(\$41,594)	(\$391,383)	\$25,573	\$22,551	\$237,719	\$50,113	\$82,620	\$5,901	\$9,875	\$145,328
59 Peace River South	(\$118,638)	\$65,335	(\$240,556)	(\$70,692)	(\$665,188)	\$42,468	\$38,327	\$216,098	\$85,171	\$137,203	\$9,800	\$16,399	\$246,997
60 Peace River North	(\$198,788)	\$110,964	(\$336,665)	(\$97,465)	(\$917,112)	\$72,127	\$52,843	\$181,030	\$117,428	\$233,025	\$16,645	\$27,852	\$340,541
61 Greater Victoria	\$200,162	\$351,971	(\$765,266)	(\$271,242)	(\$2,552,292)	\$228,781	\$147,059	\$906,359	\$326,798	\$739,140	\$52,796	\$88,345	\$947,714
62 Sooke	\$1,164	\$199,298	(\$539,030)	(\$138,951)	(\$1,307,477)	\$129,544	\$75,335	\$431,100	\$167,411	\$418,526	\$29,895	\$50,024	\$485,491
63 Saanich	(\$187,605)	\$133,230	(\$386,066)	(\$108,488)	(\$1,020,834)	\$86,599	\$58,819	\$206,164	\$130,709	\$279,782	\$19,984	\$33,441	\$379,055
64 Gulf Islands	\$123,943	\$31,178	(\$117,123)	(\$33,533)	(\$315,532)	\$20,266	\$18,180	\$284,966	\$40,401	\$65,474	\$4,677	\$7,826	\$117,163
67 Okanagan Skaha	(\$56,820)	\$105,700	(\$253,188)	(\$91,589)	(\$861,823)	\$68,705	\$49,657	\$231,003	\$110,349	\$221,970	\$15,855	\$26,531	\$320,011
68 Nanaimo-Ladysmith	(\$88,553)	\$256,341	(\$619,754)	(\$197,416)	(\$1,857,609)	\$166,622	\$107,033	\$487,507	\$237,850	\$538,316	\$38,451	\$64,342	\$689,765
69 Qualicum	\$3,209	\$76,287	(\$171,845)	(\$68,011)	(\$639,959)	\$49,586	\$36,873	\$209,915	\$81,941	\$160,202	\$11,443	\$19,148	\$237,629
70 Alberni	\$12,603	\$68,357	(\$163,788)	(\$63,018)	(\$592,978)	\$44,432	\$34,166	\$218,360	\$75,926	\$143,550	\$10,254	\$17,158	\$220,184
71 Comox Valley	\$78,813	\$155,647	(\$413,852)	(\$122,191)	(\$1,149,772)	\$101,171	\$66,248	\$478,138	\$147,218	\$326,859	\$23,347	\$39,067	\$426,932
72 Campbell River	\$125,532	\$100,821	(\$184,952)	(\$84,360)	(\$793,800)	\$65,534	\$45,738	\$328,008	\$101,639	\$211,724	\$15,123	\$25,306	\$294,753
73 Kamloops/Thompson	(\$216,460)	\$267,141	(\$719,522)	(\$225,164)	(\$2,118,716)	\$173,642	\$122,077	\$557,960	\$271,282	\$560,997	\$40,071	\$67,052	\$786,719
74 Gold Trail	\$23,851	\$19,682	(\$65,666)	(\$33,653)	(\$316,660)	\$12,793	\$18,245	\$181,757	\$40,546	\$41,332	\$2,952	\$4,940	\$117,582
75 Mission	(\$101,868)	\$111,216	(\$254,312)	(\$89,555)	(\$842,680)	\$72,291	\$48,554	\$153,666	\$107,898	\$233,554	\$16,682	\$27,915	\$312,903
78 Fraser-Cascade	\$8,254	\$31,184	(\$126,471)	(\$32,442)	(\$305,263)	\$20,269	\$17,589	\$172,961	\$39,086	\$65,486	\$4,678	\$7,827	\$113,350
79 Cowichan Valley	(\$91,131)	\$146,588	(\$373,571)	(\$118,944)	(\$1,119,219)	\$95,282	\$64,488	\$288,735	\$143,306	\$307,835	\$21,988	\$36,794	\$415,587
81 Fort Nelson	\$18,558	\$12,255	(\$47,076)	(\$16,736)	(\$157,482)	\$7,966	\$9,074	\$101,266	\$20,164	\$25,736	\$1,838	\$3,076	\$58,476
82 Coast Mountains	(\$191,306)	\$75,109	(\$200,420)	(\$85,810)	(\$807,438)	\$48,821	\$46,523	\$140,860	\$103,385	\$157,728	\$11,266	\$18,852	\$299,817
83 North Okanagan-Shuswap	\$10,281	\$114,789	(\$308,817)	(\$103,831)	(\$977,015)	\$74,613	\$56,294	\$379,279	\$125,098	\$241,057	\$17,218	\$28,812	\$362,784
84 Vancouver Island West	\$34,227	\$8,370	(\$44,576)	(\$13,463)	(\$126,681)	\$5,440	\$7,299	\$113,647	\$16,220	\$17,576	\$1,255	\$2,101	\$47,039
85 Vancouver Island North	(\$68,091)	\$24,596	(\$74,525)	(\$30,704)	(\$288,916)	\$15,987	\$16,647	\$63,037	\$36,993	\$51,651	\$3,689	\$6,174	\$107,280
87 Stikine	\$2,030	\$2,600	(\$21,911)	(\$9,394)	(\$88,398)	\$1,690	\$5,093	\$61,705	\$11,319	\$5,460	\$390	\$653	\$32,824
91 Nechako Lakes	(\$15,935)	\$70,895	(\$298,049)	(\$86,451)	(\$813,468)	\$46,082	\$46,871	\$434,664	\$104,157	\$148,879	\$10,634	\$17,795	\$302,056
92 Nisga'a	(\$37,919)	\$7,174	(\$13,247)	(\$13,805)	(\$129,896)	\$4,663	\$7,484	\$16,902	\$16,632	\$15,065	\$1,076	\$1,801	\$48,233
93 Conseil scolaire francophone	(\$321,309)	\$109,838	(\$253,945)	(\$127,078)	(\$1,195,762)	\$71,395	\$68,898	\$133,527	\$153,107	\$230,659	\$16,476	\$27,569	\$444,009
Provincial Totals	(\$4,889,236)	\$10,000,000	(\$24,060,079)	(\$8,300,001)	(\$78,100,005)	\$6,500,000	\$4,500,000	\$20,560,846	\$10,000,001	\$21,000,004	\$1,500,004	\$2,509,998	\$29,000,000

