

Estimates

Spring 2020



Ministry of
Education



Fact Book
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 March 2020

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EDUCATION PROGRAMS DIVISION

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Assessment

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Description:

- With the implementation of the K-12 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.
- 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

Funding:

- \$135K budget for Classroom Assessment activities for 2019/20 fiscal

Services to Ministry

- Classroom Assessment and Reporting Advisory Group (CAR) 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.

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 greater emphasis on 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).
- In 2016, the Ministry established the Classroom Assessment and Reporting Advisory Group (CAR), a group of 43 provincial education leaders representing BCSSA, BCPVPA, BCTF, FISA, FNESEC, to provide advice on directions for classroom assessment and reporting for a two-year term.
- CAR membership was revisited in fall 2018 and partner groups nominated 10 representatives for a second two-year term.
- K-9 Classroom Assessment Resources for English Language Arts, Mathematics, Science and Social Studies were released in 2018/19. Grade 10-12 English Language Arts and Science resources were released in September 2019, while K-12 ADST resources will be released in March 2020.
- Finalization of the Core Competencies, including an improved website, was completed in fall 2019.
- To support the implementation of the new curriculum and provincial consistency in classroom assessment and reporting, representatives from CAR and the K-9 Student Reporting Policy Pilot Team advise that it is imperative that the provincial Performance Standards be updated to align with the redesigned curriculum.

Key Outcomes:

- CLE has replaced Planning 10.
- CLC has replaced Graduation Transitions 12.
- A *Career Education 10-12 Guide* was developed to support curriculum implementation, providing delivery examples and further Capstone information. A finalized version of the Guide, updated with enhanced Capstone and career-life exploration examples and information, will be available fall 2019.

Description

- The Foundation Skills Assessment (FSA) is an assessment of Grade 4 and 7 foundation skills in reading, writing and numeracy.
- The purposes of the 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 required 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 74% in 2019.

Use of Data:

- As required under FOIPPA, the Ministry provides several data files to the Fraser Institute in response to an annual data request.
- The Fraser Institute uses the FSA data to produce an annual public report card on secondary and elementary school performance.

Delivery Partners:

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

Key Facts:

- The FSA was redesigned based on recommendations from the Advisory Group on Provincial Assessment and a design working group of key stakeholders to align with the redesigned curriculum.
- 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 first administered in October/November 2017 and has performed well as measured by psychometric analyses. Standard setting with expert panels was completed and new cut scores, standards, and descriptors have been established.
- Proficiency levels in the FSA are: Emerging, On Track and Extending.

Provincial Participation Rates:

| 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|---------|---------|---------|---------|---------|---------|---------|---------|
| 85% | 84% | 81% | 79% | 76% | 75% | 74% | 74% |

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

Percentage of Students On Track and Extending:

| Grade | Component | 2017/18 | 2018/19 | 2019/20 |
|-------|-----------|---------|---------|---------|
| 4 | Reading | 79% | 78% | 77% |
| | Writing | 80% | 91% | 86% |
| | Numeracy | 69% | 70% | 72% |
| 7 | Reading | 81% | 79% | 79% |
| | Writing | 92% | 91% | 89% |
| | Numeracy | 69% | 69% | 68% |

Key Outcomes:

- Sample assessments, student exemplars, scoring guide and other resources posted online
- Other adapted formats provided (e.g., braille, large print)

Funding:

- Cost to develop and administer the FSA is \$1.1M for fiscal 2019/20.
- In addition, \$775K is provided to school districts and the Federation of Independent School Associations (FISA) to mark the FSA locally.

FOUNDATION SKILLS ASSESSMENT (FSA)

updated February 7, 2020

Detailed Participation Rates 2019/20 (%)

| SD | School District | Grade 4 | | | Grade 7 | | |
|-----|--------------------------|---------|-------|-----|---------|-------|-----|
| | | Read | Write | Num | Read | Write | Num |
| 005 | Southeast Kootenay | 85% | 82% | 84% | 90% | 85% | 90% |
| 006 | Rocky Mountain | 99% | 96% | 98% | 99% | 98% | 99% |
| 008 | Kootenay Lake | 84% | 77% | 84% | 83% | 77% | 81% |
| 010 | Arrow Lakes | 86% | 80% | 86% | 84% | 84% | 84% |
| 019 | Revelstoke | 94% | 88% | 93% | 93% | 92% | 93% |
| 020 | Kootenay-Columbia | 44% | 42% | 44% | 46% | 40% | 45% |
| 022 | Vernon | 87% | 83% | 87% | 92% | 90% | 91% |
| 023 | Central Okanagan | 78% | 74% | 77% | 65% | 61% | 65% |
| 027 | Cariboo-Chilcotin | 95% | 92% | 95% | 93% | 88% | 93% |
| 028 | Quesnel | 73% | 59% | 71% | 41% | 32% | 36% |
| 033 | Chilliwack | 91% | 89% | 91% | 88% | 84% | 87% |
| 034 | Abbotsford | 94% | 91% | 94% | 94% | 92% | 94% |
| 035 | Langley | 89% | 85% | 89% | 87% | 83% | 87% |
| 036 | Surrey | 59% | 56% | 58% | 60% | 57% | 59% |
| 037 | Delta | 63% | 59% | 62% | 61% | 59% | 61% |
| 038 | Richmond | 59% | 58% | 59% | 60% | 58% | 60% |
| 039 | Vancouver | 58% | 55% | 58% | 57% | 54% | 58% |
| 040 | New Westminster | 82% | 80% | 82% | 87% | 85% | 86% |
| 041 | Burnaby | 63% | 60% | 63% | 63% | 61% | 63% |
| 042 | Maple Ridge-Pitt Meadows | 26% | 25% | 26% | 25% | 23% | 25% |
| 043 | Coquitlam | 77% | 75% | 76% | 79% | 73% | 79% |
| 044 | North Vancouver | 94% | 88% | 84% | 95% | 92% | 95% |
| 045 | West Vancouver | 89% | 89% | 89% | 93% | 93% | 94% |
| 046 | Sunshine Coast | 75% | 73% | 76% | 77% | 74% | 78% |
| 047 | Powell River | 64% | 57% | 65% | 72% | 67% | 72% |
| 048 | Sea to Sky | 92% | 89% | 92% | 90% | 84% | 87% |
| 049 | Central Coast | 85% | 81% | 85% | 92% | 92% | 92% |
| 050 | Haida Gwaii | 94% | 90% | 94% | 86% | 81% | 89% |
| 051 | Boundary | 78% | 76% | 80% | 95% | 90% | 93% |
| 052 | Prince Rupert | 96% | 91% | 96% | 92% | 80% | 92% |
| 053 | Okanagan Similkameen | 95% | 94% | 96% | 98% | 96% | 97% |
| 054 | Bulkley Valley | 94% | 90% | 94% | 96% | 95% | 96% |
| 057 | Prince George | 94% | 91% | 93% | 94% | 90% | 94% |

Percentage of Students On Track or Extending 2019/20 (%)

| SD | School District | Grade 4 | | | Grade 7 | | |
|-----|--------------------------|---------|-------|-----|---------|-------|-----|
| | | Read | Write | Num | Read | Write | Num |
| 005 | Southeast Kootenay | 71% | 56% | 64% | 69% | 76% | 51% |
| 006 | Rocky Mountain | 74% | 82% | 65% | 87% | 94% | 69% |
| 008 | Kootenay Lake | 75% | 85% | 70% | 72% | 84% | 57% |
| 010 | Arrow Lakes | 90% | 96% | 77% | 82% | 87% | 74% |
| 019 | Revelstoke | 80% | 95% | 63% | 88% | 95% | 73% |
| 020 | Kootenay-Columbia | 74% | 80% | 72% | 64% | 77% | 62% |
| 022 | Vernon | 72% | 82% | 68% | 86% | 85% | 63% |
| 023 | Central Okanagan | 76% | 88% | 68% | 75% | 91% | 57% |
| 027 | Cariboo-Chilcotin | 67% | 53% | 59% | 63% | 70% | 39% |
| 028 | Quesnel | 47% | 67% | 36% | 53% | 60% | 30% |
| 033 | Chilliwack | 76% | 83% | 68% | 76% | 90% | 57% |
| 034 | Abbotsford | 74% | 91% | 67% | 80% | 92% | 65% |
| 035 | Langley | 78% | 91% | 73% | 78% | 90% | 62% |
| 036 | Surrey | 70% | 88% | 63% | 79% | 83% | 68% |
| 037 | Delta | 74% | 88% | 68% | 75% | 89% | 68% |
| 038 | Richmond | 85% | 92% | 82% | 90% | 95% | 84% |
| 039 | Vancouver | 78% | 92% | 79% | 80% | 95% | 79% |
| 040 | New Westminster | 81% | 95% | 79% | 83% | 84% | 69% |
| 041 | Burnaby | 80% | 95% | 80% | 86% | 91% | 78% |
| 042 | Maple Ridge-Pitt Meadows | 68% | 73% | 62% | 70% | 85% | 56% |
| 043 | Coquitlam | 77% | 95% | 74% | 73% | 89% | 68% |
| 044 | North Vancouver | 84% | 91% | 79% | 83% | 92% | 79% |
| 045 | West Vancouver | 95% | 100% | 96% | 99% | 100% | 94% |
| 046 | Sunshine Coast | 79% | 89% | 72% | 77% | 81% | 69% |
| 047 | Powell River | 55% | 63% | 53% | 66% | 86% | 69% |
| 048 | Sea to Sky | 73% | 77% | 65% | 77% | 85% | 60% |
| 049 | Central Coast | 77% | 90% | 77% | 75% | 92% | 42% |
| 050 | Haida Gwaii | 52% | 75% | 45% | 58% | 83% | 25% |
| 051 | Boundary | 70% | 85% | 70% | 77% | 82% | 65% |
| 052 | Prince Rupert | 62% | 90% | 54% | 70% | 94% | 37% |
| 053 | Okanagan Similkameen | 76% | 91% | 72% | 75% | 89% | 58% |
| 054 | Bulkley Valley | 69% | 79% | 63% | 75% | 91% | 55% |
| 057 | Prince George | 64% | 82% | 54% | 69% | 94% | 49% |

FOUNDATION SKILLS ASSESSMENT (FSA)

| | | | | | | | |
|-----|--------------------------------|------------|------------|------------|------------|------------|------------|
| 058 | Nicola-Similkameen | 95% | 92% | 96% | 95% | 94% | 96% |
| 059 | Peace River South | 98% | 94% | 98% | 96% | 93% | 96% |
| 060 | Peace River North | 92% | 90% | 92% | 92% | 88% | 91% |
| 061 | Greater Victoria | 59% | 57% | 58% | 56% | 47% | 55% |
| 062 | Sooke | 36% | 33% | 36% | 33% | 26% | 31% |
| 063 | Saanich | 78% | 73% | 78% | 60% | 49% | 57% |
| 064 | Gulf Islands | 94% | 92% | 92% | 95% | 93% | 95% |
| 067 | Okanagan Skaha | 94% | 90% | 94% | 97% | 94% | 97% |
| 068 | Nanaimo-Ladysmith | 75% | 69% | 75% | 74% | 66% | 74% |
| 069 | Qualicum | 90% | 84% | 89% | 90% | 87% | 90% |
| 070 | Alberni | 96% | 91% | 95% | 94% | 88% | 96% |
| 071 | Comox Valley | 79% | 74% | 79% | 81% | 75% | 82% |
| 072 | Campbell River | 92% | 84% | 92% | 89% | 79% | 87% |
| 073 | Kamloops/Thompson | 95% | 93% | 95% | 94% | 91% | 94% |
| 074 | Gold Trail | 99% | 95% | 99% | 99% | 94% | 98% |
| 075 | Mission | 75% | 72% | 75% | 70% | 67% | 74% |
| 078 | Fraser-Cascade | 66% | 64% | 56% | 59% | 51% | 56% |
| 079 | Cowichan Valley | 53% | 46% | 53% | 60% | 54% | 60% |
| 081 | Fort Nelson | 92% | 92% | 92% | 100% | 100% | 100% |
| 082 | Coast Mountains | 82% | 75% | 82% | 73% | 62% | 74% |
| 083 | North Okanagan-Shuswap | 89% | 87% | 89% | 87% | 83% | 87% |
| 084 | Vancouver Island West | 91% | 86% | 89% | 89% | 61% | 83% |
| 085 | Vancouver Island North | 94% | 83% | 91% | 97% | 93% | 96% |
| 087 | Stikine | 87% | 73% | 73% | 83% | 83% | 83% |
| 091 | Nechako Lakes | 76% | 73% | 76% | 78% | 74% | 78% |
| 092 | Nisga'a | 97% | 94% | 97% | 84% | 65% | 77% |
| 093 | Conseil scolaire francophone | 53% | 50% | 53% | 46% | 45% | 46% |
| | BC PUBLIC SCHOOL | 73% | 69% | 73% | 72% | 68% | 72% |
| | BC INDEPENDENT SCHOOL | 93% | 91% | 93% | 93% | 91% | 93% |
| | Province (Pub and Independent) | 76% | 73% | 75% | 75% | 71% | 75% |

updated February 7, 2020

| | | | | | | | |
|-----|--------------------------------|------------|------------|------------|------------|------------|------------|
| 058 | Nicola-Similkameen | 67% | 71% | 69% | 66% | 77% | 54% |
| 059 | Peace River South | 67% | 66% | 59% | 67% | 83% | 48% |
| 060 | Peace River North | 70% | 84% | 61% | 77% | 89% | 54% |
| 061 | Greater Victoria | 79% | 84% | 74% | 70% | 89% | 59% |
| 062 | Sooke | 69% | 63% | 62% | 60% | 72% | 43% |
| 063 | Saanich | 74% | 86% | 71% | 77% | 93% | 69% |
| 064 | Gulf Islands | 90% | 85% | 82% | 89% | 83% | 68% |
| 067 | Okanagan Skaha | 81% | 93% | 72% | 78% | 86% | 57% |
| 068 | Nanaimo-Ladysmith | 65% | 70% | 60% | 70% | 83% | 59% |
| 069 | Qualicum | 70% | 78% | 67% | 74% | 93% | 60% |
| 070 | Alberni | 68% | 69% | 59% | 65% | 83% | 49% |
| 071 | Comox Valley | 75% | 75% | 65% | 71% | 89% | 58% |
| 072 | Campbell River | 72% | 83% | 59% | 67% | 88% | 50% |
| 073 | Kamloops/Thompson | 72% | 87% | 67% | 78% | 92% | 59% |
| 074 | Gold Trail | 52% | 48% | 38% | 69% | 90% | 34% |
| 075 | Mission | 65% | 80% | 63% | 61% | 83% | 48% |
| 078 | Fraser-Cascade | 79% | 96% | 78% | 60% | 60% | 40% |
| 079 | Cowichan Valley | 64% | 73% | 48% | 63% | 84% | 39% |
| 081 | Fort Nelson | 98% | 98% | 100% | 98% | 100% | 94% |
| 082 | Coast Mountains | 61% | 68% | 56% | 49% | 62% | 26% |
| 083 | North Okanagan-Shuswap | 71% | 65% | 61% | 67% | 93% | 56% |
| 084 | Vancouver Island West | 59% | 43% | 48% | 19% | 55% | 20% |
| 085 | Vancouver Island North | 68% | 74% | 69% | 74% | 81% | 72% |
| 087 | Stikine | 46% | 27% | 45% | 60% | 60% | 20% |
| 091 | Nechako Lakes | 61% | 63% | 55% | 75% | 85% | 48% |
| 092 | Nisga'a | 34% | 52% | 9% | 38% | 40% | 0% |
| 093 | Conseil scolaire francophone | 86% | 92% | 75% | 87% | 86% | 75% |
| | BC PUBLIC SCHOOL | 74% | 85% | 68% | 76% | 88% | 64% |
| | BC INDEPENDENT SCHOOL | 89% | 93% | 87% | 93% | 95% | 86% |
| | Province (Pub and Independent) | 77% | 86% | 72% | 79% | 89% | 68% |

Description:

- B.C. students participate in national and international assessments to help determine how B.C.'s education system performs compared to other education systems.
- 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 for managing assessment administration. In B.C., the Curriculum and Assessment branch works with schools/districts to support this.
- 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 (\$500,000 over 5 fiscal years, \$100,000 budget 19/20)
- PCAP – via contribution 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.
- The results from the 2018 PISA were released on December 3, 2019.

Key Outcomes:

- PISA 2018: out of 88 jurisdictions, 15-year old B.C. students performed above the international average in reading, science, and math. Specifically:
 - Two jurisdictions performed above B.C.'s range in reading, 3 jurisdictions performed above B.C.'s range in science and 9 jurisdictions performed above B.C.'s range in math
- PISA 2018 Financial Literacy component results will be released by CMEC at a later date.
- PIRLS and ePIRLS 2016 assessments: In B.C., approximately 3,000 grade 4 students in 146 schools were randomly selected to participate.
 - B.C. students performed above the Canadian and international average.
 - Of 57 jurisdictions, five performed statistically above B.C., 19 performed within B.C.'s range and 29 were statistically below B.C.'s range.
 - Out of 16 jurisdictions, B.C.'s performance on ePIRLS was on par with six other jurisdictions, 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

Services to Ministry:

- CMEC provides materials and administration specifications to the Ministry.

Description:

- These are 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)
- Assessments are aligned with new curriculum directions including Core Competencies
- Provide both student-level information and system-level information on performance in literacy; inform 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
- Student results are reported using a 4-category proficiency scale with a “requirement met” reported on transcripts at Grade 10.
- Assessments are developed for Immersion, Francophone, and English programs.

Statistics:

- First administrations of Grade 10 Literacy Assessment took place in November 2019 and January 2020, with over 26,000 assessments written.
- Grade 12 Literacy is being introduced in the 2020/21 school year

Services to Ministry:

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

Key Facts:

- Assessments were developed by B.C. educators with input from post-secondary experts including the Advisory Group on Provincial Assessment (AGPA) and the Assessment Working Group (AWG).
- Assessments are administered electronically.
- Assessments measure literacy across multiple subjects.
- Student performance on the assessments are independent of course marks. Students began writing the Grade 10 Literacy Assessment beginning in 2019/20 and will begin writing the Grade 12 Literacy Assessment beginning in 2020/21.
- Students have two opportunities to re-write to demonstrate their best proficiency level.
- Assessments are available for diverse learning needs (Braille, large print, text readers, etc.).

Key Deliverables:

- Sample assessments with student exemplars and scoring guides are provided for the Grade 10 Literacy Assessment and will be developed and posted for the Grade 12 Literacy Assessment in summer 2020
- Collaborative learning video packages are completed for the Grade 10 Literacy Assessment and will be developed for Grade 12 Literacy Assessment
- A parent brochure and information package support local communications with parents/students
- Adaptations are provided for students diverse learning needs (Braille, large print, text readers etc.)
- Student and school-level reports help inform future learning

Delivery Partners:

1. A. Willock Information Systems (AWIS) (electronic assessment service provider)
2. Carpe Diem New Media Publishing (Desktop Publishing & Technical Support)
3. Provincial Resource Centre for the Visually Impaired (PRCVI) for adaptations
4. Teachers/school administrators/school district staff
5. Independent schools
6. Offshore schools
7. First Nations schools
8. Yukon Department of Education
9. Post-secondary Institutions

Funding:

- 2019/20 development funding budget \$785K.
- 2019/20: \$854K for administration and marking Grade 10 & Grade 12 Graduation Literacy Assessments.
- Contract for Numeracy 10 & Literacy 10/12 with AWIS electronic assessment provider is \$432K; contract with Carpe Diem desktop publishing is \$475K.

Description:

- The Grade 10 Numeracy Assessment is 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
- Reports student results using a 4-category proficiency scale
- Taken in grade 10, results are 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)
- B.C. and Yukon certified teachers mark the assessment
- Student performance on the assessment is independent of course mark calculations
- Students have two opportunities to re-write the Grade 10 Graduation Numeracy Assessment to demonstrate their best proficiency level
- Adaptations available for diverse learning needs (Braille, large print, text readers etc.)

Key Deliverables:

- Ongoing development and administration of multiple assessment forms for all sessions
- Release of additional sample assessments to Ministry website
- A detailed student proficiency report is generated and distributed to each student. 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:

- Nearly 140,000 assessments have been written since January 2018
- Data from the Grade 10 Graduation 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:

- 2019/20 development funding \$100K
- 2019/20 budget for administration and marking is \$835K
- Contract for Numeracy 10 & Literacy 10/12 with AWIS electronic system provider is \$432K & with Carpe Diem desktop publishing is \$475K. These contracts include services for graduation assessments and exams

Services to Ministry:

- Assessment developed and marked by ministry-contracted educators

Delivery Partners:

1. A. Willock Information Systems (AWIS) (electronic assessment service provider)
2. Carpe Diem New Media Publishing (Desktop Publishing & Technical Support)
3. Provincial Resource Centre for the Visually Impaired (PRCVI) for adaptations
4. Teachers/school administrators/school district staff
5. Independent schools
6. Offshore schools
7. First Nations schools
8. Yukon Department of Education
9. Post-secondary Institutions
10. BC Mail Plus

Curriculum

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Description:

- The Ministry's mandate for the Educated Citizen is to ensure students':
 - Intellectual development,
 - Human and 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 – Career-Life Education (CLE) and Career-Life Connections (CLC)– are mandatory for graduation.

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 was 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.
- The Capstone enables students to demonstrate the competencies that they have developed throughout their schooling and can take many different forms, depending on student needs and interests and the opportunities available in local school communities.
- CLE and CLC can each 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.

Key Outcomes:

- Career-Life Education has replaced Planning 10.
- Career-Life Connections has replaced Graduation Transitions 12.
- *Career Education 10-12 Guide* is available to support curriculum implementation, providing delivery examples and further Capstone information. The guide includes enhanced Capstone and career-life exploration examples and information, is accessible on the curriculum website.

Statistics:

- Approximately 44,000 students graduate from Grade 12 each year. All graduates will complete the CLE and CLC courses.

Funding:

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

Delivery Partners:

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

Agreements:

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

Description:

- With the transition to the redesigned curriculum, the Ministry has provided resources, training and supports to teachers to ensure benefits will be achieved across the system.
- The Ministry continues to work with education partners to assess needs for additional resources or support.
- Key areas of support identified in the 2018/19 school year by teachers and partner groups were mental and sexual health and Indigenous learning. The Ministry worked collaboratively with partners to develop Physical and Health Education guides, and is developing Indigenous education resources.
- The Ministry is continuing to engage sectoral partner groups to assess resource/support priorities in 2020/21.

Statistics:

- Curriculum and graduation assessments: In 2018/19, the Ministry's outreach team met with or presented to over half of school districts to support implementation.
- Classroom assessments: 3,800 educators from 59 districts participated in three ministry-hosted webinars (2019) that have since been posted online and drawn over 5,000 viewings.
- Websites: over 4 million views of the curriculum.gov.bc.ca website have occurred since April 2018, and there have been 250,000 views of the curriculum and assessment resources on gov.bc.ca.
- Instructional samples – 55 samples posted to support the redesigned curriculum and 12 new samples have been added for fall 2019.

Key Facts:

- The Ministry continues to work with educators to develop a range of resources to help teachers implement the new curriculum and graduation assessments.
- Completed supports include: PHE K-10 teacher guides to support mental and health education; an updated Career Education 10-12 guide that includes capstone examples; and Indigenous learning resources. These materials were posted in the 2019/20 school year. Work is underway for further Indigenous Education resources.
- Open School BC has completed approximately 15 instructional samples to support the new 10-12 curriculum.

Key Outcomes:

- Development of Assessment webinars to support the new curriculum.
- Development of Indigenous resources to support educators in their professional learning. Includes a video series, a facilitator's guide, and an online resource inventory.
- PHE resources to support teachers in areas of sexual and mental health.
- Career Education program guide with capstone examples.
- New instructional samples for grades 10-12.

Funding:

- Costs associated with supporting the implementation of the graduation program and engagement processes are part of the Education Programs Division's operational budget.
- 2019/20 budget approximately \$265,000 and included the Learning Resources - PHE & Indigenous and Curriculum Program for \$165,000 and Outreach Team activities and resources for \$100,000.

Delivery Partners:

1. BC School Superintendents Association (BCSSA)
2. BC Principals' and Vice Principals' Association (BCPVPA)
3. BC Teachers' Federation (BCTF)
4. First Nations Education Steering Committee (FNESC)
5. Metis Nation BC (MNBC)
6. Federation of Independent School Associations (FISA)
7. Open School BC

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 were 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

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.