Service Delivery Projects

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SERVICE DELIVERY INITIATIVE (SHARED SERVICES)

updated February 6, 2019

Description

- The Service Delivery Initiative (SDI) was a collaboration between the Ministry of Education, school districts and other partners to build sector capacity and find efficiencies.
- SDI started in 2012 and was intended to be a short-to-medium term project.
- A decision to end the project was made in fiscal 2018/19.
- SDI involved coordination and shared delivery of services across British Columbia's (B.C.) 60 public school districts, supported by the Ministry.
- School district input and participation in this initiative was critical to success.
- Key objectives:
 - Find efficiencies
 - Build sector capacity
 - Implement effective and economical solutions
 - Achieve service consistency

Key Facts

- SDI started by evaluating 14 of 25 cost savings opportunities identified by Deloitte & Touche LLP and evolved into an initiative that went far beyond cost savings.
- School districts showed leadership and support for moving this work forward and with the end of the project in fiscal 2018/19 they will need to take the lead to maintain momentum.
- School districts have been sharing services and realizing efficiencies for many years.
- The SDI focused on:
 - implementing provincial programs and services in the areas of procurement; legal services; attendance support and wellness; vehicle insurance; and bus route optimization, and
 - initiating pilots and establishing best practices in the areas of HR/payroll and energy management.

Key Outcomes/Accomplishments

- BC Education Marketplace - 28 agreements negotiated for 13 different commodities including portables, student furniture, bus route optimization software and computers. Ninety-three pre-qualified suppliers for 7 areas of specialization
- Employment Practices Liability Program - School districts continue to benefit from controlled legal costs both for EPLP cases as well as their other labour and employment matters assigned to counsel.
- Vehicle Insurance - school district vehicles and buses pooled into a single provincial fleet; reduced rates and increased participation in ICBC's retrospective rebate program
- HR/Payroll - Implemented software enhancement to staff time entry in several school districts.

Statistics: (2017/18 Benefits Summary)

- Estimated 2017/18 total cost savings/avoidance = \$20M
 - Attendance Support & Wellness Initiative: \$1.9M
 - Purchasing card rebates: \$750,000
 - Reduced white fleet vehicle and bus insurance premiums: \$1.9M
 - LED lighting rebate savings: \$75,000
 - EPLP: \$810,000
 - BCEM purchasing power: \$14.2M
 - Other shared services: \$19.7M
- **Total cost savings/avoidance over 2015/16, 2016/17 and 2017/18 = \$105M**

Benefits Tracking & Annual Report:

- Benefits were realized across five areas: student experience; service quality, efficiency, and coordination; financial gains and predictability; work environment and staff engagement; and risk management.
- The SDI annual reports demonstrate quantitative and qualitative ways in which the K-12 sector has realized on these benefits progress.

Delivery Partners:

- 60 school districts
- BC School Trustees Association
- BC School Superintendents Association
- BC Association of School Business Officials
- British Columbia Public School Employers Assoc.
- Assoc. of School Transportation Supervisors of BC
- Educational Facility Managers Association

Programs/Services to School Districts:

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

Agreements:

- Various Memorandums of Understanding exist for the above programs

DEPUTY MINISTER'S OFFICE

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Corporate Communications

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Description:

- The Leadership Development Framework (LDF) is a partnership approach to improving recruitment, retention and capacity of education leaders across the sector.

Background:

- In 2015, the Sector Advisory Council (formed in 2015 and consists of the 5 delivery partners and the ministry) identified some leadership challenges including: recruitment, retention and building capacity.
- To respond to these challenges, the Leadership Working Group (LWG) was formed in January 2016.
- The LWG is a collaborative commitment to ensure students, educators and school communities thrive through skilled and effective leadership.

Funding:

- \$200,000 in 2017/18
- \$600,000 for 2018/19
 - BCPVPA - \$262,500
 - BCSTA - \$150,000
 - BCSSA - \$75,000
 - BCASBO - \$75,000
 - FISABC - \$37,500
- \$800,000 in 2019/20
- Funding has been publically announced

Key Facts:

- The goals of the LDF include:
 - Supporting student success
 - Improving recruitment and retention
 - Building capacity of leaders
 - Building public confidence
 - Improving cross-sector collaboration
- Phase One: Complete with the release of the *Leadership Development Framework* document in November 2017.
- Phase Two: Currently underway with the following mandate:

Action	Status
Developing new/maintaining existing leadership development programs to achieve specific Framework objectives	COMPLETE
Identifying effective outcome measures for each leadership development program	COMPLETE
Recommendations to the SAC on how existing barriers to effective educational leadership might best be addressed	UNDERWAY
Ongoing monitoring and reporting of progress with a culminating formal report to the SAC at the end of each school year	UNDERWAY

Delivery Partners:

1. BCSTA
2. BCSSA
3. BCASBO
4. BCPVPA
5. FISABC

Key Outcomes:

- Release of the *Leadership Development Framework* in November 2017
- Announcement of \$200,000 in 2017/18 leadership development project funding for professional associations in November 2017
- Announcement of \$600,000 in 2018/19 in June 2018, with a further commitment of \$800,000 in 2019/20