Delivery Partners:

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

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 teaches students 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 the B.C. Tech sector are: Clean Technology, Information and Communication Technologies (ICT) and Wireless, Film, Television & Digital Media and Lifesciences.

Statistics:

- From 2007 to 2016, total venture capital (VC) investment in B.C. has increased by 215.2%.
- There was a 3.5% rise in British Columbia's high technology gross domestic product (GDP) in 2016, to almost \$14.6B.
- In 2016, 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.

Key Facts:

- B.C.'s new K-12 curriculum has a strong focus on Science, Technology, Engineering, Arts and Math (STEAM) and offers students the opportunity for technology skill development in a variety of areas (e.g., coding, electronics, mechatronics and robotics).
- Increased course options in Grades 10-12 (300+) provides greater choice for secondary school students. Course examples include Web Development 10, Digital Media Development 12, Engineering 11 and 12, and Robotics 11 and 12.
- Play to Learn, facilitated by DigiBC, provides Grade 8 and up 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 STEAM career fields. In the 2018/19 school year, 524 students in 21 schools participated.
- In January 2020, Play to Learn will be launching two new modules: Game Development Studio (computer science) and Data Champions (data literacy and analysis).
- On March 12th, 2019, 1,000 B.C. students participated in Youth Innovation Day at the BCTECH Summit.
- An ICT Career Zone resource guide is available for career educators/counsellors, providing information on potential careers for students.
- B.C.'s tech sector is one of the fastest growing sectors of the economy, supporting over 106,000 good-paying jobs.
- B.C. has one of the top video game clusters in the world, employing 5,500 professionals.
- Over the next ten years, an estimated 82,000 tech-related jobs are expected for computer programmers, software designers, engineers, and others.

Funding:

- In 2018, EDUC provided \$231,150 to expand the Play to Learn Program from the lower mainland to other B.C. communities over the next three years.

Delivery Partners:

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

Other General BC Tech Facts:

- The tech sector employs approx. 5% of B.C.'s workforce – more than the mining, oil and gas, and 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.

Partnerships:

- DigiBC - Play to Learn Program.
- Government is supporting Symbiosis — a STEAM learning initiative run by Science World — designed to provide equal access to quality education 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, and 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:

- 2018/19 Enrollment Data:
 - STX: 3,392
 - TST: 559
 - WEX: 11,914
 - WRK: 1,191
 - TRN: 2,083
- 20 school districts received Skills Training Support Agreements in 2019/20 school year (8 from EDUC & 12 from Northern Development Initiatives Trust [NDIT])

Key Facts:

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

- Programs: STX, TST, WEX, WRK, TRN; Career Education (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).
- Ongoing support to field in preparing, reporting, and delivering career development programs.

Key Outcomes:

- Completed refresh of WEX and WRK program guides.
- 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 2019 course enrolments).
- \$375,000 total in SY2019/20 in Skills Training Support Agreements supporting 20 school districts through both the NDIT/Northern Opportunities Partnership and the South Island Partnership.
- Approximately \$300,000 (net) annually in WRK Awards funding (cost-shared with ITA).

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.

Delivery Partners:

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

Agreements:

- Funding partnership with NDIT for additional 12 Skills Training Support Agreements.
- Funding partnership with the ITA to support the WRK Award.

Graduation

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Description:

- The Adult Graduation Program is a graduation option for adults 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. Both Ministers sign the credential.
- The British Columbia School District Continuing Education Directors' Association is the main stakeholder group.

Statistics:

- In the last 5 years, 16,276 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 1,550 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 required Language Arts 12, a Mathematics 11 or 12, and three ministry-authorized Grade 12 electives (one can be a Social Studies course) for a 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 reinstated funding for graduated adults to allow these students to take courses, from a select list, for upgrading purposes.
- As of June 2019, adult students in First Nations schools can access the Adult Dogwood. This change fulfils a commitment in the B.C. Tripartite Education Agreement (BCTEA).
- After review of the policy in alignment with the Funding Model Review, the policy will be updated to clarify that school-aged students should not be moved prematurely to the adult program.

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., 2,044 in 2004/05, 2,845 in 2008/09 and 2,975 in 2018/19)

Funding:

- \$12.0 million in funding for non-graduated adults in school year 2018/19.
- 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 (\$7.7M in school year 2018/19).

Delivery Partners:

- School district adult/continuing education centres, secondary schools, and distributed learning schools.
- Some B.C. post-secondary institutions that 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. 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. Remaining curriculum for grades 11 and 12 was implemented on July 1, 2019.
- The Ministry engaged with over 3,000 students, parents, First Nations representatives, post-secondaries, employers, and other K–12 partners to update and implement the 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 was introduced in November 2019; a new Grade 12 Literacy assessment will be introduced in the 2020/21 school year.
- Both the former 2004 and the current B.C. Graduation Programs 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).
- More course choices are offered for students to meet graduation requirements with new curriculum.

Key Outcomes:

- Changes to graduation requirements were announced in May 2016. Since then, Ministry systems (e.g., MyEdBC, 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 for implementation in the 2020/21 school year.

Statistics:

- Approximately 50,000 Dogwood Diplomas (including French Dogwoods) and ~3,000 Adult Dogwoods are awarded each year.
- 2018/19: The provincial six-year completion rate was 85.4%
- 2017/18: The eligible Grade 12 graduation rate (the proportion of students enrolled in sufficient courses to meet graduation requirements that school year) was 95.1%.

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 B.C. Tripartite Education Agreement signed in June 2018: commitment to graduate adult learners in First Nations schools was implemented as of June 2019.
- Under the previous B.C. Tripartite Education Framework Agreement, the Ministry began to graduate school-aged students from 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:

- Average annual delivery from 2016/17-2018/19 (includes public and independent schools):
 - 134,000 BAA courses (42% in Grade 11);
 - 8,800 Independent Directed Studies;
 - 7,400 External Credentials;
 - 9,400 Dual Credit courses ;
 - 4,200 courses via Equivalency (mostly Science, Languages and Math); and,
 - 1,900 courses via Challenge (mostly French, Korean 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.
- The External Credentials program is under review to ensure alignment with the new curriculum and with the aim to add new credentials. While under review, existing credentials are still available.
- 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 FNESC assisted the Ministry in reviewing these graduation credit options to ensure relevance, currency, and alignment with the new, modernized curriculum.

Funding:

- 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.

Key Facts:

- Career development is one of three overarching goals of B.C.'s education system.
- Preparing students for their future is part of the Ministry's [Policy for Student Success](#).
- Work-based or experiential learning exposes students to career options and pathways, which helps them transition to the workforce.
- EDUC and AEST have established relationships with PSI partners (see Delivery Partners)
- Consultations have included events EDUC co-hosted with AEST, the BC Registrars Association, and the Senior Academic Administrators Forum to discuss changes to the B.C. Graduation Program (November 2017 and 2018). EDUC also hosted a Careers Summit with 130 guests, including students and leaders from K–12, PSIs, and employer groups (May 2019).
- As part of its broader engagement on the careers strategy, EDUC has a Careers Advisory Group, which includes K–12 , post-secondary, and business representatives (established July 2019).
- EDUC supports PSIs as they review their individual admission requirements to align with changes in K–12, which includes consideration of the literacy and numeracy assessments.

Key Outcomes:

- Launch a careers strategy for the 2020/21 school year that will shift mindsets around career preparation, and focus supports and expand opportunities for students.

Additional Engagement:

- EDUC continues to engage partners on curriculum and assessment implementation.
- Examples of current or ongoing engagements include development of the following:
 - the Grade 12 Literacy Assessment; and,
 - Indigenous education resources.

Description:

- Post-secondary institutions (PSIs), employers, and industry representatives are critical partners in ensuring all students have pathways to success.
- The Ministries of Education (EDUC) and Advanced Education, Skills and Training (AEST) have worked closely with PSIs to involve them in the changes to the B.C. Graduation Program.
- EDUC is developing a careers strategy in consultation with partners, including AEST, Jobs, Economic Development and Competitiveness, and industry and post-secondary leaders.
- The careers strategy will complement the graduation program to ensure students graduate with the attitudes, competencies, and skills needed to succeed in post-secondary education and the workforce.
- The careers strategy will also contribute to government's commitment to "improve and expand dual credit programs for secondary school students to gain post-secondary, apprenticeship or training credits and credentials while they're still in secondary school" (B.C.'s Economic Plan 2019–2020).

Statistics:

- 77% of job openings expected in the next 10 years will require post-secondary education.
- Health care and social assistants, with 150,000 jobs projected, will be in highest demand.
- Dual credit students are 8% more likely to graduate on time compared to non-dual credit students; this is greater for Indigenous students (11%) and students with special needs (12%).
- Dual credit students are 16% more likely to enrol in a PSI (based on data from B.C.'s 25 public PSIs).

Delivery Partners:

1. K–12 education partners, such as BCPVPA, BCSSA, Career Education Society, BCCPAC, and FNEC.
2. Ministries of AEST and Jobs, Economic Development and Competitiveness.
3. Post-secondary partners, such as the following:
 - BC Association of Institutes and Universities;
 - BC Colleges;
 - BC Council on Admissions and Transfer;
 - BC PSIs
 - Research Universities' Council of British Columbia.
4. Industry and employer groups, such as the Business Council of British Columbia and the Industry Training Authority (ITA).

Funding:

- Engagements are managed within existing budgets.
- Approximately \$30,000 for the May 31, 2019 Careers Summit.

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.
- A version of Option A is being piloted in 13 SDs and 2 independent schools
- For Grades 10-12, Boards follow the traditional reporting methods.
- The current Student Reporting Policy will remain in place for the 2019/20 school 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

Funding:

- \$80K budget for reporting policy activities for 2019/20 fiscal year

Key Facts:

- Provincial policy requires Boards of Education to provide parents with a minimum of five reports describing students' progress.
- **Student Reporting Policy - Option A:** 5 timely reports including one summative report that could occur at the end of the year or semester for Grades K-9.
 - Boards determine the use of letter grades and/or scales at the grades they choose.
 - 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 written comments.
 - A student self-assessment of core competencies.
- There are no changes to Grades 10-12 reporting policy. Letter grades and percentages are currently used along with written comments where deemed necessary.
- The draft K-9 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.

Statistics:

- In fall 2019, pilot schools and districts surveyed parents, students and teachers on their experience with the DRAFT policy.
- 82% of teachers surveyed supported their district/school's involvement in the pilot.
- 61% of parents agree or strongly agree that the proficiency scale is clear.
- 77% of students reported the language of the proficiency scale was clear.
- 34% of students and 26% parents neither agreed or disagreed whether the new approach was better or worse than letter grades (neutral was the strongest response from both groups on the topic).

Agreements:

- Terms of Reference with Classroom Assessment and Reporting Advisory Group renewed to December 2020.
- Letters of Agreement have been signed by pilot participants for the 2018/19 and 2019/20 school years.
- Contract with Todd Milford, expected to be signed in 2020, for analysis of reporting survey data.

Services to Ministry:

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

Key Outcomes:

- The K-9 Student Reporting Policy Pilot was launched in the 2018/19 school year and will continue for a second year in 2019/20 allowing participants to continue to engage with and collect feedback via survey from teachers, parents, and students. The data collected in year two of the pilot will be used to support an evidence-based evaluation of the draft policy and will help inform a future provincial reporting policy for Grades K–9.
- Classroom Assessment and Reporting Advisory Group (CAR), a group of provincial leaders (BCSSA, BCPVPA, FISA, FNEESC), formed in 2016, will continue to meet for the 2019/20 school year to provide advice on directions for classroom assessment supports and reporting policy.

LEARNING DIVISION

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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.

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 revised in 2019.
- Kindergarten is optional in B.C. but nearly all children attend (99% of age cohort).

Statistics:

- SSBC (2018/19):
 - 330 programs in public schools across BC (includes 1 virtual program)
 - approximately 33,500 children participated
- RSL (2018/19):
 - 1,158 participating schools
 - 1,057 public
 - 101 independent
 - Over 22,000 participating children
 - Over 21,000 participating adults
- FDK (2019/20):
 - 46,224 total headcounts
 - 39,907 in public and 6,317 in independent schools
- Nearly one-third of children (33.4% in 2019) enter kindergarten vulnerable in one or more areas such as social/emotional development, according to Early Development Index (EDI).

Key Outcomes:

- Changing Results for Young Children (CR4YC): Pilot project findings concluded the model supports social/emotional development of young children and increases collaborative professional learning for educators in school and community 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.
- The revised Early Learning Framework (2019) has been completed in consultation with early learning sector partners and was launched in September 2019.

Funding:

- Special grants (FY 2019/20 forecast):
 - SSBC: \$10.51M
 - \$32K per location
 - RSL: \$2.75M
- Through annual operating grants to public schools:
 - FDK: \$368M (SY 18/19)
- Childcare B.C. initiatives (FY 2019/20): \$4.02M

Delivery Partners:

1. School Districts (SD) – all programs and initiatives; all BC school districts
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:

- **New Early Learning Framework (2019):** launched and distributed the new framework in fall 2019. The new framework expands the focus to children from infancy to eight years of age, increases focus on reconciliation with Indigenous people, and increases focus on inclusion for children with diverse abilities. It connects with the new K-12 B.C. curriculum core competencies and primary program principles, integrates theory to practice and includes updated inquiry questions to address all early learners.
- **Parent Resources:** published new and revised resources for parents to support children's learning and development. This includes publishing in multiple languages.
- **Changing Results for Young Children (CR4YC):** partnering with 47 SDs in 2019/20 and the UWLM to improve social/emotional outcomes for young children by developing professional learning networks between ECEs and primary teachers.
- **Strengthening Early Years to Kindergarten Transitions (SEY2K):** supporting twelve 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 school district sites:** identifying up to eight underutilized school-district sites to convert into full day childcare or operate before and after school care programs, 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 and teacher bursaries.
 - Administration of linguistic and cultural programs in collaboration with the CMEC.

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 challenging to recruit enough teachers to respond to the increasing demand from families for education programs in French.
- The Ministry submitted a proposal with a request for \$2.2M of federal funds to support Ministry and partner-led recruitment and retention projects in June 2019. A decision is still pending.

Key Outcomes:

- Published all K-12 provincial curriculum in French online.
- Completed national negotiations for the next federal funding protocol.
- Worked with the sector to draft a French teacher recruitment and retention strategy, which has been submitted to the federal government (approval is pending).

Statistics:

- In 2019/20, 6,198 students were enrolled in the Francophone Program, about **1%** of the B.C. public school student population.
- In 2019/20, 54,406 students were enrolled in a French Immersion Program, about **9.4%** 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 21% and the Francophone student population by 39%.
- Six-Year completion rate in 2018/19:
 - **96.7%** for French Immersion students (public schools)
 - **94.2.%** for Francophone students (SD93)
- In 2017/18, 2,784 students received a Dual Dogwood (2,639 French Immersion and 145 Francophone students).
- In B.C., students (Grades 5 to 8) are required to study a second language; about **79%** of these students (in 2018/19) studied Core French.

Funding:

- In 2019/20, the province spent \$96M on francophone education (to SD#93/CSF). This includes a 15% supplement on its operating grant to support the delivery of minority language education.
- In 2019/20, the province spent \$529M to support French Immersion & Core French programs based total FTE enrolment in September 2019.
- B.C. also receives federal funding to support French education through the Protocol for Agreements for Minority-Language Education and Second-Language Instruction.
 - The last Protocol (2013-2018) expired on March 31, 2018.
 - On September 4, 2019, Canada and P/Ts reached an agreement on a new four-year Protocol, which includes an increase of \$15M/year federally to support minority language (ML) education (e.g. francophone).
 - With the increase for ML, B.C will receive an additional \$1.4M per year, bringing B.C.'s total to \$17.4M annually for the next four years.
- The Canada-B.C. Bilateral Agreement on Minority Language Education and Second Language Instruction 2019-2023:
 - Negotiations on the new \$69.9M agreement will start soon.
 - The bilateral agreement outlines the allocation of funds by initiatives.
 - It includes an action plan with performance indicators and targets for each funding initiative.
 - The complementary projects funding for 2019/20 is not yet confirmed.

Description:

- The Protocol for Agreements for Minority-Language Education and Second-Language Instruction is an agreement between the Federal Government and all Provinces/Territories except Québec.
- There are two sections: minority-language education (francophone programs) and second language instruction (French Immersion & core French).
- The Protocol establishes the federal budget allocated to each P/T and requires each P/T to match the funding.
- The Protocol contains 6 areas of focus: learner participation, provision of programs, academic achievement of learners, enriched learning environments, support for educational staff and research.
- The Protocol provides a framework to establish the Canada–British Columbia Agreement on Minority-Language Education and Second Official-Language Instruction.
- The bilateral agreement can be negotiated and signed only once the Protocol has been ratified. It identifies the priorities, objectives and initiatives specific to B.C. and details the allocation of funding to school districts and partners across the province.
- The bilateral agreement also includes an action plan containing performance indicators and targets for each funding initiative.

Key Facts:

- The previous Protocol (2013-2018) provided B.C. with \$16.1M per year.
- On September 4, 2019, Canada and P/Ts reached an agreement on a new four-year Protocol, which includes an increase of \$15M/year federally to support minority language (ML) education.
- With the increase for ML, B.C. will receive an additional \$1.4M per year, bringing B.C.'s total to \$17.4M annually for the next four years.
- Negotiations for a new Bilateral Agreement will not begin until all provinces have signed the new Protocol. B.C. signed the Protocol in Jan 2020; as of Feb 1, there is still one signature outstanding.
- Pending full ratification, B.C. is engaging in bilateral negotiations to sign Provisional Arrangements to cover the 2019-20 fiscal year. A multi-year Canada-B.C. Agreement will be negotiated later in 2020 for the 3 remaining years.
- Funding for 2019/20 will go towards supporting Government priorities such as creating more spots for French Early Childhood Educators and Teacher Aides.
- The Federal Government announced a new investment to finance a French teacher retention and recruitment strategy with \$62M federally over 4 years.
- The Ministry submitted a project proposal for \$2.2M, drafted with input from the sector, for 2019/2020 (a response is pending).

Statistics:

- 42% of the funding (\$7.4M) supports ML education; mostly allocated to the CSF (6,087 students in 2018/19).
- 58% of the funding (\$10M) supports second language instruction; mostly allocated to the 57 school districts offering second language programs.
- French Immersion: 54,405 students, public schools.
- Core French: public: 182,580 students; independent: 179,747 students.

Funding:

- B.C. will receive \$17.4M annually over four years. \$6M + additional \$1.4M for ML and \$10M for second language.
- Funding allocation
 - \$13.8M K-12 initiatives in districts
 - \$2.1M post-secondary initiatives
 - \$0.4M K-12 independent schools
 - \$0.4M cultural initiatives from Francophone associations for students
 - \$0.2M early childhood initiatives
 - \$0.5M bursaries for post secondary courses for learners and teachers.
- B.C. can also annually apply for complementary funding to support initiatives beyond the scope of the agreement. (Capital, temporary projects)

Key Outcomes:

- The Ministry achieved significant performance targets in the 2013-2018 Agreement including:
 - Increasing by 18 the number of schools offering a French Immersion program (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 :
 - CSF enrolment: +28% (target was +6%)
 - French Immersion enrolment: +13% (target was to keep enrolment number from decreasing)
- Complementary projects:
 1. \$3.7M capital funding 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:

- 26 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 3,445 students are adult DL learners in 2019/20 (as of February 2020).
- 34 tuition-free courses for graduated adults were reinstated effective September 2017.
- In 2019/20, 47 school districts offered tuition free courses to graduated adult students.
- Funded courses are only available to B.C. residents.

Statistics:

| | Non-Graduated Adult Students in B.C. Public Schools (Sept. Enrolment Only) | Graduated Adult Students in B.C. Public Schools (Sept. Enrolment Only) |
|----------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 2019/20 | 9,463 | 7,352 |
| 2018/19 | 8,566 | 6,372 |
| 2017/18 | 8,704 | 4,335 |
| 2016/17 | 9,616 | 4,232 |
| 2015/16 | 10,359 | 5,487 |

Delivery Partners:

Ministry of Advanced Education, Skills and Training (AEST)

Key Outcomes:

- In 2019/2020, September enrolment of non-graduated adult students increased by over 10%.
- In 2018/2019, there was a 19% increase in enrolment in tuition-free courses for graduated adults when compared to enrolment in the same courses in 2017/18.
- For graduated adults, course completion rates have ranged from 73-77% during the 2015/16 to 2018/19 school years.
- AEST, in collaboration with EDUC, has created the UpgradeBC.ca website to help British Columbians find upgrading courses in their community.

Funding:

- \$4,773 per FTE for 2019/20 for non-graduated students
 - Registration in 8 courses constitutes one FTE for funding.
- Graduated adults are funded through a Special Grant. Actual costs for FY 2018-19 were \$6.823M. \$4.1M base budget in FY 2019/20, forecasted costs \$11M.
- ABE enrollment funding is demand-driven; program expenditure depends on enrollment uptake.

CHILDREN AND YOUTH IN CARE

updated February 5, 2020

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 added \$44K investment projected over the past two years (\$24K actuals in 2018/19 and \$20K forecasted in 2019/20) to support the development of trauma informed training resources.
- Phase 1 of the Funding Model Review Action Plan will also recognize CYIC through a new funding supplement.

Agreements:

- The Ministry has an information sharing agreement with MCFD and AEST that allows for CYIC data 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) face exceptional circumstances that can have a significant impact on their learning and educational outcomes.
- 54% of CYIC students were designated in one of twelve Inclusive Education categories and 66% self-identify as Indigenous (in 2018/19).
- 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.

Key Outcomes:

- The Ministry has plans to address recommendations from the RCY and improve outcomes of CYIC. RCY has accepted the Ministry's plans and will be monitoring their implementation.
- EDUC and MCFD collaborated to update the *Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines* and released the updated Guidelines in fall 2017.
- In response to the RCY's recommendation to publicly report on outcomes for CYIC, EDUC released the report *How Are We Doing? Children and Youth in Government Care* in March 2019.
- EDUC and MCFD have signed a *Partnership Agreement*, committing to work jointly on improving outcomes of CYIC. The Ministries have also drafted *Guidance Document on Information Sharing regarding Children and Youth in Care*.

Statistics:

- In 2018/19, 5,163 students were identified as CYIC:
 - This represents approximately 1% of B.C. students between 5 and 19 years old who were at their authority schools as of September 30 in 2018/19 (the total number of B.C. students in the cohort was 648,695).
- Of these 5,163 students, approximately:
 - 54% are designated in one of twelve Inclusive Education categories.
 - 67% self-identify as Indigenous.
 - 35% are designated in one of twelve Inclusive Education categories and self-identify as Indigenous, compared to 2% of non-CYIC students.
- Six-year completion rates:
 - Increased from 36% in 2010/11 to 47% in 2018/19 for all CYIC.
 - Increased from 33% in 2010/11 to 51% in 2018/19 for Indigenous CYIC.
 - Increased from 46% in 2010/11 to 53% in 2018/19 for Non-Indigenous CYIC.

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.

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 (2018/189) in Percentage of total CL Budget | | # of SDs delivering |
|----------------------------------------------------------------------|-------|---------------------|
| Food | 24.2% | 51 |
| Academic | 13.7% | 39 |
| Social Emotional | 62.1% | 54 |

Funding:

- \$52.8M distributed to 60 school districts in SY 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 model review recommended changes to CommunityLINK funding disbursement to be included as a part of a single Inclusive Education Supplement.