Corporate Planning

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Description:

- B.C. will host an education conference, May 22-23, 2019 at the Pan Pacific Hotel in Vancouver.
- The conference will be held in conjunction with the Organisation for Economic Co-operation and Development's (OECD) 9th Informal Working Group (IWG) meeting on its Education 2030 Project.
- The Ministry and OECD will invite approximately 200 delegates each to attend the education conference and IWG meetings. In total, close to 400 delegates from up to 40 countries are expected to attend.
- B.C. and OECD are working together to plan the education conference, so the focus can be relatable to the work undertaken in the Education 2030 Project.
- All delegates (B.C. and OECD) will participate in the education conference on May 22. On May 23, the education conference will continue for B.C. delegates while OECD will hold its own IWG meetings specific to the Education 2030 Project.
- OECD delegates will wrap up the IWG meeting on May 24, followed by school tours in the Lower Mainland.

Conference Planning & Support:

- ADM Keith Godin is the executive lead of the conference. A planning team is led by Matt Silver and Sheila Purdy of Corporate Planning & Intergovernmental Relations Branch, Deputy Minister's Office.
- An Advisory Group comprised of expert educators has supported B.C.'s planning efforts. Members include: Dr. Kimberly Schonert-Reichl, Dr. Linda Kaser, Dr. Judy Halbert, Anthony MacKay (OECD Sr. Consultant), Jo Chrona (FNESC) and superintendent Rod Allen (retiring mid 2019).

Key Facts:

- OECD is leading an international policy initiative, Education 2030, which creates a common vision and goals to achieve across all education systems in the world leading up to 2030.
- Under Education 2030, OECD hosts Informal Working Group (IWG) meetings with participation from up to 40-member countries. B.C. joined the Canadian delegation for the meetings, which were held in Paris, France in May and October 2018.
 - B.C. is one of 12 Canadian jurisdictions to participate in Education 2030. (Yukon not participating).
 - B.C. will provide its own stories and narratives on teaching and learning strategies.
- This meeting in Vancouver marks the first time that an OECD IWG meeting has been held in North America.
- The two-day B.C. Education Conference will provide opportunities for delegates to discuss topics such as innovation in education, curriculum and skills that students and teachers need to succeed, now and in the years ahead.
- The format will include presentations, interactive discussions and panels to highlight partnerships as well as allow delegates to learn from research, studies, and each other.
- Among B.C. delegates expected to attend are representatives from school districts, education partners, indigenous educators, teachers, students and other guests.

Key Outcomes:

- Promote B.C. as a leading K-12 education system, showcase partnerships and work in Indigenous education, as well as highlight the province's recently revised curriculum.
- Profile B.C. student success and best practices in the K-12 education system.
- Provide the following:
 - Presentations, speakers and interactive discussions between B.C. and international delegates.
 - Unique opportunities for networking, relationship-building and learning amongst delegates.
 - Launch of OECD Education 2030 framework.

Funding:

- In summer 2018, the Ministry approved a budget of up to \$300,000 for the education conference (budget will be split between fiscals 18/19 and 19/20).

Description:

- The B.C.-Yukon Education MoU is the avenue through which the Yukon's use of B.C.'s curriculum and the graduation program are permissible.
- The MoU ensures the jurisdictions work in partnership to continue cooperation and information-sharing in areas such as:
 - Delivery of specialized education services;
 - Curriculum and learning resources;
 - Assessment tools and services;
 - Shared information technologies; and
 - Other educational opportunities.