Key Outcomes:

- Districts report nearly \$5.5 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 February 3, 2020

| School District | 2018/19 CL | 2018/19 VSS | School District | 2018/19 CL | 2018/19 VSS |
|--------------------------|-------------|-------------|----------------------------|---------------------|---------------------|
| 5 Southeast Kootenay | \$358,637 | \$22,675 | 53 Okanagan Similkmn. | \$226,928 | |
| 6 Rocky Mountain | \$378,516 | | 54 Bulkley Valley | \$219,823 | |
| 8 Kootenay Lake | \$601,899 | \$6,169 | 57 Prince George | \$2,089,151 | |
| 10 Arrow Lakes | \$105,074 | | 58 Nicola-Similkameen | \$288,969 | \$91,998 |
| 19 Revelstoke | \$92,453 | | 59 Peace River South | \$363,865 | |
| 20 Kootenay-Columbia | \$672,601 | | 60 Peace River North | \$552,673 | |
| 22 Vernon | \$644,931 | \$231,133 | 61 Greater Victoria | \$3,879,538 | |
| 23 Central Okanagan | \$1,241,934 | \$467,793 | 62 Sooke | \$752,786 | |
| 27 Cariboo-Chilcotin | \$658,070 | \$71,371 | 63 Saanich | \$395,617 | |
| 28 Quesnel | \$464,869 | | 64 Gulf Islands | \$161,090 | |
| 33 Chilliwack | \$706,022 | \$474,120 | 67 Okanagan Skaha | \$384,155 | \$272,576 |
| 34 Abbotsford | \$1,214,840 | \$428,862 | 68 Nanaimo-Ladysmith | \$2,243,848 | |
| 35 Langley | \$1,990,834 | | 69 Qualicum | \$372,025 | \$12,466 |
| 36 Surrey | \$3,917,752 | \$3,295,640 | 70 Alberni | \$914,988 | |
| 37 Delta | \$561,998 | \$412,568 | 71 Comox Valley | \$603,303 | |
| 38 Richmond | \$746,262 | \$1,412,588 | 72 Campbell River | \$529,694 | \$166,545 |
| 39 Vancouver | \$9,092,315 | | 73 Kamloops/Thompson | \$1,582,336 | |
| 40 New Westminster | \$1,512,237 | | 74 Gold Trail | \$378,452 | |
| 41 Burnaby | \$2,336,802 | \$429,145 | 75 Mission | \$389,950 | \$271,358 |
| 42 Maple Ridge-Pitt M. | \$548,550 | \$701,412 | 78 Fraser-Cascade | \$347,788 | |
| 43 Coquitlam | \$1,460,778 | \$1,076,932 | 79 Cowichan Valley | \$642,443 | \$288,878 |
| 44 North Vancouver | \$1,098,847 | \$20,712 | 81 Fort Nelson | \$131,286 | |
| 45 West Vancouver | \$251,839 | \$161,037 | 82 Coast Mountains | \$608,220 | \$144,511 |
| 46 Sunshine Coast | \$496,707 | | 83 N. Okanagan-Shuswap | \$317,649 | \$277,638 |
| 47 Powell River | \$200,243 | | 84 Vancouver Isl. West | \$128,503 | |
| 48 Sea to Sky | \$290,314 | | 85 Vancouver Isl. North | \$311,299 | |
| 49 Central Coast | \$239,290 | | 87 Stikine | \$554,062 | |
| 50 Haida Gwaii/Q. Chrlt. | \$107,951 | | 91 Nechako Lakes | \$497,539 | \$191,308 |
| 51 Boundary | \$139,123 | | 92 Nisga'a | \$133,868 | |
| 52 Prince Rupert | \$504,327 | | 93 Conseil scolaire franc. | \$129,674 | \$290,066 |
| Provincial Totals | | | | \$52,767,537 | \$11,219,501 |

Description

- The English Language Learning (ELL) program supports students with an immigrant or refugee background with English/French language development.
- School Districts (SDs) are eligible to receive \$1,495 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).

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 2019/20, there were 5,574 Indigenous students receiving ESD services, representing approximately 8% of the total ELL student population.
- ESD funding is used inconsistently across the province. Some SDs 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 were located at the Metro Vancouver/ Lower Mainland region of B.C. while most ESD students are located outside of the Metro Vancouver/ Lower Mainland region.

Statistics:

- In 2019/20, there were 69,780 ELL students in British Columbia, representing over 11% of the total student population.
- From 2013/14 to 2019/20, the number of ELL students increased by 8%.

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

Admissions of Permanent Residents 2017- 2019 (incl. resettled refugees)*

| Province | 2019 total | 2018 total | 2017 total |
|----------|------------|------------|------------|
| Ontario | 144,715 | 137,435 | 111,955 |
| BC | 46,765 | 44,870 | 38,445 |
| Quebec | 37,385 | 51,125 | 52,405 |
| Alberta | 41,095 | 42,025 | 42,095 |

*Source: Immigration, Refugees and Citizenship Canada

Key Outcomes:

- The 2018/19 ELL student completion rates (88%) are slightly higher than Provincial rates (85%).
- 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.
- \$1,495 per student/per year in SY 19/20 (\$1,420 in SY18/19) – for up to 5 years.
- Recommendation # 6 from the funding model Independent Review Panel recommended the creation of a single Inclusive Education Supplement that includes ELL funding.

**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.
- IRCC estimate for SWIS spending for 2018-19 is \$9.92M through 19 Contribution Agreements with programming in over 60 cities, towns and districts across B.C.

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Description:

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

Key Facts:

- Provincial Resource Programs have been formally operating since 1989.
- PRPs are established by Ministerial Order, funded by the Ministry and hosted by school districts.
- In 2019/20 six programs underwent a quality review:
 - Maples Programs: Regular School Program, Complex Special Needs School Program, and Assessment School & Summer Program
 - Special Education Technology-BC (SET-BC)
 - Surrey Hospitals Programs: Adolescent Day Treatment Program and Adolescent Psychiatric Unit
- Positive changes for all programs resulting from the quality reviews include:
 - improving program data collection to inform program oversight and continuous improvement,
 - supporting teachers to align practice with new curriculum and core competencies,
 - consolidating budget submissions for programs operating within the same facility,
 - supporting efficiency by defining the roles of each partner, Ministry, Host District, and Program,
 - supporting programs to develop collaborative processes to improve efficiency and effectiveness of service delivery.

Statistics:

- ~2,300 students receive services and supports from PRPs.
- ~ 6,000 classroom teachers receive supports from PRPs.
- There are 41 PRPs hosted by 16 school districts, these include:
 - 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 Educational Services

Funding:

2019/20
 \$27.83M (Base)
\$ 3.73M (Block – wage increases)
\$31.56M Total

- Base funding for PRPs remains static.
- Block funding increases annually based on school district negotiated local collective agreements.

Delivery Partners:

1. Ministry of Children and Family Development (MCFD)
2. Ministry of Health (BC Health Authorities)
3. Host School Districts

Agreements:

Inter-Ministerial Protocols (IMPs)

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

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 *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 are directed to EDUC:
 - Rec 3: MCFD work with the Ministries of Health and Education to develop an integrated service delivery model.
 - Rec 6: MCFD and the Ministry of Education develop practice guidelines and a joint protocol to address concerns of unexplained school absences and withdrawals.
 - Rec 7: EDUC 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: EDUC determine how many students with special needs designations are being homeschooled and determine whether they need additional supports.

Funding:

- School Districts and Independent School Authorities are eligible to receive supplemental, non-targeted, funding (\$19,400, SY 2018/19) per student designated with ASD.
- Additional funding provided to guardians of students with ASD by MCFD

Delivery Partners: School districts, MCFD, Health

Key Facts:

- The RCY is a non-partisan, independent officer of the Legislature. The RCY publishes reports on critical injuries and deaths of children who receive reviewable services from MCFD.
- EDUC works with the RCY to ensure the recommendations are implemented.
- The Inclusive Education Branch develops provincial policy and strategies to improve education outcomes for children and youth in government care.
- The Branch works in partnership with 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 has developed an action plan to address recommendations 7 and 8 addressed to the Ministry. RCY has accepted the Ministry's action plan.
- As a part of the annual progress report requested by RCY in January 2020, the Ministry also sent in action plans for the joint recommendations developed in collaboration with MCFD and Health.

Key Outcomes:

- Rec 3: A cross ministry reference committee supporting the development of the CYSN Service Framework has been established to support the coordination of services.
- Integrated service delivery models are being considered under *A Pathway to Hope*, the provincial mental health and substance use strategy released in June 2019.
- Rec 6: The ministries of Education and MCFD are developing guidelines and a protocol to address unexplained absences or withdrawals from school, particularly those that may impact a student's well-being and educational outcomes.
- Rec 7: The Ministry is working on information sharing agreements to enable school districts to identify when a school-age child is not registered in an educational program.
- Rec 8: The Ministry is conducting a review of school district supports provided to home schoolers and will develop guidelines and a provincial plan to improve consistency across the Province.

Statistics:

- Homeschooler Registrations
- 2019/20 – 2,455
(Public 548 students, Independent 1,907 students)

Services to Ministry:

- Health authorities provide autism assessments conducted by a specially trained pediatrician, psychologist, or psychiatrist.

Agreements:

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

Description:

- In October 2017, the 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 CYIC:
 - This represents approximately 1% of 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, approximately:
 - 50 % are designated in one of twelve Inclusive Education categories.
 - 64 % self-identify as Indigenous.
- Six-year completion rates:
 - Increased from 36.7% in 2012/13 to 45.9% in 2016/17 for all CYIC.
 - Increased from 28.6% in 2011/12 to 38.7% in 2016/17 for Indigenous CYIC.
 - Increased from 43.6% in 2011/12 to 53.6% in 2016/17 for Non-Indigenous CYIC.

Key Facts:

- British Columbia's Representative for Children and Youth (RCY) is a non-partisan, independent officer of the Legislature.
- The RCY issues reports and recommendations on education outcomes for children and youth in care.
- The Ministry of Education works with the RCY to ensure the recommendations are implemented.
- The 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 *Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines* and released the updated Guidelines 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 Indigenous students has been recommended to continue and 64% of CYIC self-identify as Indigenous.
 2. EDUC released the report *How are We Doing? Children and Youth in Government Care* in March 2019.
 3. The Ministry developed a position paper, *Meaningful Reconciliation* that outlines specific plans to support Indigenous 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 CYIC.
- EDUC and 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:

- MCFD
- AEST
- School Districts

Description:

- The Ministry focuses on ensuring equitable access to learning for *all* students including students with disabilities/diverse abilities.
- Students with disabilities/diverse abilities may be designated in one of 12 Inclusive Education categories, which recognise students' distinctive needs ranging from gifted to physically dependent.

Key Outcomes:

- Inclusive Education policy and procedures manual under development.
- Draft Parent Hand book is underway.
- All 60 School Districts have Restraint and Seclusion policies in place.
- New curriculum supports inclusion by providing flexibility, personalized learning and addressing the diverse needs and interests of students.

Funding: 2019/2020

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 Inclusive Education categories in 3 levels: 4 high incidence and 8 low incidence.
- 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 for high incidence categories is incorporated in the basic per pupil allocation for all students.
- In 2019/2020, there are 14 independent schools that are designated Special Education Schools who exclusively serve students with disabilities/diverse abilities and have an educator: student ratio of 1:6 or less.
- The Independent Review Panel recommended the creation of a single Inclusive Education Supplement incorporating several current types of funding. The Inclusive Education Working Group submitted a report to the Minister outlining potential implications of implementation of Recommendation 6.
 - Themes identified for consideration included: Accountability & Transparency, High Cost Component – Policy & Eligibility, Prevalence Component – Data & Modelling, Supports & Services, Transitions/Timing, Building Capacity, Audit & Compliance, and Ongoing Monitoring of the Implementation.
- Public and independent schools undergo inclusive education (special education) financial audits to ensure compliance with Special Education Policy and funding.

2019/2020 Statistics:

- In 2019/2020, **12%** of B.C.'s student population were designated in an Inclusive Education category
 - 68,236 students with disabilities/diverse abilities (special needs) in public schools in 2019/2020, up 5.1% from 2018/19
 - 8,996 students with disabilities/diverse abilities (special needs) in independent schools in 2019/2020, up 9.1% from 2018/2019.
 - 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) **15,030** students (Public and Independent) in 2019/20, up from 13,099 students in 2018/2019 (14.7%).
 - Mild Intellectual Disability (K) **2,582** students (Public and Independent) in 2019/2020, up from 2,410 students in 2018/2019 (7.1%).
 - Moderate Behaviour Support/ Mental Illness (R) **7,187** students (Public and Independent) in 2019/2020, up from 6,773 students in 2018/2019 (6.1%).
- The 2018/2019 Six Year Completion rates for students with disabilities/diverse abilities (special needs) is 72% (71% Public, 78% Independent).

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**STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES - PUBLIC AND INDEPENDENT
INCLUSIVE EDUCATION CATEGORIES Changes Year over Year 2014/15 to 2019/2020**

updated February 7, 2020

Public Schools - Special Needs -Year Over Year

| 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% |
| 2019/2020 | 575,986 | 585 | 24,263 | 8,718 | 34,670 | 68,236 | 5% | 11.85% |

Independent Schools - Special Needs -Year Over Year

| 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 | 649 | 3,263 | 8,243 | 6% | 9.15% |
| 2019/2020 | 87,222 | 95 | 4,688 | 711 | 3,502 | 8,996 | 9% | 10.31% |

Provincial - Public and Independent Schools- Special Needs -Year Over Year

| 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% |
| 2019/2020 | 663,208 | 680 | 28,951 | 8,718 | 34,670 | 77,232 | 6% | 11.65% |

Indigenous Education

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Description:

- On November 26, 2019, government passed legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples.
- Bill 41, the *B.C. Declaration on the Rights of Indigenous Peoples Act*, aims to create a path forward respecting the human rights of Indigenous peoples while introducing better transparency and predictability in the work Indigenous people and government do together.
- The legislation requires:
 - Alignment of B.C.'s laws with the UN Declaration, and
 - An action plan that includes consistent public reporting.
- The Ministry of Indigenous Relations and Reconciliation is leading government's implementation of the Declaration Act.

Statistics:

- The UN Declaration has been adopted by 148 countries, including Canada.
- British Columbia is the first jurisdiction in Canada to put the UN Declaration into action through legislation. The Province worked with the First Nations Leadership Council to develop the Declaration Act.

Delivery Partners:

- First Nations Education Steering Committee (FNESC)
- Métis Nation British Columbia (MNBC)
- Ministry of Indigenous Relations and Reconciliation (MIRR)
- Ministry of Attorney General (AG)

Key Facts:

- In 2007, the United Nations General Assembly adopted the UN Declaration. It includes 46 articles covering all rights of Indigenous peoples such as culture, identity, religion, language, health, education and community.
- The UN Declaration emphasizes the Indigenous rights to live in dignity, to maintain and strengthen Indigenous institutions, cultures, traditions, and self- determined development.
- The UN Declaration does not create new rights. It upholds the same fundamental freedoms recognized in the UN Charter, the Universal Declaration of Human Rights and international human rights law.
- The Truth and Reconciliation Commission called on all governments in Canada to fully adopt and implement the UN Declaration as a framework for reconciliation.

Ministry Response:

- This new law is an important step towards true and lasting reconciliation, which will uphold Indigenous rights and create stronger communities and families.
- Bringing provincial laws into alignment with the UN Declaration won't happen overnight, but we're committed to a concrete plan developed with Indigenous peoples and regular reporting on progress.
- We are leading the way as the only jurisdiction in Canada with a tripartite agreement that ensures an equitable education for First Nations students, no matter where they live. This agreement brings with it \$100 million in federal funding over five years.
- Education is a critical part of reconciliation, B.C.'s new curriculum provides further opportunities to incorporate Indigenous connections across grades and subjects, ensuring it reflects the rich history of Indigenous people in B.C.
- BC recognizes First Nation's right to self-government and self-determination regarding the education of First Nations children in Schools on First Nations lands. We are working with FNESC to advance First Nations Jurisdiction over education for 13 participating First Nations and BC has dedicated an internal team to negotiate until completion.

Agreements:

- Education Jurisdiction Framework Agreement (EJFA)
- BC Tripartite Education Agreement (BCTEA)
- Métis Nation Relationship Accord 2.0

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 to support transportation for First Nation students living on reserve to B.C. public schools;
 2. \$3M in Provincial funding (2019/20) to support capacity building with school districts and First Nations to sign local education agreements; and
 3. Dispatching First Nations Education Outcome Improvement Teams to support districts with historical equity gaps in First Nations student outcomes.

Delivery Partners:

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

Services to Ministry:

- Canada will provide transportation funding for First Nations students living on-reserve who attend B.C. public schools (\$3.8M in 2019/20).
- Canada will also reimburse the Province, in the absence of an LEA, for services provided by public schools to 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 by 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 in First Nations schools (5 Adult grads in 2018/19).
- Administration of First Nations Student Transportation Fund to support students living on-reserve to attend BC public schools (6,796 learners supported by \$5.2M in 2019/20).
- 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 5,000 school-age Status First Nation students living on reserves in B.C. attending band-operated First Nations schools.
- Almost 8,000 Status First Nation students attended BC public schools in 2018/19 making up a portion of the 12% of the self-identified Indigenous students in that system.
- 2,727 Status First Nation students attended BC Independent schools in 2018/19.

Completion Rates:

B.C.'s six-year completion rate for public schools in 2018/19 is as follows:

- 87.0% for all non-Indigenous students;
- 69.5% for all Indigenous students; and,
- 58.1% for First Nations students living on reserve.

Funding:

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

Agreements:

- United Nations Declaration on the Rights of Indigenous Peoples and Act;
- Draft Principles Guiding Crown Indigenous Relations; and
- Education Jurisdiction Framework

Description:

- In May 2018, B.C. 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.
- The Draft Principles were crafted to guide the work of the BC public service to create a new foundation for its relationship with Indigenous peoples as called for by the Truth and Reconciliation Commission.
- The Principles function as a framework for provincial consultative engagement and cooperation with Indigenous peoples, communities, First Nations leadership and governments and reflect the inherent rights of Indigenous peoples described in the Declaration of the Rights of Indigenous Peoples and its provincial legislation.

Key Outcomes:

- The Ministry completed a Draft Principles implementation plan in 2018/19; 2019 results include:
 - Staff Training and Cultural Safety – creation of land acknowledgment posters for all Minister boardrooms; linking of key resources to Ministry onboarding packages and Ministry intranet site; development of training sessions including how to incorporate Truth and Reconciliation into MyPerformance Goals, Promotion of Indigenous events, and a learning circle focus on Indigenous relations behavior competencies.
 - Policy/Legislative Review – implementation of the BC Tripartite Education Agreement; establishment of 9th Professional Standard for BC Educators that captures a truthful commitment to reconciliation; amendment of the School Calendar to designate specific instructional days from 2019/20 to 2022/23 for enhancing Indigenous student achievement and incorporation of Indigenous perspectives, history and culture in the classroom.
 - Partnership/Engagement – extensive engagement with FNESC and partners to ensure B.C.'s new funding model for education will promote equity and accountability across the system and collaboration with the education sector on policy to support the success of Indigenous students.
 - In school year 2019/20, the total number of school districts participating in the Equity in Action project increased to 31 which now encompasses 67% of the Indigenous student population.
- In September 2018 for school year 2019/20, the Ministry of Education invested \$65,000 in new teacher education seats at Vancouver Island University's Indigenous Teacher Education program.
- The Ministry is supporting the right to self-government in education by supporting jurisdiction negotiations with those First Nations interested in sectoral self-government education agreements.

Description:

- Equity in Action is a response to the “racism of low expectations” outlined in the Auditor General’s report on Indigenous Education (2015).
- Equity in Action is an anti-racism strategy that uses data to identify and address obstacles to educational success for Indigenous learners.
- Participating school districts assemble an Equity Scanning team to conduct a review of policy and governance, student experiences at the school and classroom level, educator practice and effective use of data.
- Districts then build Equity Action Plans, including strategic goals and targets to address equity gaps and challenges experienced by Indigenous learners.

Statistics:

- Over 45,000 Indigenous students are represented in participating Equity in Action districts, or 67% of the Indigenous student population in BC schools.
- Equity Districts’ six-year completion rates for Indigenous students are rising incrementally, from 62.8% in 2014/15 to 69.5% in 2018/19.
- The 2018/19 six-year completion rate has remained at or above 2014/15 levels for 27 of the 31 Equity Districts.
- None of the original 6 pilot equity districts’ six-year completion rates have gone below 2014/2015 levels since the project start date.

Agreements:

- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Truth and Reconciliation Commission Calls to Action (TRC)
- British Columbia Tripartite Education Agreement (BCTEA)

Key Facts:

- In 2017/18, the Ministry co-developed the project with FNESC and education partners and conducted a pilot process with 6 school districts.
- In 2018/2019, 15 additional school districts engaged in the project and 10 more joined in 2019/2020.
- There are currently 31 school districts in the Equity in Action Project with at least 10 more interested in joining the project for the 2020/21 school year.

Key Outcomes:

- The Ministry provides districts a unique dashboard specific to Indigenous students; providing real-time data at the district, school and student level to inform educator practice and systemic interventions.
- Participating school districts are utilizing this project as the Indigenous accountability framework to address equity gaps and to increase outcomes for all Indigenous learners, in addition to Enhancement Agreements.
- School districts are building capacity, using data, and engaging professional learning on equity, race, bias, privilege, and responding to the lived experience of racism felt by Indigenous learners.
- Participating school districts are required to submit an Equity Action Plan Report on an annual basis.
- In two years of the project, 21 Equity Action Plans have been developed by districts to accelerate Indigenous student achievement and decolonize the education system for Indigenous learners.

Funding:

- 2019/2020: \$276,400
- \$100,000 of these funds were provided directly to 31 school districts to:
 - 1) support project processes and deliverables.
 - 2) provide enhanced Indigenous community engagement funds.
 - 3) facilitate travel to remote Indigenous communities.

Description:

- The National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) was launched in Dec 2015 and the Commission's Final Report was released in June 2019.
- The Inquiry reported on:
 - Systemic causes of violence against Indigenous women and girls in Canada, including social, economic, cultural, institutional and historic causes; and,
 - Institutional policies and practices implemented in response to violence experienced by Indigenous women and girls in Canada, including the identification and examination of practices that have been effective in reducing violence and increasing safety.

Delivery Partners:

- Ministry of Public Safety and Solicitor General (PSSG)
- Ministry of Advanced Education and Skills Training (AEST)
- Ministry of Health (MoH)

Statistics:

- The RCMP found that in the previous two decades, 1,017 Indigenous women had been murdered and 164 had disappeared.
- The Native Women's Association of Canada estimate the number to be much higher.

Key Facts:

- The Report delivers 231 "Calls for Justice" to all governments, including calls to implement the United Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission of Canada Calls to Action (TRC).
- The report also includes distinctions-based Calls for Justice focused on First Nations, Métis, Inuit, and 2SLGBTQQ1A peoples.
- The Ministry of Public Safety and Solicitor General is the provincial lead on the development of a National Action Plan in response to the Report.
- The Ministry of Education has been identified as lead on several Calls for Justice.

Status of Calls to Justice for Education:

- Education and Curriculum: Creating an Indigenous Learning Strategy with 5 new resources over 2019/20 to support Indigenous knowledge and perspectives in the Curriculum.
- Education for Indigenous Children on Grooming: Released *Supporting Student Health* guides for K-12 teachers and published sexual health education resources in 2019.
- Education Programs Related to Consent: Developed *Respectful Futures Learning* resource to support youth in healthy relationships; cross-sector collaboration on a sexual health education framework, that includes teaching about consent.
- Fund and Establish Métis-Led Education Programs: The new provincial Social Studies curriculum includes references to Métis people throughout K-12 courses and Métis Nation BC is on the advisory group for the Indigenous Learning Strategy and is contributing to the development of teacher resources.
- Fund and Support Cultural Programming to Revitalize Métis Culture: The K-12 Social Studies curriculum, professional development resources, an Indigenous Education Resource Inventory, and Core Competency illustrations are supportive of Métis culture.
- Ensure that Students are Educated about Gender and Sexual Identity in Schools (2SLGBTQQ1A): Development of Sexual Identity and Gender Identification (SOGI) resources to support inclusive approaches for educators and parents and prioritizing Indigenous SOGI supports.

Agreements:

- United Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Truth and Reconciliation Commission of Canada Calls to Action (TRC)

Description:

- Canada has constitutional jurisdiction to make laws in relation to First Nation peoples on Federal lands. BC has constitutional jurisdiction over education in the Province.
- In 2006/07, Canada and BC both passed enabling legislation to provide interested First Nations jurisdiction over education on First Nations lands.
- Jurisdiction would establish a First Nations Education Authority and allow interested First Nations Governments to draw down full law-making authority for education.
- First Nations with jurisdiction will be able to establish their own school system, certify teachers and schools and develop their own curriculum and exams.
- The original jurisdiction agreements were negotiated in 2006 and are in the process of being renegotiated and updated in alignment with Bill 41, the Declaration Act.
- The Ministry is committed to support First Nations control over education on their own lands.

Key Facts:

- Implementing education jurisdiction is an important step towards addressing historical gaps in education and will allow First Nations to establish a community-tailored education system.
- Both Canada and BC have been re-negotiating bilateral framework agreements with FNESC (on behalf of negotiating First Nations) since 2018.
- In December of 2019, Canada stated they would need another year to finalize negotiations.
- BC has engaged in on-going participation in education jurisdiction discussions and is currently revising the Education Jurisdiction Framework Agreement. The main outstanding issue in the BC bilateral agreement is the process for teacher certification.
- In the interests of jurisdiction and in support of TEFA and BCTEA, since 2016, the Ministry has issued Dogwood and Adult Dogwood graduation certificates to student graduates of First Nation schools who are certified members of the First Nations Schools Association.