Key Facts:

- B.C. and the Yukon have historically shared educational resources and services.
- The Yukon's use of B.C.'s curriculum, graduation program and assessment systems provide significant savings to the Yukon while improving the quality and diversity of both education programs.
- In 2009, B.C. and the Yukon agreed to continue its long-term relationship through the B.C.-Yukon Education MoU.
- In early 2016, staff from the Ministry of Education and the Yukon Department of Education created a working group to review the 2009 MoU in order to renew it, and met six times between April 2016 and December 2016.
- B.C.'s Ministry of Attorney General reviewed the MoU.
- In April 2017, B.C. and the Yukon renewed the MoU, which was signed by Deputy Ministers of both jurisdictions.
- The 2017 B.C.-Yukon Education MoU benefits both jurisdictions because it extends the formal relationship and greatly enhances operational efficiencies between both jurisdictions.
- The MoU is intended to promote further cooperation and information-sharing between the jurisdictions.
- The MoU is not intended to be legally-binding and does not create any contractual or other legal obligation or any legal liability whatsoever for either British Columbia or the Yukon with respect to any of the provisions.
- With no specified length of time agreed upon, the MoU is considered effective until terminated or a new agreement is signed between the two jurisdictions. However, the MoU will be reviewed every five years from the date that it was last signed.

Key Outcomes:

- In January 2017, Yukon officially announced its intention to use B.C.'s redesigned curriculum.
- The revisions to the MoU aim to address:
 - B.C.'s redesigned curriculum and the shift to personalized learning;
 - New approaches (in both jurisdictions) to Aboriginal education and cultural knowledge;
 - New assessment systems and the advent of the new student information service - Aspen/MyEdBC; and
 - The increased focus on clear information security procedures.
- The MoU and its appendices provides guidelines for the use of the MyEdBC system for Yukon students, enhances the potential for distance learning with B.C. school districts, and provides clarity concerning the protection of privacy and security regarding student information.
- B.C. had an overarching goal to revise and renew the MoU so that it strengthened the shared commitment to the protection of privacy and security of student information and access to resources.

CASA AGREEMENT

updated February 19, 2019

Description:

- An agreement between the BC Green Caucus and BC NDP where the BC Green Party provides confidence in and support for an NDP government.

Engagement to Date:

- Multiple briefings on the K-12 funding review (most recently in December 2018)
- AEST has briefed on 2.h: Co-op and Work Experience (Nov. 2017)

Key Facts:

- Commits the NDP government to consult and share information with the Green Party on major policy issues, budgets, legislation and other matters outlined in the Agreement.
- Based on the principle of “good faith and no surprises.”
- Effective for four years or until the next fixed election date.
- Contains a fourth commitment not mentioned in the Mandate Letter: making democracy work for people.
- Changes to legislation or major policy issues are shared with the Green party prior to enactment.

Education Related Commitments:

Commitment	Status/Comments
2. h: Invest over four years to support co-op, apprenticeship and work experience programs for high-school and undergraduate students.	<ul style="list-style-type: none"> • AEST is the lead, item is included in their Mandate Letter.
2. m: Build needed hospitals, schools and other infrastructure that reduce emissions and increase energy efficiency throughout B.C.	<ul style="list-style-type: none"> • Ongoing. Aligns with Mandate Letter priorities.
3. f: Respond to the crisis in mental health and addictions with a dedicated Minister responsible for developing and implementing a Mental Health and Addiction Strategy and a Youth Mental Health Strategy.	<ul style="list-style-type: none"> • MMHA is the lead, s.12
3. g: Recognize that education is about lifelong learning, and make post-secondary education more accessible and affordable <ul style="list-style-type: none"> i. Restore funding to Adult Basic Education and English Language Learning. 	<ul style="list-style-type: none"> • Complete; announced in August 2017. • AEST is lead, included in their Mandate Letter.
3. h: Fast track enhancement to K-12 education funding to restore faith in public schools after a decade and a half of government that shortchanged a generation of students. <ul style="list-style-type: none"> i. Priorities for funding include early intervention and Healthy Starts Programs. ii. Review the funding model for the K-12 education system with a view to ensuring equitable access for students. 	<ul style="list-style-type: none"> i. <ul style="list-style-type: none"> • Underway; Health is the lead. ii. <ul style="list-style-type: none"> • Complete; funding review recommendations released in December 2018. • Included in mandate letter.
3.i: Invest in childcare and early childhood education to improve quality, expand spaces, increase affordability and ensure child care is accessible for all families, with a focus on early childhood education.	<ul style="list-style-type: none"> • MCFD is the lead, included in their mandate letter. • Underway. Education provides input on a regular basis.

Description:

- Established in 1967 by provincial ministers of education as a forum to discuss K-12 and post-secondary education issues on a pan-Canadian level.
- CMEC allows provinces and territories to work together and be represented internationally.
- All provincial and territorial ministers of education and advanced education are members of the Council of Ministers.
- CMEC consults and acts on a variety of issues in early childhood learning and development, elementary-secondary education, post-secondary education and adult learning and skills development.
- CMEC has relationships with Statistics Canada and the Organization for Economic Co-operation and Development (OECD) which supports work on education policy and research in Canada and internationally.

Agreements:

- CMEC represents provinces and territories in negotiations with the federal government for the Official Languages in Education Protocol (OLEP).
- Under the current multi-year agreement, B.C. receives \$16.1M annually, total of \$80.5M over five years (2013-18) to support French programs and initiatives in K-12 and post-secondary. For more information, please see the OLEP fact sheet.

Key Facts:

- CMEC is governed by an Agreed Memorandum approved by all members.
- CMEC is led by an executive director, Chantal C. Beaulieu.
- CMEC Secretariat is comprised of approximately 50 staff in Toronto that supports CMEC committees, organizes meetings and teleconferences, and supports the ongoing work of the education priorities with provinces and territories.
- Provinces and territories rotate chair and vice-chair of CMEC on a two-year term.
- B.C.'s Minister of Advanced Education, Skills and Training is chair of CMEC from September 2017 to August 2019. The chair of CMEC and respective Ministry act as the lead for day-to-day chair duties with the CMEC Secretariat.
- As chair, B.C. supports CMEC's ongoing pan-Canadian education priorities including global competencies, indigenous education and post-secondary education sustainability. B.C. also approves agendas for meetings and teleconferences with provinces and territories.
- B.C. education ministries work together to respond to CMEC requests and invitations.

Key Outcomes:

- As chair, B.C.'s legacy as chair is to promote Indigenous education, and also to advance discussions on student well-being.
- B.C. hosted the 112th meeting of the Advisory Committee of Deputy Ministers of Education (ACDME) and the 107th Ministers' meeting in Vancouver July 4-6, 2018.
- The Ministers' two-day meeting supported B.C.'s chair priorities – Indigenous education and student well-being – and included participation by 12 provinces and territories. (Ontario Minister was unable to participate as appointed just prior to the meeting)
- At the same time as the meetings, B.C. and CMEC hosted the 2018 Indigenous Education Symposium at UBC's Jack Poole Hall under the theme of indigenizing teacher education programs. More than 120 people from across Canada participated in the Symposium.
- B.C. is scheduled to host the 2019 ACDME meeting and Ministers' meeting in Victoria in July.

Statistics:

- 15 B.C. Ministry of Education staff currently participate in 19 CMEC committees.

Funding:

- Provinces and territories pay ongoing annual membership to CMEC through a funding formula based on the latest Statistics Canada census data (2016).
- B.C.'s general membership contribution for 2018/19 is \$691,000 - the total is divided between the Ministry of Advanced Education, Skills and Training and the Ministry of Education. The Ministry of Education's share is approximately \$385,000.
- General membership contribution does not include other annual invoices.

MANDATE LETTER

updated February 26, 2019

Description:

- Letter from the Premier to the Minister communicating ministry priorities.