Key Outcomes:

- In June 2019, the Ministry hired Murray Rankin as Chief Negotiator and formed a negotiation team including members from the Ministry of Attorney General.
- Since the initial 2006 agreement, the province has already implemented two significant initiatives: reciprocal tuition and English First Peoples 12.
- Under reciprocal tuition, the Province compensates First Nations for providing an education to students who reside off reserve, but who attend First Nation schools on reserve.
- The province developed English First Peoples 12 and also continues to update and modernize the curriculum to recognize the history of colonization, languages and cultures of First Peoples in BC.

Statistics:

- There are 13 confirmed Negotiating First Nations representing 18 First Nations schools, and approximately 1,900 students.
- Another 55 First Nations have expressed an interest and are following negotiations.
- Since 2015/16, 23 First Nation students from First Nations schools have been issued the Dogwood by the Ministry of Education, and 5 have received the Adult Dogwood.

Funding:

- In 2019/20, the Ministry budgeted \$50,000 for Chief Negotiator costs. To date, \$45,000 has been spent.

Delivery Partners

1. Crown-Indigenous Relations and Northern Affairs Canada
2. FNESC in own right and as negotiator for Negotiating First Nations.

Agreements & Legislation:

- Education Jurisdiction Framework Agreement, 2006.
- First Nations Jurisdiction over Education in BC Act (SC 2006, Canada)
- First Nations Education Act (SBC 2007, BC)

Description:

- The Ministry is committed to improving results for Indigenous students and increasing the presence of Indigenous languages, culture, and history for all students.
- Efforts align with commitments to Bill 41 – the *Declaration on the Rights of Indigenous Peoples Act*, 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 Peoples.

Key Outcomes:

- Indigenous perspectives are a focus within the revised curriculum including the history of residential schools.
- Provided First Nation schools with access to B.C. assessments and the Dogwood and Adult Dogwood certificates.
- Developed an equity scanning tool to support inclusive learning environments and address systemic barriers.
- Completed an environmental scan of Indigenous languages in B.C. public schools with FNEC to understand the localized challenges and opportunities to implementing Indigenous languages programs.
- Currently developing an Indigenous languages policy and curriculum framework to increase Indigenous language learning in public schools.

Delivery Partners:

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

Key Facts:

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

Statistics (all 2019/20 unless otherwise stated):

- 73,256 Indigenous students in B.C. public and independent schools.
- 67,668 or 11.7% of public-school students self-identified as Indigenous.
- For public schools, that percentage has been stable at approximately 12% since 2006/07.
- Of the 67,668 students, approximately 8,207 were First Nations students living on reserve.
- 14,765 (21.8%) of Indigenous students attending public schools have diverse learning needs; this includes all special needs categories except the Gifted category. In contrast, the number for non-Indigenous students is 48,298 (9.5%).
- 4,374 (6.5%) Indigenous students attending public schools have behaviour disabilities. In contrast, the number for non-Indigenous students is 11,239 (2.2%).
- 3,937 (5.8%) Indigenous students attending public schools have learning disabilities. In contrast, the number for non-Indigenous students is 16,207 (3.2%).
- 4,026 (6.1%) Indigenous students attending public schools are CYIC care (2016/17). In contrast, the number for non-Indigenous students is 2,298 (0.5%).

Completion Rate (2018/19):

- 69.5% Indigenous completion rate in public schools, 27.0% increase compared to 2001/02.
- 87.0% non-Indigenous completion rate in public schools, 7.3% increase compared to 2001/02.

Funding (2019/20):

- \$90M estimated in supplemental funding at \$1,450 per student who self-identifies as Indigenous and is participating in Indigenous education programs/services in a public school.
- \$218K forecasted for the Equity in Action project.
- Investments in Indigenous language learning in Spring 2019 totalled \$30K for the completion of the environment scan contracted through FNEC.
- \$50K forecasted for education jurisdiction negotiator.

Agreements: Through the British Columbia Tripartite Education Agreement (BCTEA), BC, Canada, and First Nations collaborate to better serve First Nation students 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.
- B.C. 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.
- Currently, Boards of Education decide which languages will be offered in their school district.

Statistics:

- Canada is home to approximately 60 Indigenous languages spanning 10 separate and distinct language families.
- BC is home to approximately 34 of those Indigenous languages, spanning 7 of the 10 language families in Canada.
- 60% of Canada's First Nations languages are in British Columbia.
- In 2018/19, approximately 12,000 students in grades 8-12 were enrolled in Indigenous language and culture learning through targeted funds in public schools and 198 Indigenous students in grades 10–12 were enrolled in secondary Indigenous language elective courses.
- There are 18 provincially approved Indigenous language curriculum documents.

Agreements:

- The BC Tripartite Education Agreement (BCTEA) commits B.C. to work with FNEC on implementing an Indigenous languages policy in the provincial school system.

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. In June 2019, AEST announced a \$2.7 million investment in Indigenous teacher education training.
- The Ministry has an obligation to support government's full implementation of Bill 41, the *Declaration on the Rights of Indigenous Peoples Act*, particularly the articles that pertain to Indigenous languages and education.

Key Outcomes:

- Engaged with the First Nations Education Steering Committee (FNEC) to complete a capacity and needs assessment with school districts that identified localized challenges and opportunities to implementing Indigenous languages programs in public schools. These findings are guiding the development of the K–12 provincial Indigenous languages education policy.
- A Ministry and FNEC working group is collaborating to develop a work plan for policy and Indigenous languages framework deliverables.

Funding:

- In 2019/20, there is \$30K forecasted for Indigenous Languages.
- BC invested \$50M in budget 2018 in First Nations languages through the First Peoples Cultural Council, which is committed to working with partners to ensure the community initiatives they fund complement work in education.
- In addition to core funding, the 2019/20 Indigenous education targeted funding, approximately \$90M, can be used to support culture and language learning.
- 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.

Delivery Partners:

- FNEC, First Nations Schools Association, First People's Cultural Council, 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 actions to close the achievement gap between Indigenous and non-Indigenous students.
- The report had 12 recommendations for the Ministry, including providing the system with province-wide leadership, using data analysis systematically, reporting on what is effective, and ensuring culturally relevant learning through professional development.
- The Ministry accepted all recommendations.
- In June 2019, the OAG released a progress audit on the 2015 report. The progress audit found the Ministry had fully implemented 4 recommendations; was on track to fully implement 5 recommendations; and had work to do on 3 recommendations.
- On September 12, 2019, the Ministry presented its responses to the June 2019 Progress Audit to the Select Standing Committee on Public Accounts.

Statistics:

- The public school six-year completion rate for all Indigenous students was 69.5% in 2018/19, a 0.1% decrease from 2017/18.
- The public school six-year completion rate for Status First Nation students living on reserve was 58.1% in 2018/19, a 4.5% decrease from 2017/18.
- By comparison, the completion rate for non-Indigenous students was 87.0% in 2018/19.

Key Facts:

- The 12 recommendations included (A) a high-level provincial strategy, (B) an accountability framework focussed on Indigenous student success, (C) using data more effectively to track outcomes, (D) evaluation of strategies, and (E) support for school districts.
- The Ministry took actions on all of the recommendations (e.g. strategic policy paper, supporting boards with data and training, improving analytics, reducing Evergreen misuse, implementing the new curriculum with Indigenous worldviews and perspectives, signing a new BC Tripartite Education Agreement and refreshing the Framework for Enhancing Student Learning).

Key Outcomes (2019/20):

- Expanded the Equity in Action project to 31 school districts (comprising 67% of the Indigenous student population) to remove systemic barriers impacting Indigenous student achievement.
- Created First Nations Education Outcome Improvement Teams to help school districts improve the success of First Nations students. One district selected in 2019/20 and two more underway.
- Hosted annual provincial gathering in 2019 and will host another in Spring 2020 for school districts to share promising practices and to learn about BCTEA.
- Engaged in an extensive review of the funding model, including targeted funding, including in depth analysis of recommendations for change.
- Implemented an annual non-instructional day specifically focussed on Indigenous student outcomes.

Previous Progress :

- Implemented a 9th Professional Standard for teachers which embraces reconciliation.
- Changed the student credential order to limit the use of Evergreen certificates to students with designated special needs and individual education plans.
- Required an annual non-instructional day for teachers focused on Indigenous education.
- Released the Aboriginal Worldviews and Perspectives in the Classroom resource guide and held provincial meetings with school district educators.

Delivery Partners:

1. School Districts
2. FNEC / FNSA
3. Metis Nation BC

Reporting:

- Progress reports are on-going until all recommendations are fully implemented.
- The first report was made to the Select Standing Committee on Public Accounts in Feb 2016.
- The second was a written update (Oct/2017); a third report was made to the Committee on September 12, 2019.
- The Ministry has been asked for the yearly update to the Action Plan by Feb 26, 2020.

Description:

- In 2015, the Truth and Reconciliation Commission of Canada (TRC) released 94 Calls to Action. #62 and #64 relate 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 K-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 First Nations 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 Indigenous content in curriculum.
- Call to Action #64: All levels of government that provide public funds to denominational schools require such schools to provide an education on comparative religious studies, which must include a segment on Indigenous spiritual beliefs and practices developed with Indigenous Elders.

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.
- In addition to the education specific actions, 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 created the Indigenous Cultural Safety Training (ICST) Program available to all B.C. public servants.
- The Ministry has also retained a secondee who provides leadership and building capacity within the Ministry and school districts on Call to Action #57.

Status of Call to Action #62:

Curriculum: In collaboration with Indigenous peoples, curriculum was revised and implemented in the 2019/20 school year. A dedicated non-instructional day has been established for improving Indigenous student outcomes and implementing Indigenous worldviews and perspectives.

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

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

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

- B.C. pays reciprocal tuition to First Nation schools whenever they serve students otherwise eligible for a BC public school education.
- B.C., Canada, and FNEC are implementing BCTEA, which provides First Nations schools with equitable funding.
- 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.
- B.C. is implementing the Equity in Action project to improve Indigenous student outcomes and address racism experienced by Indigenous students.

Senior-level positions dedicated to Indigenous content in curriculum: The Assistant Deputy Ministers of the Learning Division and the Education Programs Division share the responsibility of ensuring that Indigenous content is supported across the curriculum.

Status of Call to Action #64:

Denominational Schools - curriculum: All faith-based schools in B.C. follow the B.C. curriculum, which includes specific aspects and references to Indigenous 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:

- Budget 2019 indicates that there will be \$14M/year, for public libraries over the next 3 years.
- \$14M will be allocated in March 2020.
- The ministry's Service Plan shows a one-time reduction in 2020/21, as a result of re-profiling the timing of funding for public libraries.
- The Ministry of Education distributes funding to public libraries through eight grants:
 - Four grants directly to Public Libraries include the *Per Capita Operating*, *Resource Sharing*, *BC OneCard*, and *Literacy/Equity* grants.
 - Four grants to partner associations and library federations for Operations, Technology and Alternate Formats in support of provincial services/programs and system-wide support.
- Provincial funding to public libraries has been \$14M annually since 2010, where previously it was \$17.8M/year.

Key Outcomes:

- 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 used population values from 2016 Census in calculation of the per capita Grant.
- 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 the 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.

Statistics:*Decoda Community Literacy Program (2018/2019)*

- 100 LOC Coordinators
- 400 Communities impacted by services
- 349 New community literacy initiatives
- 189,349 Total participants across all programs

Raise a Reader Campaign (2018/2019)

- 53,898 + Total participants across 2,974 programs.

Key Outcomes:

- Responsive local approaches to literacy development as each community's needs influence the programs available.
- Strong community networks and partnerships to enhance literacy programs.
- Growth of professional development opportunities for community-based literacy practitioners.
- Increased awareness for the need of essential and literacy skills at the community level.
- With other funding Decoda initiated a three-year pilot project (Fostering Literacy) (2016-2019) that offers literacy supports for children who are not reading at grade level, with preference given to children in care. Of the 137 students whose reading assessment results were reported through the Decoda Reading Level Coding Chart, 87% gained at least one reading level.

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 to develop coordinated literacy programs based on community needs, including community facilitation and professional development.
- Decoda provides staff and overhead to support and coordinate the LOC network and reporting.

Annual Funding in 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:

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

Key Facts:

- We are currently reviewing our strategic priorities for public library services.
- Government is committed to working with library partners, community agencies and other stakeholders to ensure a stable and reliable public system that is future-focused.
- Revisions to the plan are 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.

Public Library Funding:

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

*Note: Public Libraries finances run on a calendar year.
Funding will be allocated again in March 2020.*

2019 Accomplishments:

- Refreshing of the strategic plan through feedback from Public Library Partners Advisory Group.
- Updates to Library Trustee Orientation and governance resources in partnership with BC Library Trustees Association.
- A new program supporting new library directors' professional development and leadership excellence: 11 participants and 5 mentors.
- Increased access to library eBook and audiobooks in French for smaller communities.
- Facilitated 14 citizen engagement promotions through public libraries.
- Increased accessible materials produced through National Network of Equitable Library Services (NNELS).

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:

- B.C. 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:
 - Resource Sharing (interlibrary loans)
 - BC OneCard
 - BC Summer Reading Club (BC SRC)
 - National Network of Equitable Library Service (NNELS)
 - Professional learning opportunities for library staff and trustees
 - Coordinated licensing of electronic resources
 - 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*: (3.46M items in 2018)
 - Library members can borrow materials while away from home and return materials to their local library.
- *BC Summer Reading Club Program*: (91,000+ children registered in 2019)
 - 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 (2020) theme was "**Explore Our Universe.**" Libraries develop their own community-specific programming.
- *National Network of Equitable Library Service (NNELS)*: (37,000+ accessible titles in 2019)
 - 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*: (112 Program Participants in 2018-2019)
 - 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 2019/2020 Year:

- Resource Sharing Grants (Interlibrary Loan) - \$ \$456,764 (2019 Funding)
- BC OneCard Grants - \$822,886 (2019 Funding)
- Summer Reading Club Projects - \$65,000 2019/2020 Funding
- NNELS Shared Services and Alternative Formats - \$125,000 (2019/2020 Funding)

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 Associations
 - Integrated Library Systems
 - Library Federations
- 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:

- Most 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*. Strategic priorities are under review.
- 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.
 - Apportioning 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
- 3,920+ Library employees
- 2,459+ Library volunteers
- Public library service is available to 99% of B.C.'s population.
- In 2018, 43% of B.C.'s population were active library cardholders.
- Libraries registered 272,390 new library cardholders in 2018.

Key Outcomes:

- Equitable access to library services for all British Columbians, including efforts to extend library programs and services throughout the province.
- Effective board governance, meaning that 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 | \$14 M |

(allocated in March 2019)

Key Stakeholders and Delivery Partners:

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

Student Safety

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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 2019, there were 343 *erase* case consults with schools involving threats to school, self or others.
- This is up from 289 case consults in 2018 (15% increase).
- Since 2012, over 21,000 educators and 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 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.
- In 2018, 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:

- \$943K for 2019/20
 - \$1.12M in 2018/19
 - \$1.05M in 2017/18
- Includes Emergency Response and erase student safety components. For 2019/20, includes \$50,000 grant to SD91 - Nechako Lakes for development of K-12 trauma recovery resources related to natural disasters.

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.
- 19 priority communities are receiving intensive supports including training for school district staff and community partners, parent and student education sessions, and grants to support at-risk youth.
- Additional components include monthly worrisome online behaviour reports for all 60 school districts, and development of online resources for teachers, school district staff, parents and students.

Key Facts:

- The 19 priority communities include: Abbotsford, Burnaby, Campbell River, Chilliwack, Courtenay, Delta, Hope, Kamloops, Kelowna, Langley, Nanaimo, Prince George, Surrey, Vancouver, Victoria and Williams Lake – plus three new rural/remote communities: Kitimat, Hazelton, Prince Rupert.
- Communities were selected in consultation with law enforcement and school safety experts.
- Multi-day gang and gun violence prevention sessions focused on training, assessment and planning. The sessions are led by Safer Schools Together, the Ministry's service delivery partner for the *erase* strategy.
- Priority communities are being supported to strengthen local partnerships and create after-school programs and curriculum focused on mentorship, career development and relationship-building for at-risk youth.
- In addition to \$1.75M in funding from the Province for 2019/20, the Ministry of Public Safety and Solicitor General allocated \$580K in federal funding to BC School Superintendents Association for:
 - Expansion of intensive gang and gun violence prevention supports to the three rural/remote communities (Kitimat, Hazelton, Prince Rupert).
 - Development of a provincial gang and gun violence prevention strategy for Indigenous youth – led by First Nations Education Steering Committee.
- There is a correlation between gang presence and the availability of both guns and drugs in schools.

Delivery Partners:

1. Ministry of Public Safety and Solicitor General
2. BC Schools Superintendents Association
3. Safer Schools Together
4. First Nations Education Steering Committee

Agreements:

- 2019/20 - Transfer Under Agreement with B.C. School Superintendents Association of \$1.217M
- 2019/20 – General Services Agreement with TC Safer Schools Together Inc. for \$180K

Key Outcomes:

- Thirty-one gang and gun violence prevention training/education sessions delivered throughout B.C. to over 1,500 school district staff and community partners, 6,900 students and 400 parents.
- 19 priority communities receive intensive gang prevention training and supports to help with early identification of youth on the pathway to violence.
- New provincial school-police guidelines to strengthen partnerships and information sharing.
- 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/student knowledge related to gangs, illicit drug use, and available supports.
- Improved student attendance and school connectedness for at-risk students.

Funding:

- 2019/20 - \$1.75M in funding from Ministry of Public Safety and Solicitor General
- 2018/19 - \$1.12 million in one-time funding from Ministry of Public Safety and Solicitor General

Statistics (Ministry of Public Safety and Solicitor General):

- 37% of B.C. homicides were suspected to be linked to organized crime/street gangs (2018).
- B.C. has the second-highest number of gang-related homicides in the country.
- Over 82% of gang-related homicides in Canada were committed with a firearm (2018).
- 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 B.C.

Description:

- In 2019, the Ministry of Mental Health & Addictions released *A Pathway to Hope* – a 10-year vision and roadmap for mental health and addictions in BC.
- Education leads a variety of initiatives to support mental health and substance use (MH/SU) prevention in alignment with the *Pathway to Hope*:
 - Mental health and substance use curriculum and resources for educators and schools;
 - Early Action Initiatives including capacity building grants, evaluation and systems leadership;
 - Supplemental funding for students with serious mental illness;
 - The Provincial Resource Program, an education program for children and youth who are attending a provincial facility for MH/SU and who cannot be in their home school setting (approx.1,900 students are enrolled annually in programs specific to mental health) and
 - CommunityLINK and Vulnerable Student Supplement for services focused on priority learners.
- School supports include counselling, prevention and intervention programs, and school-based health centres.

Key Facts:

- Students who feel their teachers care about them are more likely to report good or excellent mental health (McCreary Centre Society, 2019).
- Mental well-being is a key area of the Physical and Health Education (PHE) curriculum; concepts related to substance use are found in K–10
- The Ministry has developed trauma-informed practice training resources for educators
- The Ministry has collaborated with MMHA, HLTH, and MCFD to develop *A Pathway to Hope* – which includes a provincial Mental Health in Schools Strategy and the establishment of integrated service delivery teams in five school districts over two years starting with Maple Ridge and Comox

Key Outcomes:

- Improved mental wellness and connectedness among children and youth
- Improved school leader capacity to support positive mental health for students
- Data driven decisions to ensure effective activities and use of resources
- Enhanced positive mental health environments in schools

Statistics:

- Between 2013 and 2018, the number of students reporting a mental health condition has risen from 15% to 23% (females), 5% to 8% (males). The rate was 43% among non-binary youth (McCreary Adolescent Survey, 2019)
- 2018/19, 15,834 (2.4%) students were designated in two behaviour/mental illness categories – a 19% increase since 2014/15:
 - 9,061 students designated Intensive Behaviour Interventions/Serious Mental Illness
 - 6,773 students designated Moderate Behaviour Support/Mental Illness
- This school year(2019/20): 2,120 special education teachers and 150 school psychologists (no changes compared to last year), 725 teacher counsellors (6.6% increase over last year). These are FTE counts for certified teachers only; there may be individuals other than teachers in these roles as well.
- 17 of the 41 Provincial Resource Programs (PRPs) provide direct support to students with mental health and addictions needs.
- In 2018/19 - 64% (\$33.9M) of CommunityLINK funding was expended on staffing (such as youth workers and counsellors) to support the social emotional well-being of students.

Funding:

- \$150.2M on mental health supports (2018/19):
 - \$4.0M Provincial Resource Programs
 - \$82.2M for students designated Intensive Behaviour Interventions/Serious Mental Illness
 - \$52.8M CommunityLINK
 - \$11.2M Vulnerable Student Supplement
- \$2.74M Early Action Initiative (Additional Federal Funding 2019/20)
 - \$2M Mental Health school district & FISA BC
 - \$740,000 Systems Leadership, *erase* strategy and evaluation

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.

Statistics:

- 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”(2018/19 Student Learning Survey).
- Fourteen percent of B.C. students had been cyberbullied (including 23% of non-binary youth) in 2018 (Adolescent Health Survey, 2018).
- Over 1,900 incidents reported via online reporting tool since 2012.
- Top three issues reported via the online reporting tool in 2019/20 school year:
 - Bullying (including Cyberbullying) – 30%
 - Concerns about adults – 9%
 - Substance Use – 8%
- *erase* case consults with schools and school districts (areas include threat to school, self or others):

| 2019: | 2018: | 2017: | 2016: | 2015: |
|-------|-------|-------|-------|-------|
| 343 | 289 | 205 | 80 | 40 |

Agreements:

- General Service Agreement with TC Safer Schools Together Inc.

Key Facts:

- *erase* student safety 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.
- 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.

Key Outcomes:

- Over 21,000 educators/partners have participated in *erase* training to date. New provincial school-police guidelines to support coordinated responses to school safety incidents. New online videos for parents to support safe and responsible use of technology among youth.
- Two hundred and nineteen online safety education sessions delivered to over 26,000 students in 2018/19.
- Eighty social media education sessions delivered to over 3,500 parents in 2017/18.
- *erase* website provides online resources for educators, parents and students, including an anonymous online reporting tool.
- Dedicated Safe School Coordinators and codes of conduct/anti-bullying policies in all 60 school districts and independent schools.
- Provincial threat assessment guidelines and school-community protocols.
- Received the 2016 Premier’s Innovation and Excellence Award.

Work in Progress:

- 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.)

Funding:

- \$943K budget for 2019/20
- \$1.12M for 2018/19
- \$6.12M from 2012 to 2018 (approx. \$1M per year)

Description:

- While B.C. continues to respond to the opioid overdose crisis as a public health emergency, the Province is committed to transforming the system of care for mental health and addictions through a coordinated government-wide approach.
- In 2019, the Ministry of Mental Health & Addictions released *A Pathway to Hope*—a 10-yr vision/roadmap for mental health and addictions in B.C., which recognized mental health and substance use as tied to the general social, economic and physical well-being of all citizens.
- The BC Public Health Officer (PHO) identified a focus on education and prevention for youth aged 10-18 as integral.
- The Ministry is supporting schools and districts in awareness and prevention efforts related to opioid overdoses and substance use and has collaborated on and promoted a variety of initiatives aligned with the Physical and Health Education (PHE) curriculum for K-12.
- In addition, the *erase* strategy was expanded during the 2018/19 school year the focus on substance use. The website now includes information and resources on substance use and overdose.
- The decision to have naloxone, the anti-overdose medication, available in schools is made at a school/school district level. However, schools are not currently designated by the PHO as high-risk environments.
- All tobacco and vapour use is banned in schools and on school grounds under the Tobacco and Vapour Products Control Act but vaping continues to be an issue during the 2019/20 school year.

Key Facts:

- In the K-12 curriculum, teachers have flexibility to explore substance use topics most relevant to their students and their local community.
 - Concepts related to substance use are found in every grade of the mandatory PHE curriculum from K-10.
 - Concepts related to physical health including analyzing health messages from a variety of sources and describing their potential influences on health and well-being are found in the non-mandatory PHE curriculum for Grades 11 and 12.
- The Ministry has distributed teacher resources on substance use education, including opioid overdose, developed by partner ministries and other organizations like the Canadian Institute for Substance Use Research (CISUR).
- The Ministry contributed to the development of a naloxone risk assessment tool that supports schools/districts in determining whether to stock naloxone, providing guidance on how to order kits, and accessing training on administering naloxone. Information on the toolkit is shared with schools and districts annually—last in Sept. 2019.
- On November 14, 2019, B.C. announced the launch of new regulations for vaping products, along with new taxes and a student-lead anti-vaping social media campaign.
- The province has already partnered with the B.C. Lung Association and McCreary Centre Society to work with youth to build a vaping prevention toolkit that has been piloted in some schools.
- A Joint Ministry Youth Advisory Council with the Ministries of Health and Education is being established in the 2019/20 school year with a key focus on vaping education, prevention and cessation.