Key Facts:

- Typically issued annually by the Premier to each Minister, current letter dated, July 18, 2017.
- Includes three key commitments to British Columbians made by government and is included in ALL ministry Mandate Letters:
 1. Make life more affordable
 2. Deliver services people count on
 3. Build a strong, sustainable, innovative economy.
- Includes eight key priorities directed specifically to the Minister of Education

Mandate Priorities:

#	Priority	Status
1.	Fast-track enhancement to K-12 education funding.	IN PROGRESS – linked to Mandate 2. Further engagement on the best way to implement the recommendations from the Funding Model Review (Mandate 2) is underway.
2.	Review the funding formula to develop a stable and sustainable model for the K-12 education system.	COMPLETE – linked to Mandate 1; review was completed, report was released publicly in December 2018.
3.	Provide additional annual funding to ensure students have the school supplies they need to succeed.	IN PROGRESS – funding to be requested from TB in Jan 2019. The Ministry will look for other sources, including March 15 th operating grants for 2019/20 and also consider opportunities as part of the funding model review..
4.	Create an ongoing capital fund for school playgrounds.	COMPLETE – the new playground equipment program was included in Government's 2018 budget announcement and \$5m/year of ongoing funding is now in place beginning with the 2018/19 school year.
5.	Make schools safer by accelerating the seismic upgrade program.	COMPLETE – The Ministry and TBS have agreed on a streamlined process for approvals to accelerate the completion of seismic projects over the next four years. From September 2017 to February 2019 the Ministry approved 28 seismic projects, compared to only nine approvals in 2016/17 and seven in 2015/16.
6.	Work in partnership to build and upgrade schools in every region of the province.	IN PROGRESS – links to Mandate 5; 48 major Capital Project approvals across the province since Sept 2017 worth a total of \$1 billion.
7.	Implement the new First Nations history curriculum, develop full-course offerings in Aboriginal languages and implement the educational Calls to Action from the Truth and Reconciliation Commission.	COMPLETE – Finalized the BC First Peoples 12 and Contemporary Indigenous Studies 12 curriculum before March 31, 2018. Completed jurisdictional scan of Indigenous Language Learning policies and finalized the Indigenous Language Learning Policy with FNEC. Status report on Calls to Action distributed to Superintendents, April 27, 2018.
8.	Implement BC's new school curriculum and provide new technology, lab equipment, learning material and professional development support for teachers.	IN PROGRESS - Curriculum: Gr. 10-12 COMPLETE - Curriculum: K-9 IN PROGRESS - New Tech/Equipment and Material: (linked to Mandate 1 and Mandate 3) IN PROGRESS - Professional Development: linked to both K-9 and 10-12 implementation schedules

Description:

- The mission of the Organization for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world.
- OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems and understand what drives economic, social and environmental change.
- OECD conducts jurisdictional peer reviews and prepares a wide variety of publications annually.
OECD is seen as a leader in K-12 educational assessment and is pushing innovations in this area as well.

Key Outcomes:

- B.C. has opportunities to share key expertise and shape and inform learning frameworks, policies and assessments of the future
- B.C. retains world leading outcomes
- Host discussions/conferences with OECD

Agreements:

- Through the Council of Ministers of Education, Canada (CMEC), B.C. has contributed its share (\$55,140) of phase 1 under Canadian participation in OECD's Education 2030 initiative, 2017-2019.

Delivery partners for work with OECD:

1. Council of Ministers of Education, Canada (CMEC)
2. Statistics Canada
3. United Nations Educational, Scientific and Cultural Organization (UNESCO)

Key Facts:

- B.C. has been involved with OECD activities for more than 15 years, typically coordinated through CMEC. These include international assessments (e.g., PISA) and educational indicators (data and research committees).
- The topic of early learning is an area of growing interest among OECD and jurisdictions.
- B.C. is seen as a leader by a number of countries and jurisdictions around the world for its expertise in curriculum and competency development, high performance and equity in educational assessment, innovation in reporting methods, and its overall education transformation and innovation in education.
- B.C. is keen to enhance its relationship with OECD and show leadership in K-12 education.

Priorities:

B.C.'s relationship with OECD includes:

- 1) Data and Research
 - a. B.C. and Statistics Canada represent Canada in OECD's international committee, Network for the Collection and the Adjudication of System-Level Descriptive Information on Educational Structures, Policies and Practices (NESLI).
- 2) Education 2030
 - a. OECD is leading an international policy initiative, Education 2030, which creates a common vision and goals to achieve across all education systems in the world leading up to 2030.
 - b. Under Education 2030, OECD hosts Informal Working Group (IWG) meetings with participation from up to 40-member countries. B.C. joined the Canadian delegation for the meetings, which were held in Paris, France in May and October 2018.
 - c. B.C. and OECD are working together to plan an IWG meeting in Vancouver in May 2019, which will include the launch of the Education 2030 framework. At the same time, B.C. will also host an education conference to profile its education system, student success and work of some provincial education partner organizations.
 - d. B.C. is one of 12 Canadian jurisdictions to participate in Education 2030. (Yukon not participating).
 - e. B.C. will provide its own stories and narratives on teaching and learning strategies.
- 3) International Assessment Development and Administration (PISA)
 - a. B.C. participates in PISA through CMEC, which is an assessment by OECD.
- 4) Global Competency and Mapping
 - a. B.C. works with CMEC through a national framework on global competencies.
- 5) High-Performing Education Systems for Tomorrow project
 - a. B.C. was selected by OECD as Canada's representative to participate in the project to discuss how to prioritize, sequence and connect key policies and strategies. B.C. participated in a meeting in Oct. 2018 and there is another scheduled for April 2019.

Description:

- Annual award program that recognizes and honours the achievements and contributions of BC's education professionals in the public, independent, and First Nations school systems.

Nomination Process:

- Nominations (packages with letters of support) are reviewed by adjudication and judging panels comprised of individuals such as retired superintendents/heads of independent school authorities, post-secondary education leaders, business leaders and media from throughout BC
- Top nominees shortlisted by an adjudication panel; finalists and winners selected by a separate panel of judges
- 2019 adjudicators and judges will be appointed by April 2019
- 2018 Adjudication Panel members include: Jim Cambridge, Judy Halbert, Doug Lauson and Ken Novakowski
- 2018 Judges Panel members include: Kit Kreiger, Lorna Williams, and Catherine McGregor

Funding:

- Award recipients receive a \$3,000 bursary for professional development and a \$2,000 contribution to their school community for professional learning.
- Annual budget of \$400k.

Statistics:

For the 2018 program:

- 188 total nominations received; 14 nomination packages incomplete
 - 174 complete nominations processed by adjudication panel
 - 42 shortlisted nominations processed by judge panel; 9 winners selected
- 2019 program information will be available in May 2019.

Key Facts:

- In 2018, the inaugural event was announced as part of BC Education Week by Premier John Horgan
- The 2nd annual, 2019 program, was announced on January 7, 2019, with nominations open until March 31, 2019.
- Winners are announced every October during a ceremony hosted by the Premier at Government House; the event date coincides with World Teachers' Day (2019, Oct. 4; 2018, Oct. 5)

Categories of Awards & Eligibility:

- There are 10 categories for the 2019 program (an increase of 1 category based on feedback from the adjudicators and judges).
 - Community Engagement
 - Extracurricular Leadership
 - Indigenous Education
 - Outstanding New Teacher
 - Social Equity and Diversity
 - Technology and innovation
 - School Leadership
 - District Leadership
 - Outstanding Support - School Community (including bus drivers, crossing guards, student supervisors, Indigenous cultural facilitators, custodians, maintenance/trade workers and those working in a clerical function)
 - Outstanding Support – Teaching Assistant (including educational assistants and Indigenous education support workers).
- Changes from the 2018 program include:
 - Combining the Diversity & Inclusion category and the Social Equity category into one category – Social Equity and Diversity
 - Expanding the School and District Leadership category into two categories
 - Expanding the Outstanding Support category into two categories; school community and teaching assistant
- Nominees in all categories (except for *Outstanding Support*) must hold a BC teaching certificate and be working within BC's K-12 public, independent, or First Nations school systems.