Statistics:

- In 2019, twelve young people aged 10-18 died from drug overdoses in B.C. — 1.4% of all 823 recorded overdoses (Coroner's Report, October 2019) with no fatal overdoses reported in B.C. schools.
- All 60 School Districts (SDs) have a tobacco and/or vaping/e-cigarette policy in place; some include this within their Code of Conduct.

Delivery Partners:

1. Ministry of Mental Health and Addictions (MMHA)
2. Ministry of Health (HLTH)
3. Ministry of Children and Family Development (MCFD)
4. Ministry of Public Safety and Solicitor General (PSSG)

Key Outcomes:

- Ministry staff contributed to the Provincial Cannabis Legalization and Regulation Framework led by the Ministry of Public Safety & Solicitor General. The provincial public education campaign included a youth focus (www.getcannabisclarity.ca).
- Teacher resources for substance use education shared by the Ministry include Helping Schools Program (grades 4 to 12), iMinds (grades 4 to 12), and a Vaping Prevention Toolkit (grades 5 to 7).
- Establishment of a Joint Youth Advisory Council funded by HLTH.

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.

Statistics:

- 7% of B.C. students experience hunger (*SRDC Report to Ministry of Education, March 2019*).
- 71% of schools have a meal program in B.C.
- Only 18% of students ages 12-17 meet the national physical activity guidelines of at least 60-minutes of moderate to vigorous daily physical activity. (*McCreary, 2018*)
- In 2018/19 the Ministry provided \$52.8M in CommunityLINK funding with \$13.2M (25%) spent on food or meal programs.

Key Facts:

- The Ministries of Education and Health accepted the OAG Report recommendations, developed an Action Plan, and continue to work together to support its implementation.
- 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.
- New changes to the K-12 funding model include priority funding for vulnerable students, including children in care, students with mental health challenges and those living in low-income families.
 - School districts can use this new priority student funding to deliver services based on local needs including school meal programs and trauma counselling.
- In the 2019 Budget, the Federal government announced a new Canada Food Policy which included the intention to work with provinces and territories towards the creation of a National School Food Program (no financial commitment announced to date).
- Daily physical activity is now in the new Physical and Health Education curriculum for every grade level, from K-10, removing a separate daily physical activity policy and reporting requirement.

Key Outcomes:

- In July 2018, the Ministries of Education and Health signed a Memorandum of Understanding, outlining shared commitments, roles and responsibilities to address the recommendations.
- In partnership with the Ministry of Mental Health and Addictions, the Ministries have provided shared direction to school districts and health authorities regarding the cross-government priority of supporting child and youth mental well-being.
- The Ministries collaborated on the development of a new provincial physical literacy and physical activity initiative for K-12 schools, to be led by the Sport for Life Society, and co-developed a school food environment survey that was sent to school principals in January 2020.

Agreements:

- Memorandum of Understanding between the Ministries of Education and 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)

Delivery Partners:

- Ministry of Health
- School Districts
- Regional Health Authorities

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.
- Ministry, K-12 education partners and ARC Foundation formed a Provincial K-12 SOGI Collaborative in February 2019 to develop and implement a three-year action plan for SOGI-inclusive education.
- 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 (all McCreary Centre Society, 2018):

- 11% of male and 22% of female B.C. high school students identify as gay, lesbian, bi or not exclusively heterosexual.
- 0.5% of B.C. high school students identify as transgender and 2% identify as neither male or female (ie. non-binary).
- 54% of B.C. gay and lesbian high school students report experiencing discrimination because of their sexual orientation.
- 43% of B.C. non-binary high school students report having a mental health condition compared to 15% of students who identify as male or female.

Key Outcomes:

- All Boards of Education and Independent School Authorities have updated their codes of conduct and anti-bullying policies to incorporate SOGI.
- BC SOGI Educator Network has all 60 school districts involved, in addition to 21 independent schools and 3 First Nations schools.
- SOGI 1 2 3 website has reached over 242,000 unique visitors since Oct 2016.
- SOGI 1 2 3 Learning Modules have received over 57,000 views since Nov/17.
- SOGI 1 2 3 Lesson Plans have been downloaded 35,000 times from TeachBC.
- SOGI 1 2 3 parent resources have been translated into French, Mandarin & Punjabi.

Agreements:

- MOU with ARC Foundation to June 30, 2022. 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.
 - ARC will provide secretariat support for the Provincial K-12 SOGI Collaborative.

Funding:

- 2019/20 - \$380K (Provincial SOGI Lead, SOGI Network support/expansion, SOGI Education Leadership Summit, provincial K-12 SOGI guidelines)
- 2018/19 - \$278K
- 2017/18 - \$167K

Delivery Partners:

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

GOVERNANCE & ANALYTICS

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Analytics

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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 B.C. since 2001 to gather data about children's development after 5-6 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 B.C. for all children in their classes.
- The EDI measures 5 scales: Physical health and well-being, Social competence, Emotional maturity, Language and cognitive development, and Social Competence, and Communication Skills and General knowledge.

Statistics:

- Since 2004 (the baseline year) the EDI data of over 293,039 kindergarten students have been collected and shared with schools and school districts
- All 60 public school districts are represented
- The EDI data sets contain 353 variables on each student

Delivery Partners:

1. Kindergarten Teachers

Key Facts:

- While data collection goes back to 2001, 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.
- Now that the ministry has multiple years of data, EDUC is working to 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 2019/20 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.
- The EDI Wave 7 (2016-2019) Provincial Report was released in Fall 2019:
http://earlylearning.ubc.ca/media/edibc_wave7_2019_provincialreport.pdf

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.

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 was reviewed in February 2019.

- 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. (Source: http://earlylearning.ubc.ca/media/edibc_wave7_2019_provincialreport.pdf)
- In addition to increasing rates of vulnerability in the province, the complexity of vulnerability patterns is also increasing.

FIGURE 5. WAVE 7 PROVINCIAL EDI V+1 DATA AND TREND LINE

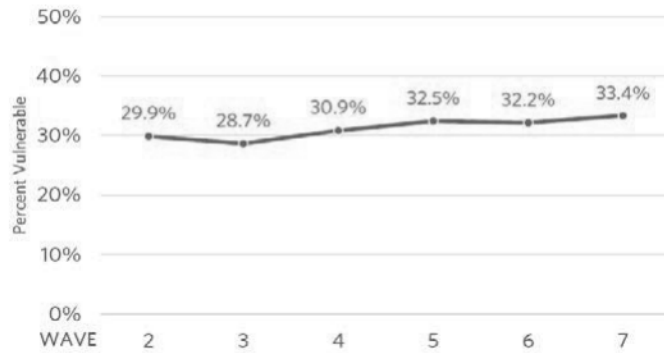
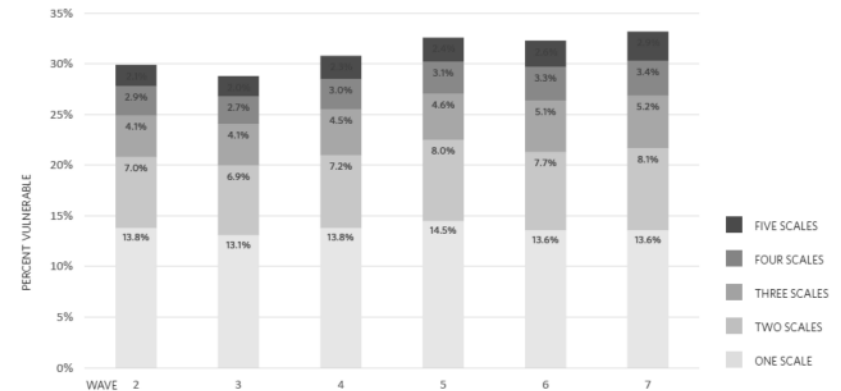
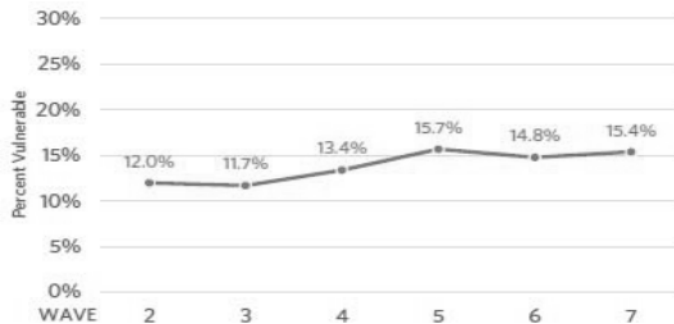


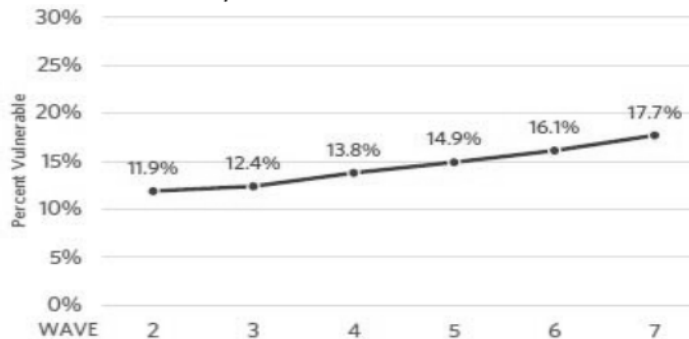
FIGURE 17. THE DISTRIBUTION OF VULNERABILITY ACROSS ONE OR MORE SCALES FOR CHILDREN VULNERABLE ON THE EDI



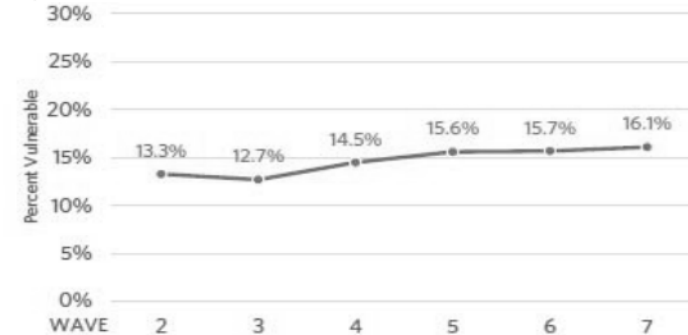
- Physical Health and Well-Being



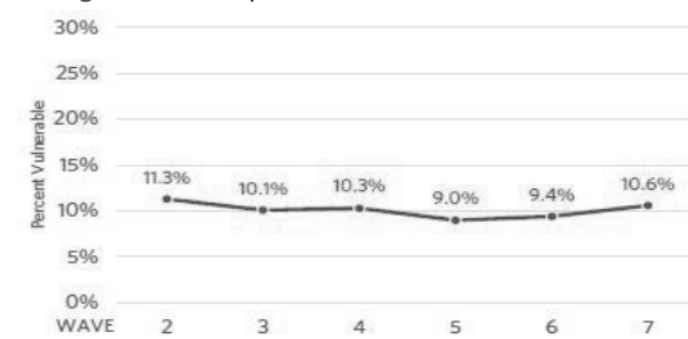
- Emotional Maturity



- Social Competence



- Language & Cognitive Development



Description:

- The Ministry measures student enrolment by both headcount and funded full time equivalent (FTE) for the public and independent school systems.
- It relies on funded FTE to calculate funding amounts to districts.
- Funded FTE is the number of students or courses 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 2019/2020 there are 547,830 (rounded funded FTE) school aged students attending B.C. public schools, an increase of 5,180 from 2018/2019.
- As of September 2019/2020 there are 84,865 students (Total FTE) attending B.C. independent schools, and increase from 83,645 (+1,220) from 2018/2019.
- Student enrolment is forecast to continue to increase as result of:
 - Migration: A continuing pattern of people moving to B.C., mainly through increased international immigration;
 - Demographics: a decrease in the size of the graduating cohort and consistent birth rates;
 - Transition: of students from independent to public schools

Statistics:

Top Enrolment Growth 2019/2020 (funded FTE):

- Surrey grew by 1,039 (funded FTE) for a total of 72,522 students in 2019/2020. In 2020/2021, growth of 1,172 is forecast.
- Burnaby grew by 441 (funded FTE) for a total of 23,875 students in 2019/2020. In 2020/2021, growth of 346 is forecast.
- Power River grew by 432 (funded FTE) for a total of 2,488 students in 2019/2020. This was due to an increased enrolment of 329 funded FTE in Distance Ed.

Top Enrolment Decline 2019/2020:

- Vancouver declined by 276 (funded FTE) for a total of 48,680 students in 2019/2020. In 2020/2021, a slight increase of 157 funded fte is forecast.
- Gulf Islands saw a decline of 259 (funded FTE) for a total of 1,477 students in 2019/2020. In 2020/2021, a decline of 148 is forecast.
- Okanagan Skaha declined by 115 (funded FTE) in 2019/2020 for a total of 5,711 students, and is forecast to decline another 15 funded fte in 2020/2021.

Key Outcomes:

- Enrolment is expected to continue increasing over the next three years. It is forecast that by September of the 2020/2021 school year there will be 553,920 (funded FTE) school aged students enrolled in the public system, an increase of 6,090 students (1.11 % growth) over 2019/2020.
- 5,211 additional school-aged students enrolled in the 2021/2022 school year
- 5,256 additional school-aged students enrolled in the 2022/2023 school year

Background:

- Enrolment in B.C. public schools had been trending downward for the past 17 years prior to 2014/2015, 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 increasing by 2% per year on average over the past 10 years.
- The 2015/2016 school year saw a large unanticipated increase in student enrolment (+4,847 student FTEs, 0.9%) driven by interprovincial migration.
- Enrolment has increase by an average of 1% each year since 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 to 46,500 in 2019, creating a cumulatively larger enrolment volume in the lower grades.
- Migration: rebounding from a net outflow of 2,700 individuals (all ages) from the province in 2011/2012, the net interprovincial migration reached a high of +26,600 in 2015/2016. Since then, net interprovincial migration has declined significantly to 6,100 individuals in 2018/2019.
- Net international immigration has grown 200% from 19,200 individuals (all ages) in 2014/2015 to 59,000 in 2018/2019.

FORECASTING STUDENT ENROLMENT

updated February 6, 2020

Student Enrolment 2018/19, 2019/20, 2020/21 forecast (funded FTE):

Restricted to public school aged students on Sept 30.

| District | 2018/2019 | 2019/2020 | Change | 2020/2021f | Change |
|--------------------------------|-----------|-----------|--------|------------|--------|
| 005 - Southeast Kootenay | 5,544 | 5,671 | 127 | 5,764 | 93 |
| 006 - Rocky Mountain | 3,269 | 3,310 | 42 | 3,324 | 13 |
| 008 - Kootenay Lake | 4,682 | 4,792 | 109 | 4,843 | 51 |
| 010 - Arrow Lakes | 456.44 | 461.19 | 5 | 471 | 10 |
| 019 - Revelstoke | 1032.63 | 1,008 | -25 | 1,009 | 1 |
| 020 - Kootenay-Columbia | 3,935 | 3,980 | 45 | 4,050 | 70 |
| 022 - Vernon | 8,418 | 8,526 | 107 | 8,616 | 91 |
| 023 - Central Okanagan | 22,679 | 23,056 | 377 | 23,307 | 251 |
| 027 - Cariboo-Chilcotin | 4,696 | 4,592 | -104 | 4,623 | 31 |
| 028 - Quesnel | 2,976 | 2,972 | -4 | 3,022 | 50 |
| 033 - Chilliwack | 13,668 | 13,851 | 183 | 14,197 | 346 |
| 034 - Abbotsford | 19,628 | 19,610 | -18 | 19,742 | 132 |
| 035 - Langley | 20,554 | 20,890 | 336 | 21,253 | 363 |
| 036 - Surrey | 71,483 | 72,522 | 1,039 | 73,695 | 1,172 |
| 037 - Delta | 15,353 | 15,491 | 138 | 15,542 | 51 |
| 038 - Richmond | 19,412 | 19,662 | 250 | 19,918 | 257 |
| 039 - Vancouver | 48,955 | 48,680 | -276 | 48,837 | 157 |
| 040 - New Westminster | 6,578 | 6,484 | -94 | 6,342 | -142 |
| 041 - Burnaby | 23,434 | 23,875 | 441 | 24,221 | 346 |
| 042 - Maple Ridge-Pitt Meadows | 14,568 | 14,816 | 248 | 15,029 | 214 |
| 043 - Coquitlam | 30,655 | 30,889 | 233 | 31,022 | 133 |
| 044 - North Vancouver | 15,126 | 15,317 | 191 | 15,553 | 236 |
| 045 - West Vancouver | 6,917 | 6,997 | 80 | 7,101 | 104 |
| 046 - Sunshine Coast | 3,256 | 3,270 | 14 | 3,314 | 44 |
| 047 - Powell River | 2,056 | 2,488 | 432 | 2,803 | 315 |
| 048 - Sea to Sky | 5,044 | 5,158 | 114 | 5,258 | 99 |
| 049 - Central Coast | 264.75 | 222.13 | -43 | 213 | -9 |
| 050 - Haida Gwaii | 461.13 | 448.06 | -13 | 441 | -7 |
| 051 - Boundary | 1,250 | 1,238 | -11 | 1,230 | -9 |
| 052 - Prince Rupert | 1,994 | 1,967 | -27 | 1,939 | -29 |

| District | 2018/2019 | 2019/2020 | Change | 2020/2021f | Change |
|------------------------------------|----------------|----------------|--------------|----------------|--------------|
| 053 - Okanagan Similkameen | 2,337 | 2,290 | -47 | 2,231 | -60 |
| 054 - Bulkley Valley | 1,948 | 1,944 | -4 | 1,934 | -10 |
| 057 - Prince George | 13,021 | 13,092 | 71 | 13,159 | 67 |
| 058 - Nicola-Similkameen | 2,061 | 2,046 | -15 | 2,014 | -32 |
| 059 - Peace River South | 3,577 | 3,622 | 45 | 3,679 | 57 |
| 060 - Peace River North | 6,053 | 6,121 | 68 | 6,190 | 69 |
| 061 - Greater Victoria | 19,507 | 19,648 | 140 | 19,748 | 100 |
| 062 - Sooke | 10,832 | 11,114 | 281 | 11,615 | 501 |
| 063 - Saanich | 7,083 | 7,122 | 40 | 7,156 | 34 |
| 064 - Gulf Islands | 1,736 | 1,477 | -259 | 1,329 | -148 |
| 067 - Okanagan Skaha | 5,825 | 5,711 | -115 | 5,696 | -15 |
| 068 - Nanaimo-Ladysmith | 14,022 | 14,285 | 263 | 14,597 | 312 |
| 069 - Qualicum | 4,096 | 4,153 | 58 | 4,229 | 75 |
| 070 - Alberni | 3,734 | 3,806 | 72 | 3,832 | 26 |
| 071 - Comox Valley | 8,277 | 8,552 | 275 | 8,713 | 161 |
| 072 - Campbell River | 5,463 | 5,464 | 1 | 5,448 | -16 |
| 073 - Kamloops/Thompson | 14,591 | 14,832 | 240 | 15,054 | 222 |
| 074 - Gold Trail | 1,090 | 1,102 | 12 | 1,104 | 2 |
| 075 - Mission | 6,073 | 6,145 | 73 | 6,170 | 25 |
| 078 - Fraser-Cascade | 1,738 | 1,679 | -60 | 1,624 | -55 |
| 079 - Cowichan Valley | 8,061 | 8,144 | 83 | 8,256 | 111 |
| 081 - Fort Nelson | 684 | 670.5 | -14 | 654 | -17 |
| 082 - Coast Mountains | 4,102 | 4,140 | 39 | 4,129 | -12 |
| 083 - North Okanagan-Shuswap | 6,364 | 6,431 | 67 | 6,621 | 190 |
| 084 - Vancouver Island West | 464.13 | 474.38 | 10 | 472 | -3 |
| 085 - Vancouver Island North | 1,372 | 1,290 | -82 | 1,242 | -48 |
| 087 - Stikine | 145.13 | 151.06 | 6 | 149 | -2 |
| 091 - Nechako Lakes | 3,556 | 3,479 | -77 | 3,512 | 33 |
| 092 - Nisga'a | 374.25 | 373.44 | -1 | 373 | 0 |
| 093 - Conseil scolaire francophone | 6,118 | 6,228 | 110 | 6,317 | 89 |
| All Public Schools | 542,650 | 547,830 | 5,179 | 553,920 | 6,090 |

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 Citizen Services).
- 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 are not licensed for use as Open Data if they include:
 - 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 39 resources in the DataBC catalogue.
- All of these resources are under the open government license (OGL).
- Thirty-five of the 39 resources are regular datasets, three are geographic datasets and one is an application.
- Since December 2014, the top five resources are:
 - FSA (2,638 views)
 - Student Headcount (2,167 views)
 - Student Enrolment/FTE (1,969 views)
 - Six Year Completion Rate (1,943 views)
 - Class Size (1,652 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 eighteen of its datasets. These have been made available to update the existing data sets with the most recently available school year information.

Services to the Ministry:

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

PLACEHOLDER

Description:

- *The Education Indicators in Canada: An International Perspective* report was drafted in conjunction with Statistics Canada and CMEC (Council of Ministers of Education, Canada). The report is designed to expand on the *Education at a Glance: OECD Indicators*.
- The current report attempts to harmonize data across Canada's provinces and territories and is based on data from the 2016/2017 school year but includes teacher salaries from 2017/2018 and education participation rates from 2019/2020.
- The indicators in this report found most relevant to the B.C. education system include: On-time and extended-time high school graduation; Expenditure per student (for public schools, independent schools and federal schools); Teachers' statutory salaries.

Key Facts:

- Statistics Canada measures completion rates differently than the B.C. Ministry of Education. In this report, on-time graduation refers to a student graduating within three years of entering grade 10; extended-time graduation refers to a student graduating within five years of entering grade 10.
- **On Time Completion:** An average of 81% of students in B.C. completed high school in 2016/2017 within three years after starting grade 10, compared to 80% of students in Canada. B.C. ranked 6 out of 9 provinces for on time completion. Extended-time high school completion was 88% for B.C. in 2016/2017, relative to 89% for the national average. B.C. ranked 5th of 9 Provinces reporting extended on time completion.
- In 2016/2017, **Expenditure per student** in B.C. was the lowest in all of Canada at \$11,152/student. However, the Ministry of Education projects this to increase by over \$2,300, to \$13,527 per student for the current 2019/2020 school year, moving B.C. from last to 8th of 10 provinces; the gap between the national and provincial average shrinking to less than \$1000/student.
- **Teachers' Salaries:** In 2017/2018, starting salaries for full-time teachers in all levels of education averaged \$53,502 in Canada and \$49,200 in B.C. (9th of 10). Salaries at the top of a teacher's career averaged \$89,793 in Canada and \$82,600 in B.C. (8th of 10).

Statistics:

- The **On-time Completion** for females was 4 percent higher than males in B.C., half the national average of 8 percent. B.C. ranks 3rd out of 9 provinces for gender differences in on time completion.
- **In education participation** is the proportion of the population aged 15 to 19 years old that are enrolled in full-time or part-time schooling: 86.8% of the OECD population aged 15 to 19 are currently in some form of schooling. This compares to 84.1% of in education participation in Canada, 85.1% in Ontario, 81.3% in Alberta, and 85.9% in B.C.
- **Expenditure Per Student (EPS):** In 2016/2017, expenditure per student in B.C. was an average of \$11,152/student. This was \$2,567/student less than the Canadian average of \$13,719/student. Saskatchewan had the highest EPS of \$16,713 followed by Alberta with \$15,588/student – both provinces spent 1.5 times the B.C. EPS on capital expenditure (SK: 10.1% and AB: 10.5% vs. B.C.: 7.0%).
- The additional investment into **2019/2020 expenditure** is estimated to increase B.C. EPS to \$13,527/student, an increase in EPS of over \$2,300/student. B.C. will no longer be last among the provinces in EPS, with the gap between the national and B.C. averages shrinking to less than \$1,000/student.
- The OECD EPS average (\$9,357 USD) was lower than the Canadian average (\$11,018 USD), but higher than B.C. EPS (\$8,956 USD).
- 65.9 % of primary and secondary expenditure in B.C. is attributable to teachers' compensation. This is comparable to the national average of 65.3%.
- **Teachers' Salaries:** In 2017/2018, starting salaries for full-time teachers in all levels of education averaged \$53,502 in Canada and \$49,200 in B.C. (9th of 10). Salaries at the top of a teacher's career averaged \$89,793 in Canada and \$82,600 in B.C. (8th of 10).
- Teachers in Canada and specifically B.C. receive, on average, higher salaries compared to those in most OECD countries. OECD average starting salaries in upper secondary education in 2017/18 was \$35,859 USD, compared to \$39,925 USD in Canada and \$36,715 USD in B.C. Average salaries for teachers at the top of their career were \$49,804 USD in the OECD, \$67,007 USD in Canada, and \$61,639 USD in B.C.

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 was implemented in spring of 2019.
- The staff survey was split into two in 2018; the principal/vice-principal survey was implemented in spring of 2019. All other staff complete the original staff survey, which will be revised for spring of 2021.

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 54 questions on the Grade 4 survey, 68 questions on the Grade 7 survey, and 75 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:

- 124,931 overall responses in 2018/19
 - 108,523 students
 - 10,512 parents
 - 5,262 staff
- 634 principals/vice-principals
- 32,318 Grade 4 respondents (77%)
- 30,828 Grade 7 respondents (76%)
- 25,306 Grade 10 respondents (56%)
- 20,071 Grade 12 respondents (37%)
- Student participation declined from 140,000 in 2004 to just over 100,000 in 2018/19.

Funding:

- Funding provided to contractor to administer survey has been approximately \$90,000/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.

STUDENT TRANSITIONS PROJECT (STP)

updated February 7, 2020

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:

- 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.

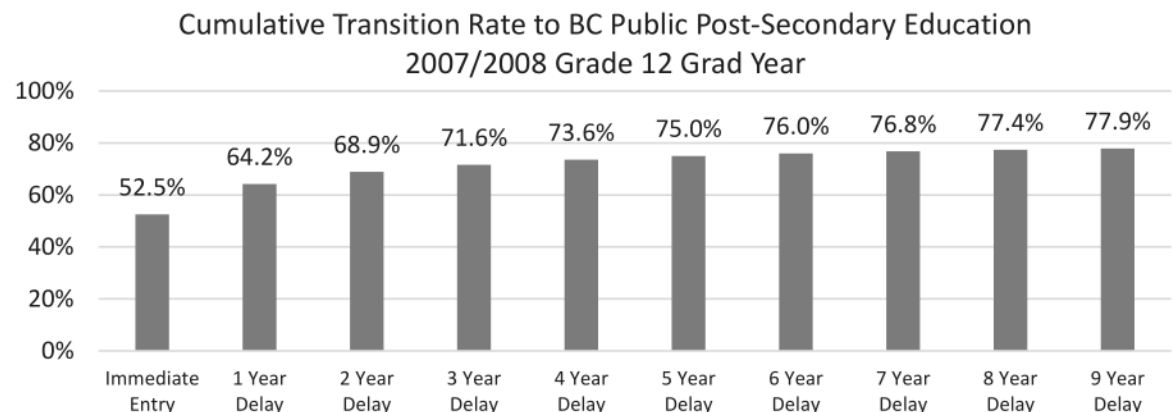
Key Facts:

- 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 B.C. 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 |
|-----------------------|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-------------------------|------------------------------|----------------------------------|
| | | 2008/ 2009 | 2009/ 2010 | 2010/ 2011 | 2011/ 2012 | 2012/ 2013 | 2013/ 2014 | 2014/ 2015 | 2015/ 2016 | 2016/ 2017 | 2017/ 2018 | | | |
| 2007/2008 | # of HS Grads | 23,387 | 5,204 | 2,079 | 1,186 | 891 | 641 | 466 | 364 | 277 | 210 | 9,838 | 44,543 | (10 years) |
| | % of HS Grad Class | 52.5% | 11.7% | 4.7% | 2.7% | 2.0% | 1.4% | 1.0% | 0.8% | 0.6% | 0.5% | 22.1% | 100.0% | 77.9% |
| 2008/2009 | Count of HS Grads | | 24,100 | 4,716 | 2,034 | 1,176 | 817 | 581 | 409 | 330 | 262 | 10,305 | 44,730 | (9 years) |
| | % of HS Grad Class | | 53.9% | 10.5% | 4.5% | 2.6% | 1.8% | 1.3% | 0.9% | 0.7% | 0.6% | 23.0% | 100.0% | 77.0% |
| 2009/2010 | Count of HS Grads | | | 24,406 | 4,868 | 2,015 | 1,158 | 819 | 671 | 481 | 336 | 11,202 | 45,956 | (8 years) |
| | % of HS Grad Class | | | 53.1% | 10.6% | 4.4% | 2.5% | 1.8% | 1.5% | 1.0% | 0.7% | 24.4% | 100.0% | 75.6% |
| 2010/2011 | Count of HS Grads | | | | 24,245 | 4,647 | 1,802 | 1,064 | 836 | 570 | 431 | 11,958 | 45,553 | (7 years) |
| | % of HS Grad Class | | | | 53.2% | 10.2% | 4.0% | 2.3% | 1.8% | 1.3% | 0.9% | 26.3% | 100.0% | 73.7% |
| 2011/2012 | Count of HS Grads | | | | | 24,459 | 4,526 | 1,870 | 1,151 | 875 | 607 | 12,827 | 46,315 | (6 years) |
| | % of HS Grad Class | | | | | 52.8% | 9.8% | 4.0% | 2.5% | 1.9% | 1.3% | 27.7% | 100.0% | 72.3% |
| 2012/2013 | Count of HS Grads | | | | | | 24,149 | 4,417 | 1,859 | 1,076 | 810 | 13,516 | 45,827 | (5 years) |
| | % of HS Grad Class | | | | | | 52.7% | 9.6% | 4.1% | 2.3% | 1.8% | 29.5% | 100.0% | 70.5% |
| 2013/2014 | Count of HS Grads | | | | | | | 23,420 | 4,510 | 1,792 | 1,024 | 13,953 | 44,699 | (4 years) |
| | % of HS Grad Class | | | | | | | 52.4% | 10.1% | 4.0% | 2.3% | 31.2% | 100.0% | 68.8% |
| 2014/2015 | Count of HS Grads | | | | | | | | 23,110 | 4,260 | 1,696 | 14,828 | 43,894 | (3 years) |
| | % of HS Grad Class | | | | | | | | 52.6% | 9.7% | 3.9% | 33.8% | 100.0% | 66.2% |
| 2015/2016 | Count of HS Grads | | | | | | | | | 22,794 | 4,031 | 16,656 | 43,481 | (2 years) |
| | % of HS Grad Class | | | | | | | | | 52.4% | 9.3% | 38.3% | 100.0% | 61.7% |
| 2016/2017 | Count of HS Grads | | | | | | | | | | 22,621 | 21,009 | 43,630 | (1 year) |
| | % of HS Grad Class | | | | | | | | | | 51.8% | 48.2% | 100.0% | 51.8% |

Based on STP2018 (February 14, 2019) data from Student Transitions Project, November 2017 data submission. Apart from the 2007/08 grade 12 graduation cohort, insufficient time has passed to report on ten years of post-secondary registrations for the more recent graduation cohorts, but over time, more data will become available and will be reported.

*The cohort of *eligible to graduate grade 12 students* includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Source: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data->

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 B.C., 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 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 recently reviewed its catchment areas due to increasing enrolment and limited space at some schools. Changes include the creation of specific catchment areas for two schools – South Park and Cloverdale – that currently have their catchment areas set as the entire district. The Board has also introduced a new enrolment priority to better accommodate families with siblings affected by boundary changes. The Board made its final decision in June 2019 and intends to implement the changes in September 2020.
- Questions about catchment areas and student enrolment are best addressed at the local level.

Description:

- The *School Act* governs the K-12 public education system in B.C.
- 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 B.C.'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 B.C.
- "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 five 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; and
5. negligence.

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, and was granted, leave to appeal to the Supreme Court of Canada (SCC). The SCC heard the appeal on September 26, 2019. The Court reserved judgement. (2) Port Alberni School District case – judgement was released January 2020. The ruling found no breach of Charter rights. The appellant is preparing to appeal.
- **Human Rights proceedings:** There are also two cases before the human rights tribunal; however, in both the complainants have, or will, remove the Ministry from the complaint.
- **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 claims:** (1) A former teacher is pursuing individual actions of misfeasance against members of the former BC Teachers' Council and discipline tribunals. The former Council and panel members are indemnified under the *Teachers Act*. (2) 11 former College of Teacher employees are bringing claims regarding termination without severance when the College was dissolved, and the College's functions were absorbed by the Province. Currently determining who will be the Province's representative.
- **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.

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.

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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 1,578 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:

- Under the *School Act* and the School Calendar Regulation, boards of education are required to establish school calendars for all schools in their districts.
- Each year, boards must submit their calendars to the Ministry for review and approval.
- Generally speaking, most school districts in the province follow a similar school calendar, with a few exceptions.

Key Facts:

- Prior to 2013, government set a standard five-year school calendar that applied to all boards of education in the province. Boards had the ability to vary this calendar by adopting a local calendar, provided they consulted with employee representatives and parents.
- The standard school calendar included the days in session, the minimum number of days of instruction, the maximum number of non-instructional days, the opening and closing days, and the days schools were closed for vacation.
- In 2013, the *School Act* was amended to eliminate the standard school calendar. Since that time, boards of education have been required to develop their own calendars for all schools in their districts in accordance with the School Calendar Regulation.
- The Regulation prescribes the minimum yearly hours of instruction that a board must offer to students enrolled in its district, as well as the information boards must set out in their school calendars, including the beginning and end of the school year, the number and dates of non-instructional days, the length of the school days and vacation periods.
- Boards must then undertake a consultation process with employee representatives and parents and submit their calendars for ministerial approval.
- Currently, school calendars may be set to cover only a 12-month period. Boards have the ability to set calendars for up to 3 years at a time, but most have chosen not to.

Statistics:

In 2019/20, the majority of school districts are following a similar school calendar. For example:

- Close to 90 percent of school districts have the same first and last day of school.
- All but three districts have the same winter break.
- Eighty-five percent of school districts have the same two-week spring break. Only four districts have a one-week spring break.
- Over 75 percent of districts have seven non-instructional days, with the remaining having six or eight.

Key Outcomes:

- The Ministry has reviewed and approved all school calendars submitted by boards of education for the 2019/20 school year.
- Some boards have experienced challenges with the current legislative framework and their local collective agreements. The Ministry is working with the BC Public School Employers' Association to address these issues.

Delivery Partners:

- Boards 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.

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.

Statistics:

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

Funding:

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

Delivery Partners:

1. Boards of education

SPECIAL ADVISORS

updated February 6, 2020

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.
- Until relatively recently, a special advisor was appointed in SD 27 (Cariboo-Chilcotin), SD 68 (Nanaimo Ladysmith), together with SD 84 (Vancouver Island West), and SD 50 (Haida Gwaii).

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 ended 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. In May 2019 his appointment was extended to August 15, 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. In February 2019 Mr. Langstraat's appointment was extended to both SD 68 and SD 84, with a term ending June 30, 2019.

Key Outcomes:

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

Statistics:

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

Funding:

- The Ministry provided remuneration for each of the recent 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 was required to report to the Minister at least every two months, with a final report by March 31, 2019.
- SD 68/SD 84: Mr. Langstraat was required to report to the Minister at least every two months and provided a final report at the end of his term.
- SD 50: Mr. Langstraat was required to report to the Minister at least every two months and provide a final report by August 15, 2019.

TEACHER QUALIFICATIONS

updated March 4, 2020

Description

- Teacher certification requirements are set by the BC Teachers' Council, and teacher certification is administered by the Teacher Certification 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 Certification Branch.

Statistics

| | 2018/2019 | 2019/2020 | % change |
|----------------------------------|------------|------------|----------|
| Teachers in public schools | 34,256 FTE | 34,893 FTE | 1.9% |
| Administrators in public schools | 2,881 FTE | 2,928 FTE | 1.6% |
| Teachers in independent schools | 6,984 FTE | 7,039 FTE | 0.8% |

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 temporarily for a specified period of time, usually for no longer than a period of 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 are set by the Independent School Teaching Certificates Standards Committee under the *Independent School Act* and administered by the Teacher Certification 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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DESIGNATED INDEPENDENT SPECIAL EDUCATION SCHOOLS

updated January 23, 2019

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:

- Collectively, all 14 designated Special Education Schools are serving 987 students with special needs in 2019/20.
- In 2018/19, Special Education Schools awarded 83 school completion credentials to students with special needs:
 - 59 Dogwood (71.1%)
 - 16 Adult Dogwood (19.3%)
 - 8 Evergreen (9.6%)

Funding:

| Designated Special Education Schools (SES) Grant: 2013/14 – 2019/20 | |
|------------------------------------------------------------------------|--------------|
| Year | SES Grant |
| 2013/14 | \$827,200 |
| 2014/15 | \$886,600 |
| 2015/16 | \$891,000 |
| 2016/17 | \$1,881,200 |
| 2017/18 | \$1,959,000 |
| 2018/19 | \$1,983,000 |
| 2019/20 | \$1,952,000* |

*Estimated school year SES Grant Total

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.
 - A moratorium on approving any new SES schools was introduced in 2016/17. The decision was tied to a commitment to review the SES policy in 2018/19. Because of the ongoing FMR process, this timeline has been deferred.
- Beginning in 2016/17, the funding framework was revised so that qualifying schools receive an additional \$2,000 per eligible FTE in special education grants (all categories). 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

List of Designated Special Education Schools: 2019/20

| 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 |
| Greater Heights 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 |

Key Outcomes:

- Designated Special Education Schools meet the educational needs of students with a range of special abilities/disabilities whose families have chosen an alternative to public school programs.

Description:

- Independent schools are subject to external evaluations and inspections to verify they meet requirements of the Independent School Act, Regulations, Minister's and Inspector's Orders for the purpose of issuing or renewing certificates of group classification.
- Independent school inspections are conducted in regular cycles and include assessment of: **facilities** (meeting safety standards and municipal/regional building codes and by-laws), **educational programs** (meeting curriculum requirements, teacher certification, employee criminal record checks) 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.

Key Outcomes:

- 208 Independent schools will be inspected in the 2019/20 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.

Budget:

- Fiscal 2019/20 budget for independent school inspections: \$335,000

Delivery Partners:

- Federation of Independent Schools Association (FISA): supports member schools during inspections.
- 40 Contracted inspection team members.

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 superintendents/principals/administrators).

Statistics:

- The Ministry certified 364 independent schools in the 2019/20 school year.
- For the 2019/20 school year, 83 schools are scheduled for comprehensive external evaluations and 125 for monitoring visits.

Certificates of Group Classification (2019/20):

| Group | 2018/19 | 2019/20 | Description | Funding | Inspection cycle |
|---------|---------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------|
| Group 1 | 244 | 242 | <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 | 73 | <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 | 25 | <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 | 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.
- Homeschoolers do not earn a Dogwood Certificate unless they earn sufficient credits through distributed learning courses.

Statistics:

- 2,455 registered homeschoolers in the 2019/20 School Year.
- Registered homeschoolers in B.C. represent 0.37% of the total student population; this proportion has remained steady over the past five years.
- Registrations increased from 2,309 in 2018/19 to 2,455 in 2019/20 (increased by 146 registrations or 6.3%).
- 1,907 homeschoolers registered with independent schools (78%).
- 548 homeschoolers registered with public schools (22%).
- 83% of all homeschoolers 2,044/2,455 are in the K-9 age range.
- 17% 411/2,455 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).
- The superintendent is legislatively empowered and required to follow-up If they receive reports the child is not registered or is not receiving an educational program and/or is unsafe; this can include discussing with the child's parent, and/or involving the police or the Ministry of Children and Family Development.
- The Representative for Children and Youth (RCY) report entitled "Alone and Afraid" (released in December 2018) includes two recommendations for Ministry action related to home schooling:
 - Establish mechanisms for tracking and follow-up when school age students are not registered; and
 - Assess whether school districts/school authorities should offer additional supports to homeschoolers with special needs designations.
- The Ministry has canvassed the sector and determined a need for Ministry clarification of policy and procedure.
- In response, the Ministry has convened a working group, including the Council of Administrators of Inclusive Support in Education; Federation of Independent School Associations; First Nations Schools' Association; Home Educator's Association; Principals' and Vice-Principals' Association; and School Superintendents' Association.
- This working group is drafting recommendations for best practice related to homeschooling.
- When complete, the guidelines will support the Ministry's response to the RCY's recommendations.

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.

Appendix

2019/20 Summary: Homeschooling in British Columbia

Table 1: Number of registered homeschoolers by sector

| Homeschooler Registrations | # Homeschoolers | % of Total |
|----------------------------|-----------------|---------------|
| Independent School | 1,907 | 77.7% |
| Public School | 548 | 22.3% |
| Total | 2,455 | 100.0% |

Table 2: Number of registered homeschoolers by age range

| Homeschooler Registrations | # Homeschoolers | % of Total |
|----------------------------|-----------------|---------------|
| Age 5-14 (Grades K-9) | 2,044 | 83.3% |
| Age >=15 (Grades 10-12) | 411 | 16.7% |
| Total | 2,455 | 100.0% |

Table 3: Number of registered homeschoolers by facility type

| Homeschooler Registrations | # Homeschoolers | % of Total |
|-----------------------------------------------|-----------------|---------------|
| Distributed Learning (public and independent) | 1,697 | 69.1% |
| Brick & Mortar | 758 | 30.9% |
| Total | 2,455 | 100.0% |

Table 4: Number of Homeschoolers: Past 5 Years

| School Year | # Homeschoolers | % total school-aged population |
|-------------|-----------------|--------------------------------|
| 2015/16 | 2,247 | 0.35% |
| 2016/17 | 2,316 | 0.36% |
| 2017/18 | 2,258 | 0.35% |
| 2018/19 | 2,309 | 0.35% |
| 2019/20 | 2,455 | 0.37% |

Delivery Partners:

1. BC Home Educators' Association (BCHEA) represents homeschooling parents
2. Registering public and independent schools

Funding:

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

Description:

- Independent schools must currently enter into an Online Learning Agreement with the Ministry of Education to offer an educational program to students by Online Learning.
- There is currently a moratorium on new Independent School Online Learning Agreements.

Statistics:

- September 2019/20 Independent Online Learning Headcounts:
 - 16 Independent Online Learning Schools;
 - 9,373 Students, 232 (2.5%) increase from 2018/19;
 - This comprises 40% of the provincial headcount for Distributed Learning students in B.C.
- Increase primarily due to special education funded students.
- 81,474 – Number of course enrollments through an independent online learning school in 2018/19.
- Headcount of students with special needs in independent online learning schools has increased by 57% over the past 5 years:
 - 1,567 in 2015/16
 - 2,464 in 2019/20
- Online Learning Outcomes 2018/19:

| | Course Completion Rate | 6 Yr. Completion Rate | Av. Eng. 12 Exam Mark |
|-----|------------------------|-----------------------|-----------------------|
| PUB | 60.2% | 36.8% | 66.6% |
| IND | 81.5% | 48.5% | 68.6% |

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

Key Facts:

- There were 16 independent Online Learning schools in B.C. serving 9,373 students in 2019/20.
- All independent Online Learning schools are Group 1 Independent schools.
- Independent Online Learning schools have a two-year inspection cycle:
 - External Evaluation in Year 1
 - Monitoring Inspection in Year 2
- Funding for Independent Online Learning students is currently based on a percentage of the flat public school Online Learning per pupil rate:
 - 63.0% for Group 1 independent online learning students; and
 - 44.1% for Group 2 independent online learning students (there are no Gr.2 DL schools)
- 2018/19 Online Learning flat rates, which remain fixed for 2019/20:
 - \$6,100 per FTE (public)
 - \$3,843 per FTE (Group 1 independent, 63% of \$6,100)
- Independent Online 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 Online Learning School. Online learning programs offer flexibility for students who cannot participate in traditional in-person learning environments. They also offer a viable alternative for students who live in more remote settings and/or whose school is unable to offer a full roster of courses.

Funding:

- \$73.1M: Total grants to independent online learning schools for the 2018/19 school year.
 - \$37.3M special education grants (~51% of total grants)
 - \$35.8M operating grant
- \$67.2M: Total grants to independent online learning 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 an Online Learning Agreement in order to offer Online Learning.

Delivery Partners:

- Federation of Independent School Associations (FISA)

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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, 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* or *Business Corporation 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 must meet the basic requirements and those of each Group classification:
 - Group 1: must be not-for-profit, deliver the B.C. curriculum, employ B.C. certified teachers and are funded at 50%, based on per student operating costs being equal to or less than the local district amount. Students earn a Dogwood Certificate.
 - Group 2: same as Group 1 but are funded at 35% because per student operating costs exceed the local district amount. Students earn a Dogwood Certificate.
 - Group 3: not required to deliver B.C. curriculum, or employ B.C. certified teachers. No funding provided. Students do not earn a Dogwood Certificate.
 - Group 4: 50% or more of students are international, must deliver B.C. curriculum and employ B.C. certified teachers. No funding provided. Can be for profit. Students earn a Dogwood Certificate.
- 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 13.2% of the K-12 student population (0.1% higher than in 2018/19) for 6.7% of the total K-12 education budget.

Statistics:

2019/20 Independent Schools in B.C.*

| Type | # of schools | % of total |
|--------------|-------------------|-------------|
| Group 1 | 242 (incl. 16 DL) | 66% |
| Group 2 | 73 (incl. 29 FN) | 20% |
| Group 3 | 25 | 7% |
| Group 4 | 24 | 7% |
| Total | 364 | 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:

- 2018/19 Fiscal Year Actual \$415M
- 2019/20 Fiscal Year Forecast \$438.5M

Partners:

- The Federation of Independent School Associations in 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 Society (AMS).
- FISA BC represents 81% of all independent schools (by school count) and 91% of all independent schools (by student count).
- Independent School Teaching Certificate Standards Committee (ISTCSC).

INDEPENDENT SCHOOLS ENROLMENT AND FUNDING

updated January 23, 2020

Description:

- Funding for Independent schools is based on the formula in the Independent School Regulation.
- Independent schools are inspected regularly to ensure compliance with the *Independent School Act* and related regulations, orders and policy requirements.

2019/20 Funded FTE – Operating

(as at September 30, 2019)

| | |
|--------------|------------------|
| Group 1 | 63,149.00 |
| Group 2 | 14,057.06 |
| Total | 77,206.06 |

(Source: Independent School Information System)

2019/20 Statistics (as at September 30, 2019):

Total Student Headcount: 87,222

| Type | HC | % of total |
|--------------|---------------|-------------|
| Group 1 | 66,706 | 76.5% |
| Group 2 | 17,712 | 20.3% |
| Group 3 | 416 | 0.5% |
| Group 4 | 2,388 | 2.7% |
| Total | 87,222 | 100% |

(Source: Education Data Warehouse))

Special Education – Student Headcount

| | | |
|--------------------------------------------------------|------------|--------------|
| Low Incidence - receives supplemental funding | Level 1 | 95 |
| | Level 2 | 4,688 |
| | Level 3 | 711 |
| High Incidence – does not receive supplemental funding | K, P, Q, R | 3,502 |
| Total | | 8,996 |

(Source: Education Data Warehouse)

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 which receive 63% of the public-school DL rate for school –aged students) for operating costs. No capital funding is provided.
 - Group 2 schools are eligible for provincial funding and receive 35% of the local district per student grant amount for operating costs. No capital funding is provided. Group 2 schools include First Nation [FN] reciprocal tuition [RT] students who receive 100% of the local district FN billing rate.
- Group 3 and 4 schools are not funded by the Ministry.
- Overall enrolment at independent schools has increased on average by 1.58% per school year for the last 5 years.
- The 14 Special Education Schools (SES) exclusively served 987 students with special needs in the 2019/20 school year (included in the special education statistics section of this factsheet). See Special Education School factsheet for additional information.
- The 16 Online Learning Schools served 9,373 students in 2019/20.

Funding:

Fiscal Year (not including ~\$11.4M in First Nations Reciprocal Tuition funding)

- 2019/20 Forecast: \$438.5M
- 2018/19 Actual: \$415M

2019/20 School Year Grant Funding (Estimate)

| | |
|--------------------------|---------------|
| Operating* | \$348M |
| Special Needs | \$108M |
| Other Special Purpose | \$24.6K |
| School Year Total | \$456M |

*includes FN RT funding

Course Challenge

2018/19 School Year Grant Funding (Actual)

| | |
|--------------------------|------------------|
| Operating* | \$334.98M |
| Special Needs | \$95.63M |
| Other Special Purpose | \$15.7K |
| School Year Total | \$430.61M |

*includes FN RT funding

Course Challenge

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.
- 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.

International Education – in B.C.

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Description:

- The Global and Intercultural Skills Program (GISP) is an applied skills pilot program for B.C. students in Grades 9 – 12 that requires both classroom-based and experiential learning.
- GISP promotes and recognizes the development of intercultural skills and global competence by B.C. students.
 - These skills are recognized as critical for future student success (e.g. OECD PISA Global Competence measure).
- GISP aligns with the B.C. Curriculum in promoting communication, critical thinking and personal and social competencies.

Key Facts:

- Intercultural skills programs exist at the local level across Canada (e.g. Calgary Board of Education, Ottawa-Carleton School District), but GISP is the first provincial-level program of its kind.
- GISP was initiated by the International Education Branch in 2015.
- In 2016/17 the pilot launched with 5 school districts and 1 independent school participating.
 - In 2019/20 13 school districts and 3 independent schools are participating in the pilot.
- In 2018/19 supporting materials for GISP pilot groups were developed including:
 - A GISP website (including program structure, participating schools/districts, testimonials from participant students and teachers);
 - Instructional samples; and
 - Communications materials (e.g., testimonial video, brochure, PPT).
- In 2019/20 an intercultural skills measurement tool is being piloted for program evaluation and for measuring student progress.

Key Outcomes:

- B.C. students develop intercultural skills and global competence needed for success in education, work and life in a globalizing world.
- B.C. students who successfully complete GISP gain access to opportunities at the post-secondary level including scholarships, course prerequisite waivers and work/study opportunities (e.g., international student ambassadors, peer mentors).

Statistics:

| Year | Pilot groups |
|---------|--------------|
| 2016/17 | 6 |
| 2017/18 | 6 |
| 2018/19 | 11 |
| 2019/20 | 16 |

Pilot program participation (school districts and independent schools)

Funding:

| Year | Amount | Key Deliverables |
|--------------|------------------|------------------------------------|
| 2016/17 | \$38,500 | Pilot program development |
| 2017/18 | \$62,000 | Supporting materials development |
| 2018/19 | \$29,000 | |
| 2019/20 | \$30,000 | Intercultural skills measure pilot |
| TOTAL | \$159,500 | |

Delivery Partners:

1. **School Districts in the pilot program:** Rocky Mountain (No. 6), Kootenay Lake (No. 8), Central Okanagan (No. 23), Abbotsford (No. 34), Richmond (No. 38), Coquitlam (No. 41), Sea to Sky (No. 48), Peace River North (No. 60), Greater Victoria (No. 61), Sooke (No. 62), Qualicum (No. 69) and Comox Valley (No. 71).
2. **Independent Schools in the pilot program:** The High School at Vancouver Island University, St. Michaels University School and Mulgrave School.

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

| School Year | Onshore | Offshore* |
|-------------|---------|-----------|
| 2015/16 | 18,710 | 11,918 |
| 2016/17 | 20,437 | 12,323 |
| 2017/18 | 21,131 | 12,277 |
| 2018/19 | 21,271 | 11,650 |
| 2019/20 | 20,868 | 11,334 |

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

- Top 5 public School Districts and independent schools for international student enrolment (2019/20)

| School Districts | Independent Schools |
|------------------|--------------------------------------------------|
| Coquitlam: | Bodwell High School: 556 1,763 |
| Vancouver: | Brentwood College: 255 1,750 |
| Burnaby: 1,503 | Shawnigan Lake: 255 |
| Surrey: 1,072 | St. Michaels' University School - Senior: 214 |
| Victoria: 1,049 | Pattison High School: 172 |

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

Key Facts:

- There were 20,868 onshore K-12 international students in B.C. in 2019/20 enrolled in 48 school districts and 165 independent schools.
- There are 11,334 students at 47 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 support international education scholarships, available for B.C. students and teachers.
- The Ministry maintains 11 education-related MOUs with foreign governments in 6 countries (China, Colombia, France, Japan, the Netherlands, and Spain). MOUs support B.C. student groups and teachers on exchange for 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 and partner relations (e.g. B.C. education stakeholders, the federal government and international partner jurisdictions);
 - 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:

- B.C. schools and communities are enriched economically and culturally by international students.
- International education pathways can help address critical workforce skill gaps and shortages.
- B.C. students develop intercultural skills and global competence.
- The presence of non-resident learners in B.C. classrooms supports B.C. curriculum core competencies relating to personal/cultural identity and social responsibility.

Funding:

- In 2019/20, the B.C. Offshore School Program generated \$5.024M 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 \$260M in tuition revenue for 49 public school districts (2018/19).

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.

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Description:

- The International Education Scholarships and Awards Program includes:
 - Student and Teacher Exchange and Mobility Awards;
 - International Student Ambassador Scholarships;
 - B.C.-China Award for Excellence in Chinese;
 - Visiting French Teacher Training and Placement Scholarships.
- International Education Scholarships and Awards:
 - foster increased intercultural skills and global competence, and international opportunities, for B.C. students and teachers;
 - support international education-related MOUs;
 - promote diversification in the B.C. international student population; and
 - promote pathways from B.C. K-12 to B.C. post-secondary study.

Delivery Partners:

- School districts, independent schools (for K-12 and post-secondary awards) and B.C.-certified offshore schools (for post-secondary awards only) nominate students for awards.

Key Facts:

- Funding for International Education Scholarships and Awards is fully supported by the B.C. Offshore School Cost Recoveries.

Student and Teacher Exchange and Mobility Awards (\$5,000 - \$25,000/award):

- For B.C. students and teachers; partially supports international exchange and mobility activities for B.C. students and teachers to develop intercultural skills and global competence; includes reciprocal exchanges.

International Student Ambassador Scholarships (\$1,250/scholarship):

- For international students: nominated by school district or independent school based on local criteria (e.g. academics); and must be entering B.C. K-12 district or independent school or graduating from a B.C. school and entering a B.C. post-secondary institution.

B.C.-China Award for Excellence in Chinese (\$500/award):

- For Grade 12 B.C. students with high achievement in the study of Chinese language and culture.

Visiting French Teacher Placement and Training Scholarships (\$1,250/placement award; \$3,000/training award):

- For visiting French teachers coming to B.C. for training in a Teacher Education Program at a B.C. post-secondary institution OR visiting French teachers coming to teach in a B.C. school district.

Key Outcomes:

- International education scholarships and awards benefit B.C. by:
 - fostering development of intercultural skills and global competence for B.C. students;
 - encouraging B.C. students to study foreign languages and cultures; and
 - promoting B.C. as a place of study and attracting international students who bring global perspectives into B.C. classrooms and communities.
 - Providing pathways to higher education and opportunities to address labour market shortages.
- All programs are fully subscribed.

Agreements:

- 11 Memorandums of Understanding (MOUs) with partner government in China, Japan, France, the Netherlands, Colombia and Spain that promote education collaboration, and student and teacher mobility and exchange.

Services to Ministry:

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

Funding: (for 2018/19 School Year)

See Appendix below.

Statistics: (for 2018/19 School Year)

See Appendix below.

Appendix

| Program | Category | No. of individuals supported | Awarded School Year (18/19) |
|-----------------------------------------------|-------------------------------------------------------------|------------------------------|-----------------------------|
| Exchange and Mobility Awards | B.C. Students | 334 | \$242,250 |
| | B.C. Teachers | 11 | \$55,000 |
| International Student Ambassador Scholarships | International Students for K-12 Entry | 112 | \$145,000 |
| | International Students for Post-Secondary Entry | 60 | \$62,500 |
| Visiting French Teacher Scholarships | Placement in a B.C. school district | 9 | \$12,500 |
| | Training in a B.C. post-secondary Teacher Education Program | 5 | \$15,000 |
| B.C.-China Award of Excellence for Chinese | N/A | 50 | \$12,500 ¹ |

Note(s):

1. The Consulate-General of the People's Republic of China in Vancouver jointly funded this award, contributing \$12,500: total award allocation with Ministry contribution = \$25,000.
2. Scholarships program includes 15% administrative fee not included in the above table.

INTERNATIONAL ONLINE LEARNING

updated January 27, 2020

Statistics:

- 457 students from 21 B.C.-certified offshore schools enrolled in International Online Learning.
- 191 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 Online Learning.
- In 2018/19, School District No. 73 Business Company offered 23 courses from the B.C. curriculum.
 - The five courses with the highest enrolment for B.C.-certified offshore school students were Science 10, Calculus 12, Pre-Calculus 12, Career Life Education, and Chemistry 12.
- 10 B.C.-certified teachers are employed through the School District No. 73 Business Company.

(Data provided by School District No. 73 Business Company)

Key Facts:

- The Ministry of Education enables international students not residing in B.C. to enrol in a limited selection of online learning courses which only count for credit toward graduation upon enrolment in a B.C. school, or B.C.-certified offshore school. International students are also limited in the number of graduation credits they can earn through international online learning.
- In 2010, the Ministry reached an agreement with School District No. 73 Business Company to provide International Online 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 online learning; no other district is authorized by the Ministry of Education to offer online 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 2019/20 school year.
- Distributed learning is one of the identified areas of focus as part of the Funding Model Implementation Process (FMI). Outcomes associated with this work may inform decisions relating to international online learning.

Key Outcomes:

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

Description:

- International Online Learning is intended to:
 - attract international students for study in B.C. schools; and
 - support students at B.C.-certified offshore schools.

Agreements:

- There is a Online 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 2019/20 school year, and limits the number of graduation credits that non-residents may earn through international online learning. As part of the current agreement the Ministry conducted an Annual Review of SD 73 B.C.'s online learning program for non-resident learners during the 2019/20 school year.

Delivery Partners:

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

Funding:

- The Ministry of Education does not fund international students.

Description:

- Student mental health is a Ministry strategic priority.
- Minor international students may face unique health and wellness challenges (e.g., culture shock, isolation/loneliness, adjusting to new surroundings, difficulty accessing resources).
- EDUC currently supports international student health and wellness through:
 1. The *Homestay Guidelines for K-12 International Students* – providing best practice guidelines for homestay program providers, international student programs, host families, K-12 international students, parents/guardians of international students and international student agents; and
 2. The *BC For High School* website – providing orientation information for current and prospective international students, with topics including Health and Safety, Introduction to B.C. Schools, and Living with a Homestay Family.

Key Facts:Homestay Guidelines for K-12 International Students

- In 2014/15, the Homestay Guidelines for K-12 International Students (the Guidelines) were developed in collaboration with a sector working group of school district and independent school representatives.
 - In 2016, the Guidelines were published.
- In 2017, the Guidelines were updated, again in collaboration with a sector working group of school district and independent school representatives.
 - In 2018, the updated Guidelines were published.

BC For High School Website

- In 2015/16, the BC For High School (BC4HS) website was developed with input from K-12 international students, school districts and independent schools, and partner ministries.
- In December 2016, the BC4HS website was launched in English and Mandarin. In February 2017, Japanese, Korean and Spanish language translations were added.
- Currently, both the Guidelines and the BC4HS website are available in English and 11 additional languages to provide access for a range of international students and families.
 - The translated languages include: Mandarin, Korean, Japanese, Spanish, Portuguese, French, German, Italian, Thai, Vietnamese and Arabic.

Key Outcomes:

- Increased awareness of the possible challenges and available health and wellness supports for B.C.'s K-12 international students.
- Positive educational and life experiences for B.C.'s K-12 international students.
- Access for international families to better understand the expectations and supports for K-12 international students while studying and living in B.C.

Statistics:

- K-12 International Students in B.C.

| Year | No. of K-12 International Students |
|---------|------------------------------------|
| 2016/17 | 20,437 |
| 2017/18 | 21,131 |
| 2018/19 | 21,271 |
| 2019/20 | 20,868 |

Operating Budget (Funding):

- BC For High School website

| Year | Budget (allocated) |
|---------|--------------------|
| 2016/17 | \$70,000 |
| 2017/18 | \$40,000 |
| 2018/19 | \$40,000 |
| 2019/20 | \$30,000 |
| TOTAL | \$180,000 |

Delivery Partners:

1. School districts and independent schools with international education programs.
2. Homestay providers/businesses
3. Partner Government Ministries:
 - 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 governments in established and emerging international education source countries to:

- Enhance the economic benefits of international education for local B.C. communities; and
- Strengthen ties with international partner jurisdictions for educational, as well as economic benefits (i.e. trade and investment).
- Increase opportunities for B.C. students to develop intercultural skills and global competence through exchange;
- Facilitate school-to-school (or district-to-district) partnerships and education collaboration.

Key Facts:

- The Ministry of Education maintains 11 active education-related Memorandums of Understanding (MOUs) with six foreign country partners: Japan, China, France, Spain, the Netherlands and Colombia.
- MOUs typically promote:
 - partnership development;
 - enrolment of international students in B.C. schools;
 - student and teacher exchange and mobility (both to and from B.C.);
 - B.C.'s curriculum and assessment practices;
 - education sector trend analysis and information sharing; and
 - recognition of the BC Offshore School Program.
- A webpage providing up-to-date information on the Ministry's MOUs can be found at the following address: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/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, Skills and Training.

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 *International Education Scholarships and Awards*.

Key Outcomes:

- Education-related Memorandums of Understanding (MOUs) help B.C. students by facilitating exchange and mobility opportunities to increase intercultural skills and global competence.
- MOUs also support international education pathways, with a view to addressing critical workforce skill gaps and shortages.

Statistics:

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

Delivery Partners:

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

APPENDIX

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

| Country | Partner Name | Date | |
|----------------------------|----------------------------------------------------------------------------------|--------------------|--------------------|
| | | Signed | Expires |
| People's Republic of China | National Ministry of Education of the People's Republic of China | June 1, 2015 | June 1, 2023 |
| | Department of Education of Heilongjiang Province | January 22, 2019 | January 22, 2027 |
| | Department of Education of Jiangsu Province | April 1, 2015 | April 1, 2020 |
| | Department of Education of Guangdong Province | May 9, 2016 | May 9, 2021 |
| | Department of Education of Zhejiang Province | March 31, 2015 | March 31, 2023 |
| Japan | National Ministry of Education, Culture, Sports, Science and Technology of Japan | June 4, 2015 | June 4, 2023 |
| | Tokyo Metropolitan Board of Education | September 15, 2015 | September 15, 2023 |
| France | Ministry of National Education of the French Republic | April 3, 2018 | April 3, 2021 |
| Spain | Ministry of Education, Culture and Sport of the Kingdom of Spain | December 1, 2016 | December 1, 2024 |
| Colombia | Ministry of National Education of Colombia | December 28, 2016 | December 28, 2024 |
| The Netherlands | Ministry of Education, Culture and Science of the Netherlands | April 6, 2018 | April 6, 2021 |

International Education - Offshore

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Description:

- Since 1998, the British Columbia Offshore School Program has certified schools outside B.C. to deliver the B.C. curriculum.
- Offshore school inspections are conducted annually and include review of **school administrative compliance** (with the certification agreement), **educational programs** (meeting provincial curriculum requirements), and **facilities** (meeting all local building and safety codes and regulations).
- Qualified and experienced school inspectors are contracted and selected from a pre-qualified list of suppliers established through a request for qualification (RFQ) process.
- In 2019/20, the offshore school inspection process comprised both onsite and virtual inspections.

Key Facts:

- B.C. offshore schools are inspected annually, in fall or spring, to ensure compliance with the BC Global Education Program – Offshore Schools Certification Agreement.
- 41 schools in 3 countries were inspected virtually in 2019/20.
- 6 schools were inspected in-person in 2019/20.
- Contractors are hired as inspection team members and are qualified and experienced BC educators (active and recently retired principals/administrators).
- An inspection team consists of contractors and excluded Ministry employees.

Statistics:

- The Ministry certified 45 schools and pre-certified two schools at the beginning of the 2019/20 school year.
- Two pre-certified schools – in Japan and Bahrain – successfully underwent initial certification inspections in fall 2019 and are now fully certified.
- All 47 offshore schools were inspected in the 2019/20 inspection cycle.
- In fall 2019, the Ministry piloted a virtual inspection process.
 - It is reviewing how the best of the traditional onsite inspection process can be blended with technology to further strengthen the inspection process.
- The BC Offshore School Program enrolls 11,334 students in 47 certified schools across 8 countries (Bahrain, China, Colombia, Egypt, France, Japan, Qatar, and Thailand).

Budget and Delivery Partners:

- Offshore school inspections are conducted on a 100% cost-recovery basis.
- s.17
- Delivery partners: Inspectors, Offshore School Representatives, Owner/Operators, school staff.
 - 20 contracted inspection team members were used in fiscal 2019/20.
 - Offshore School Representatives support schools prior to and during inspections.

Key Outcomes:

- All 47 offshore schools were inspected in the 2019/20 inspection cycle. All offshore schools are required to demonstrate full compliance with the certification agreement before the end of the school year.
- The inspection process is a critical quality assurance mechanism that serves to protect the integrity and reputation of the B.C. education program.
- School inspections are conducted annually and include review of school administrative compliance (with the certification agreement), educational programs (meeting provincial curriculum requirements), and facilities (meeting all local building and safety codes and regulations).

PLACEHOLDER

Description:

- Since 1998, the British Columbia Offshore School Program has certified schools outside B.C. 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.

Statistics:

- In 2019/20, B.C. certified 47 schools: 39 in China, 2 in Japan and 1 each in Colombia, Egypt, France, Bahrain, Qatar and Thailand.
 - One new school opened in the 2019/20 school year in Bahrain.
- 2019/20 full-time student enrolment: 11,334.
- 2019/20 B.C.-certified teacher count: 705.
- 151 teachers transitioned to B.C. public schools from offshore schools in 2018/19 supporting recruitment efforts in B.C.
- 1,978 offshore school students participated in short-term credit and non-credit programs in B.C. in 2018/19.

* All stats are the most recently available.

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, 2019, there were 21 offshore school owner/operators running 47 B.C.-certified offshore schools in eight countries: China (39); Japan (2); and 1 each in Egypt, Qatar, Bahrain, Colombia, Thailand, and France. (See Attachment 1: List of Offshore Schools)
- One new school opened in Osaka, Japan in April 2019 and one new school opened in Diyar Al Muharraq, Bahrain in September 2019.
- The Ministry annually inspects and certifies all offshore schools to ensure compliance with the Certification Agreement signed between owner/operators and the Ministry.
- In the Fall 2019 inspection process, the Ministry piloted a virtual inspection process.
 - Ahead of the 2020/21 school year, the Ministry aims to implement an inspection process that leverages the benefits of traditional onsite inspections with the use of modern technology.
- A comprehensive internal review of the Offshore School Program was completed in July 2017, producing action items for completion over 24 months. As of July 2019, all 15 actions had been implemented.

Key Outcomes:

- On the most recent 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 graduated 3,128 students in 2018/19.
- Approximately 191 offshore graduates from the 2017/18 school year transitioned to B.C. public colleges and universities for the 2018/19 school year, the most recent year for which data is available.

Funding:

- s.17
 - School owner/operators pay an annual program fee of \$5K and an annual curriculum usage fee of \$10K per school, plus annual fees of \$350 per student.
 - School inspection costs^{s.17} 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, 2019

| School | City | Province | Country | 2018/19 Enrollment |
|-----------------------------------------------------------|-------------------|--------------|--------------------|--------------------|
| British Columbia Canadian International School | Cairo | | Egypt | 735 |
| British Columbia International School, Bangkok | Bangkok | | Thailand | 13 |
| Bunka Suginami Canadian International School | Tokyo | | Japan | 96 |
| Canada British Columbia International Schools – Changchun | Changchun | Jilin | China | 36 |
| Canada British Columbia International Schools – Chengdu | Chengdu | Sichuan | China | 56 |
| Canada British Columbia International Schools – Hefei | Hefei | Anhui | China | 228 |
| Canada British Columbia International Schools – Kunming | Kunming | Yunnan | China | 89 |
| Canada British Columbia International Schools – Langfang | Langfang | Hebei | China | 97 |
| Canada British Columbia International Schools – Zibo | Zibo | Shandong | China | 111 |
| Canada Qingdao Secondary School | Qingdao | Shandong | China | 155 |
| Canada Shandong Secondary School | Tai'an | Shandong | China | 132 |
| Canada Weifang Secondary School | Weifang | Shandong | China | 58 |
| Canada Yantai Secondary School | Yantai | Shandong | China | 58 |
| Canadian Bilingual School of Paris | Paris | | France | 21 |
| Canadian International School Guangxi Gaojie | Nanning | Guangxi | China | 161 |
| Canadian School Bahrain | Diyar Al Muharraq | | Kingdom of Bahrain | 72 |
| Canadian Secondary Wenzhou No. 22 School | Wenzhou | Zhejiang | China | 123 |
| Colegio Canadiense | Medellin | Antioquia | Colombia | 109 |
| Grand Canadian Academy (Jiaxing) | Tongxiang | Zhejiang | China | 67 |
| Harbin Zhongshi - Canadian International School | Harbin | Heilongjiang | China | 15 |
| Hayat Universal School (HUBS) Qatar | Doha | | Qatar | 903 |
| Jiaxing Senior High School | Jiaxing | Zhejiang | China | 122 |
| Lanzhou Oriental Canada Secondary School | Lanzhou | Gansu | China | 127 |
| Luwan Senior High School | Luwan | Shanghai | China | 75 |
| Majestic BC International School | Foshan | Guangdong | China | 50 |
| Maple Leaf Foreign Nationals School - Dalian | Dalian | Liaoning | China | 137 |
| Maple Leaf Foreign National School - Wuhan | Wuhan | Hubei | China | 113 |
| Maple Leaf Foreign Nationals School - Yiwu | Yiwu | Zhejiang | China | 113 |
| Maple Leaf International School - Chongqing | Chongqing | Chongqing | China | 498 |
| Maple Leaf International School - Dalian | Dalian | Liaoning | China | 1443 |
| Maple Leaf International School - Hainan | Haikou | Hainan | China | 60 |

OFFSHORE SCHOOL PROGRAM / OVERVIEW AND CURRENT STATE

updated February 6, 2020

| | | | | |
|----------------------------------------------------------|------------------|-----------|-------|---------------|
| Maple Leaf International School - Henan | Luoyang | Henan | China | 186 |
| Maple Leaf International School - Xian | Xi'an | Shaanxi | China | 251 |
| Maple Leaf International School - Yiwu | Yiwu | Zhejiang | China | 30 |
| Maple Leaf International High School - Zhenjiang | Zhenjiang | Jiangsu | China | 444 |
| Maple Leaf International School - Shanghai | Shanghai | Shanghai | China | 498 |
| Maple Leaf International Academy - Shenzhen | Longang District | Guangdong | China | 25 |
| Maple Leaf International School - Tianjin | Tianjin | Tianjin | China | 801 |
| Maple Leaf International School - Wuhan | Wuhan | Hubei | China | 1323 |
| Maple Leaf International School - Yancheng | Yancheng | Jiangsu | China | 16 |
| Nanjing Foreign Language School British Columbia Academy | Nanjing | Jiangsu | China | 302 |
| Osaka Gakugei Canadian International School | Osaka | | Japan | 12 |
| Shanghai Nanyang Model Private High School | Xuhui District | Shanghai | China | 225 |
| Shanghai United International School Jiaoke Campus | Minhang District | Shanghai | China | 338 |
| Sino Bright School No. 8 | Beijing | Beijing | China | 90 |
| Sino-Canada School | Wujiang | Jiangsu | China | 596 |
| Suzhou Industrial Park Foreign Language School | Suzhou | Jiangsu | China | 124 |
| Total | | | | 11,334 |

Sector Policy and Performance

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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:
 - University of British Columbia*
 - Simon Fraser University*
 - University of Victoria*
 - Vancouver Island University*
 - University of British Columbia Okanagan*
 - University of the Fraser Valley*
 - University of Northern British Columbia*
 - Thompson Rivers University*
 - Trinity Western University*

There are also four satellite TEP cohorts that operate in rural locations across B.C. including:

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

Statistics:

- In 2019, over 1579 teachers were certified by the Ministry that were trained in one or more B.C. institutes:
 - UBC = 663 (42%)*
 - SFU = 279 (17%)*
 - UVIC = 185 (12%)*
 - VIU = 133 (8%)*
 - UFV = 84 (5%)*
 - TWU = 37 (2%)*
 - UBCO = 82 (5%)*
 - TRU = 75 (8%)*
 - UNBC = 41 (2%)*
- Since 2018, Government has invested \$3.5M to create 250 new seats in B.C. TEPs to fill in-demand positions.

Key Facts:

- B.C. 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 amongst 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. Approximately 85-90% of B.C. trained teachers complete the 1-2 year post degree TEP.

Review Process:

- The BCTC and ABCDE have developed a formal Teacher Education Program Approval & Review (TEPAR) Framework. This work began in 2014 and was completed in early 2019. Ratification of the Framework occurred on May 3, 2019 with signatories from the BCTC and all nine B.C. TEPs.
- During the development of this new Framework, the BCTC implemented an Interim TEP Review Process, and have reviewed and approved 15 proposals for changes to existing programs since the fall of 2015.
- The BCTC has continued its Structured Dialogues with existing B.C. TEPs including satellite cohorts. They are intended to facilitate a reciprocal exchange of information between the TEP and the BCTC prior to the more formal Maintenance Review which will occur every 5-7 years.
- To date 20 Structured Dialogues have taken place between TEPs and the BCTC – most TEPs have completed their second cycle of Structured Dialogues.
- The first Maintenance Review with a B.C. TEP is scheduled to occur in the fall of 2020.
- Implementation of this TEPAR Framework by the BCTC is an important step towards ensuring transparency and public confidence in our B.C. teacher education programs.
- The TEPAR Framework aligns with the *Ministry Policy for Student Success* – with respect to *Quality Teaching and Leadership*.

Delivery Partners:

- AEST Degree Quality Assessment Board (DQAB)
- BC Teachers' Council (BCTC)
- 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 for a list of BCTC members.

Funding:

- Operational funding for BCTC from Ministry of Education *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 actual = \$206,809
- 2019-2020 budget = \$235,810

Key Facts:

- The BCTC typically meets three times per year for two days per meeting.
- Sub-committees, or working groups:
 1. *TEP Working Group* (Chair and Vice-Chair of BCTC, two members of ABCDE).
 2. *TEP Approval and Review Committee* (4 members elected by BCTC plus the appointed member nominated by ABCDE). **Formed in June 2018 to succeed the Interim TEP Review Committee.*
 3. *Professional and Certification Standards Steering Committee* (5 members elected by BCTC).
 4. *TEP Approval Standards Committee* (3 members elected by BCTC). **Formed in June 2018.*
 5. *New Teacher Survey Working Group* (3 members elected by BCTC). **Formed in October 2019.*
- Administrative and secretarial support provided by staff of the Workforce Development Branch of the Governance and Analytics Division.

Key Outcomes:

- Establishment of updated teacher professional standards (approved May 2019).
- Establishment of a formal *Teacher Education Program (TEP) Approval & Review Framework* (approved May 2019).
- Review of the regulatory Standards of Education:
 - *Certification Standards Review* began in 2018 – ongoing
 - *TEP Approval Standards Review* began in 2018 – ongoing

Statistics:

- 9 Teacher Education Programs at post-secondary institutions in B.C.
- 20 Structured Dialogues completed with BC Teacher Education Programs since December 2016.
- 14 BCTC meetings since January 2016 – 3 meetings in 2019.
- 25 TEP Working Group meetings since January 2016 – 4 meetings in 2019.
- 14 Professional Standards Steering Committee meetings since January 2016 – Renamed the Professional and Certification Standards Steering Committee in June 2018.
- 6 Professional and Certification Standards Steering Committee Meetings since June 2018.
- 12 Interim TEP Review Committee meetings since January 2016 – Renamed the TEP Approval and Review Committee in June 2018.
- 8 TEP Approval and Review Committee meetings since June 2018.
- 7 Teacher Education Program Approval Standards Committee meetings since June 2018.

Delivery Partners:

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

APPENDIX – 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 2022 (A) |
| Rebecca Blair | BC Teachers' Federation | April 2020 (A) |
| Carolyn Broady | BC School Trustees Association | April 2021 (A) |
| Terence Berting | BC Confederation of Parent Advisory Councils | April 2022(A) |
| Jay Dixon | BC Principals' and Vice-Principals' Association | April 2022 (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) |
| Shelaina Postings | Ministry of Education | At Pleasure |

Description:

- Educational Assistants (EAs) are paraprofessional support staff that work under the guidance of the classroom teacher to support 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).

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.
- Historically, EAs in B.C. have usually been assigned to support students one-on-one. However, an increasing number of schools and school districts are beginning to assign EAs to support an entire classroom or a school.
- Current research and promising practices show that the assignment of EAs as a classroom facilitator, rather than one-on-one assignment to a student with special needs, have shown improved outcomes for all students (regardless of ability or disability).
- Limited numbers of students with special needs including students with dependent needs (0.7% of the student population) will benefit from consistent caregivers.
- In B.C., there are 14 public post-secondary institutions as well as many private organizations that offer some type of EA training. As the EA profession is not regulated, these programs vary greatly in terms of content, length, instructor qualification and tuition.

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Statistics:

- In the first quarter of 2019/2020, 11,240 FTE EAs were employed in Public schools: up by 707 FTE (+7%) compared to 2018/19.
- There were 68,236 (12%) students with special needs enrolled in public schools in 2019/20, up by 3,372 students (+5%) from 2018/19.
- There were over 1,684 additional classrooms in B.C. public schools with an EA present, an increase of over 6% since last school year.

EA demand by school district, 2019/20:**Relative to 2018/2019:****Top districts for EA hiring are:**

- District 36, Surrey: 113 FTE, +8%
- District 42, Maple Ridge-Pitt Meadows: 75 FTE, +20%
- District 83, North Okanagan-Shuswap: 60 FTE, +42%
- District 43, Coquitlam: 54 FTE, +11%
- District 23, Central Okanagan: 50 FTE, +12%

Top declining districts EA hiring are:

- District 27, Cariboo-Chilcotin: -12 FTE, -12%
- District 71, Comox Valley: -11 FTE, -6%
- District 68, Nanaimo-Ladysmith: -5 FTE, -2%
- District 46, Sunshine Coast: -4 FTE, -5%
- District 33, Chilliwack: -3 FTE, -1%

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.

Funding/ Agreement

- The three-year ratified agreement took 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.

Education Assistants Employed at Start of School Year, B.C. Public Schools (FTE Q1)

| School Year | EDUCATION ASSISTANTS (FTE) | % Change |
|---------------|----------------------------|----------|
| 2013/2014.Q1 | 8,379 | |
| 2014/2015.Q1 | 8,456 | 0.9% |
| 2015/2016.Q1 | 8,719 | 3.1% |
| 2016/2017.Q1 | 9,318 | 6.9% |
| 2017/2018.Q1 | 9,859 | 5.8% |
| 2018/2019.Q1 | 10,533 | 6.8% |
| 2019/2020. Q1 | 11,240 | 6.7% |

Source: EDAS

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

Numbers have been updated for school years 2015/2016-2018/2019 to correct a data reporting inconsistency in one large school district.

Key Outcomes:

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

Description:

- B.C.'s Framework for Enhancing Student Learning focuses on collectively improving the K-12 public education system to support student success;
- Framework aims to create cultural shifts throughout the system that embrace greater coherence, continuous improvement and accountability at all levels;
- Actions will include strategic planning, operational planning, reporting and capacity building;
- The focus is on the learner including intellectual, human and social and development.

Funding:

- Estimated forecast for 2019/20 fiscal year end is \$253K;
- This amount includes service agreements for sector liaisons and International Educational researchers, authors and consultants, advisory committee, partner outreach, and secondments.

Agreements:

- The Framework and Policy 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:

- The policy had been drafted in consultation with Education partners and Rights holders;
- Board requirements are to develop strategic plans, align operational plans and report out on student progress on an annual basis. Outcomes include:
 - Students will feel welcome, safe and connected to their school
 - Students will meet or exceed literacy and numeracy for each grade level
 - Students will graduate
 - Students will have the core competencies to achieve their career and life goals

Key Outcomes:

- Establish a Policy and Ministerial Order to articulate, guide and compel the system-wide change;
- Identify and work with 9 pilot school districts to adopt FESL in advance of full implementation;
- Establish Sector Liaisons and Sector Mentors to guide the implementation process;
- Establish and engage a FESL Advisory Committee to provide input and advice on the roll-out;
- Co-create a repository of resources and tools to support planning and reporting;
- Establish a School District health Committee and diagnostic tool to guide continuous improvement efforts (see separate School District Health factsheet);
- Establish and implement a unique approach for the 7 school districts with <1000 students;
- Establish and implement a continuous improvement program for the field.

Key Members:

| | |
|---------------------------------------------|-------------------------------------------------|
| All districts and schools | BC School Trustees Association |
| BC School Superintendents Association | BC Principals' and Vice-Principals' Association |
| BC Association of School Business Officials | BC Teachers' Federation |
| First Nations Education Steering Committee | CUPE |

Services to Ministry:

- The Ministry's Sector Policy and Performance Branch continues to work collaboratively with all education partners and the First Nations Education Steering Committee in the development and implementation of B.C.'s Framework for Enhancing Student Learning.

Statistics:

- Nine pilot school districts include Rocky Mountain, Cariboo-Chilcotin, Richmond, Maple Ridge-Pitt Meadows, Peace River North, Gulf Islands, Nanaimo-Ladysmith, Kamloops-Thompson, Cowichan Valley;
- FESL advisory committee meetings are scheduled regularly to discuss, review the draft policy and advise on full implementation.

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 Teacher Certification Branch (TCB) 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:

- In January 2018, the ISTCSC approved criteria to allow for a Prior Learning Assessment (PLAR) recognition process for additional language learners.
- In June 2019, recognizing ongoing staffing needs, the Ministry enabled Independent Schools to extend existing Letters of Permission (LOP) to the 2019-20 school year, thereby reducing number of new LOP applications.

Key Facts:

- The vast majority of educators in the IS System (84%) hold the Certificate of Qualification (COQ) that is required to work in the BC public school system.
- There are four types of ISTC's in B.C.: the independent school professional certificate (legacy last issued in 2011), system restricted certificate, subject restricted certificate, and the school and subject restricted certificate. Teachers with IST certification only don't have the required credentials to teach in public schools.
- In aggregate, the various ISTC holders make up 2.35% of certificate holders in B.C. The rate of issuance has declined over time, dropping from over 3% in 2012.
- A key challenge currently being considered by the ISTCSC is teacher recruitment and retention. Independent schools have increased their reliance on LOP's to meet workforce needs, as evidenced by an increase of 330 LOP's issued in 2018 (388) when compared to 58 in 2016.

Statistics:

| Applications Received Per Year | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|--------------------------------|--------------|--------------------|---------------------|---------------------|---------------------|--------------------|
| Total Applications | 3,187 | 3,251 (+2%) | 3,694 (+14%) | 5,019 (+36%) | 5,664 (+13%) | 5,598 (-1%) |
| Certificate of Qualification | 2,936 | 3,025 (+3%) | 3,399 (+12%) | 4,211 (+24%) | 4,426 (+5%) | 4,448 (0%) |
| Independent School Certificate | 150 | 143 (-5%) | 178 (+24%) | 320 (+80%) | 526 (+64%) | 463 (-12%) |
| Letter of Permission | 101 | 83 (-18%) | 117 (+41%) | 488 (+317%) | 712 (+46%) | 687 (-4%) |

| Certificates issued per year: | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-------------------------------------|--------------|--------------------|--------------------|---------------------|--------------------|--------------------|
| Certificates of Qualification | 2,943 | 2,912 (-1%) | 2,971 (+2%) | 3,219 (+8%) | 3,225 (0%) | 2,991 (-7%) |
| Independent School Certificates | 234 | 257 (+10%) | 294 (+14%) | 297 (+1%) | 268 (-10%) | 277 (+3%) |
| Letters of Permission (public) | 43 | 37 (-14%) | 44 (+19%) | 51 (+16%) | 99 (+94%) | 92 (-7%) |
| Letters of Permission (independent) | 42 | 35 (-17%) | 59 (+69%) | 300 (+408%) | 390 (+30%) | 273 (-30%) |
| Total Certificates issued | 3,262 | 3,241 (-1%) | 3,368 (+4%) | 3,867 (+15%) | 3,982 (+3%) | 3,633 (-9%) |

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

| School System | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Independent | 6,609 | 6,843 | 7,031 | 7,123 | 6,986 | 7,039 |

Description:

- The British Columbia Public School Employers' Association (BCPSEA) is the accredited bargaining agent for all 60 public boards of education, for unionized staff.
- BCPSEA is responsible for negotiating a Provincial Collective Agreement with the British Columbia Teachers' Federation (BCTF) and the Provincial Framework Agreement with the K-12 Presidents' Council for support staff., BCPSEA had a mandate in other areas of human resource management, including labour relations, exempt staff contracts and compensation, health, safety and wellness, and pension and benefits.
- The Public Sector Employers' Council Secretariat (PSEC), established under the Public Sector Employers Act, oversees the Province's strategic coordination of labour relations, including facilitating the bargaining mandate, total compensation planning, and human resource management across B.C.'s public sector.

Key Facts:

- K-12 education is the second largest sector in B.C: ~17% of the compensation base for the public sector.
- There are 72 collective agreements covering 2 main unionized employee groups, with 60 school district employers, and multiple stakeholder groups.
- As of 2019/2020, ~45,000 (headcount) teachers (incl. TTOCs) are represented by the BCTF & ~34,000 (headcount) support staff are represented locally by 69 autonomous union locals – mostly CUPE.
- The agreements with the BCTF and the K-12 Presidents' Council and Support Staff Unions expired on June 30, 2019.
- Formal bargaining to negotiate the terms and conditions of a new Provincial Collective Agreement between BCPSEA (bargaining agent for the employer) and the BCTF began on February 19, 2019.
- Negotiations are being carried out under the Province's 2019 Sustainable Services Negotiating Mandate (3-year agreements with general wage increases of 2% each year, as well as conditional and modest funding to drive tangible service improvements).
- Nearly 240,000 of B.C.'s unionized public sector employees are covered by tentative or ratified agreements reached under the Mandate.
- The BCPSEA board was reconstituted with elected trustees on January 26, 2018 following 4 years of governance through a Public Administrator.

Key Outcomes:

Public School Support Staff

- In September 2018, the Provincial Framework Agreement negotiated with BCPSEA and the K-12 Provincial Bargaining Committee – representing the sector's support staff unions was endorsed. The Provincial Framework is consistent with the Sustainable Services Negotiating Mandate.
- As of February 2020, all support staff local agreements have been ratified, and funding for support staff agreements has been confirmed for 2019/20.

Public School Teachers

- The negotiating parties have met for 68 days of bargaining between February 2019 and February 2020 (including mediation days with a mediator appointed by the Labour Relations Board) to negotiate a new Provincial Collective Agreement between the employer and the BCTF.

Funding:

BCPSEA receives a total of \$3.1 million in annual operating funding, of which \$1.5 million is from PSEC Secretariat and \$2.5 million from the ministry, some \$520,000 of which was recovered from school district operating grants for 2019/20.

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.

LEADERSHIP DEVELOPMENT WORKING GROUP

updated February 10, 2020

Description:

- The Leadership Development Working Group (LWG) was formed in 2016 with the goal to support students, educators and schools through skilled and effective leadership.

Background:

- In 2015, the Sector Advisory Council identified leadership challenges including: recruitment, retention and building capacity.
- To respond to these challenges, the LWG was formed in January 2016 and a funding commitment was made by MOE.

Delivery Partners:

1. BCSTA
2. BCSSA
3. BCASBO
4. BCPVPA
5. FISABC

Funding:

A 3-year commitment totalling \$1.5M

- YR 1 \$200,000 in 2017/18
- YR 2 \$600,000 for 2018/19
- YR 3 \$700,000 in 2019/20
 - BCPVPA - \$350,000
 - BCSTA - \$200,00
 - BCSSA - \$100,000
 - FISABC - \$50,000
- No future funding commitment has been made at this point.

Statistics: As of 2018/2019 Q4 for active, non-casual staff, in FTE:

- Vice-principals: 1,038
- Principals: 1,414
- District vice-principals: 43
- District principals: 148
- Directors of instruction: 86
- Secretary treasurers: 59
- Assistant superintendents: 90
- Superintendents: 59

Key Facts:

- The LWG has focused its efforts toward five goals: Supporting student success; Improving recruitment and retention; Building capacity of leaders; Building public confidence, and; Improving cross-sector collaboration.
- Phase One: development of the Leadership Development Framework – Complete: released in November 2017.
- Phase Two: implementation/expansion of leadership development programs with financial support from MOE – In progress: began in 2017/18 and will be complete with reporting cycle ending in January 2021.
- Leadership programs offered as part of phase two include a variety of activities such as, mentorship programs, leadership training and learning series, and the development of tools and resources for sector leaders.
- As phase two is coming to an end, the LWG is currently redefining its mandate with the intent of continuing to focus on building leadership capacity in the sector, while examining other aspects of leadership that affect the workforce.
- Next steps include a review of the LWG outcomes to date, current state analysis and research on policy considerations to establish a comprehensive approach to leadership development that will support strategic alignment across the sector.

Key Outputs:

- Release of the Leadership Development Framework in Nov. 2017.
- \$1.5M investment in leadership development initiatives.
- All partners have reported improvements in leadership capacity based on activities undertaken with funding.

LEARN

updated February 18, 2020

Description:

- *Learn* is a monthly e-newsletter sent by the Ministry of Education to B.C. certified educators and executives of major partner groups (e.g. BC School Trustees Association, BC School Superintendents Association, BC Association of School Business Officials)
- The objectives of *Learn* are to:
 - Align the sector behind the Policy for Student Success
 - Advance Ministry priorities and initiatives
 - Promote best practices in the K-12 system
- *Learn* provides the Ministry with a direct line of communication with certificate holders.

Statistics:

Since January 2019 launch:

- 13 monthly editions
- 67,000+ subscribers
- 47% open rate per edition
- 750,000+ views
- 71,000+ clicks on articles
- 150+ articles

Key Facts:

- *Learn* was initially launched in 2012 as a print magazine with 3 editions per year mailed to certificate holders.
- At that time, the goal was mostly to inform certificate holders about regulation of the teacher profession.
- *Learn* transitioned to an online only format in 2014.
- In January 2019, *Learn* was rebranded as a monthly e-newsletter with the objective to promote Ministry priorities and support best practices.
- Ministry staff are currently working on redesigning *Learn* to create more strategic alignment with Ministry priorities and leverage *Learn* to advance Ministry objectives.

Key Outcomes:

Most popular articles since January 2019:

| Article | Month | Number of Clicks |
|------------------------------------------------------------|-----------|------------------|
| 1. Graduation Literacy Assessment 10 Fact Sheet | August | 3,115 |
| 2. Premier's Awards for Excellence in Education Videos | October | 2,749 |
| 3. Exploring the Core Competencies Videos | October | 2,736 |
| 4. Exploring the Grades 11/12 Curriculum | August | 2,427 |
| 5. Summer Learning Loss: Reality or Myth? | July | 2,420 |
| 6. K-9 Student Reporting Policy Pilot Project | August | 2,189 |
| 7. Ten Ways to Improve Transitions for Indigenous Learners | April | 1,970 |
| 8. 2018 Summer Pro-D Opportunities | July | 1,559 |
| 9. Infographic: B.C.'s Redesigned Curriculum | July | 1,445 |
| 10. Orange Shirt Day | September | 1,382 |

Funding:

| Resource | Time Commitment/Year | Dollar Value/Year |
|------------------------------------------------------------------------------|----------------------|-------------------|
| External Communications Manager (EO27) | 0.8 FTE | \$63,085 |
| Other branch and division support (i.e. Ministry staff providing content) | 0.2 FTE | \$14,400 |
| Contracted writer | n/a | \$13,200 |
| Email creation and distribution software | n/a | \$6,000 |
| TOTAL | 1 FTE | \$96,685 |

LETTERS OF PERMISSION

updated March 4, 2020

Description:

- The teacher Certification Branch (TCB) issues 2 broad categories of certificates: Certificate of Qualification (COQ) and Independent School Teaching Certificate (ISTC). They also issue Letters 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 (DOC) considers are required for a specified period.
- LOPs are intended for short-term 'emergency' use only, to fill teaching positions when certified teachers are not available.
- Typically, the maximum validity period for an LOP is one school year. The DOC may create exceptions to this policy at their discretion. Individuals who are issued an LOP must re-apply once the validity period has expired.

Key Facts:

- Since the implementation of the MOA, independent schools have been responsible for about three quarter of all LOPs.
- In 2019, the DOC made an exception to extend 146 LOPs (5 for public schools and 141 for independent schools) for an additional school year when the LOP was for the same person, and same position. (The employer still had to demonstrate that no certified teachers were available to fill that position.)
- In addition to the LOPs that have been issued by TCB for this school year, there is a significant number of LOP applications that are currently being processed.
- Based on a workforce survey (Dec. 2019), districts that reported the highest number of LOPs (both approved and in process) are: SD93 Conseil scolaire francophone, SD82 Coast Mountains, SD 28 Quesnel, SD 59 Peace River South and SD 60 Peace River North. Based on survey results, these five school districts are responsible for 61% of the reported LOPS (both approved and in process) in the public system.
- Of the teaching positions currently filled by LOP holders (either approved or in process), districts reported: 33% for generalist positions (all in rural districts), 28% for trades positions, 19% for special education positions, 6% for French education positions and 6% for Indigenous education positions.
- The Ministry is currently exploring strategies to reduce the sector's increased reliance on LOPs. As part of these strategies, the Ministry is working with the University of British Columbia and the BC Teachers' Council to explore the creation of an online/blended teacher education program to support LOP holders to become certified teachers.

Statistics:

Public Schools LOPs

- The total number of TCB-approved LOPs increased in the public system to 97 (+20%) in 2018/2019 and is on pace to reach this number again for the 2019/2020 school year.
- As of December 2019, there were 50 valid LOP holders in the public system. (This statistic does not capture the ~150 LOP applications being processed by TCB.)

Independent Schools LOPs

- The number of LOP holders in independent schools increased to 390 (+3%) in 2018/2019.
- In 2018/2019, five independent schools were responsible for 45% of all LOPs in the independent system.
- The independent school inspector worked closely with some of these schools to reduce reliance on LOPs. In 2019/2020, these five same schools were responsible for 27% of all LOPs in the independent system.
- As of December 2019, there were 291 LOP holders in the independent system. (This statistic does not capture the ~160 LOP applications being processed by TCB.)

| Applications Received | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 (at Dec 13, 2019) |
|-----------------------------------|-----------|-----------|-------------|------------|-----------------------------|
| Letter of Permission Applications | NA | 261 | 614 (+135%) | 707 (+15%) | 382 |

| Letters of Permission Issued | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 (at Dec 13, 2019) |
|------------------------------|-----------|-----------|-----------|-----------|-----------------------------|
| LOP Holders (Public) | 34 | 42 | 81 | 97 | 50 |
| LOP Holders (Independent) | 43 | 91 | 379 | 390 | 291 |
| LOP Holders (Total) | 77 | 133 | 460 | 487 | 341 |

MOA IMPLEMENTATION

updated February 8, 2020

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 resulted from the Supreme Court of Canada decision (Nov. 2016) that the *Education Improvement Act* was unconstitutional and collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* (2002), needed to be restored and under LOU 17 negotiated.
- The MOA took effect at the start of the 2017/18 school year and focuses 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).

Statistics: Classroom Enhancement Fund Numbers as of December 2019:

- The number of new FTE teaching positions funded by CEF (4,223) varies from a low of 1.8 FTEs (SD10) to 490.3 FTEs (SD36), largely corresponding to student enrolment.
- Ten districts received no funding for remedies where compliance with the MOA is not possible.

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.
- Both the Agreement Implementation Committee and the Class Composition Committee are still in place, but they are not currently active.

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.

Funding:

- To fully fund the costs to School Districts to implement the MOA, the ministry provides over \$465M in annual funding through the Classroom Enhancement Fund (CEF):

| | CEF Funding (\$M) | | |
|--------------|-------------------|--------------|--------------|
| | 2017/18 | 2018/19 | 2019/20 |
| Staffing | 340.6 | 363.6 | 398.9 |
| Overhead | 54.8 | 45.6 | 46.0 |
| Remedies | 23.8 | 23.4 | 20.3 |
| Total | 419.1 | 432.6 | 465.2 |

Contact: *Shelaina Postings, Executive Director, Sector Policy and Performance, 778-679-8531*

PLACEHOLDER

RECRUITMENT AND RETENTION (TEACHER SUPPLY AND DEMAND)

updated March 4, 2020

Description:

- Ministry data suggests that on a provincial level, school districts have been able to hire the workforce they needed post MOA.
- However, acute pressures remain in some areas of the province as well as for specialty positions.
- These pressures already existed prior to 2016, but the MOA has since exacerbated them.

Statistics:

Supply:

At December 2019, there were at total of 71,259 valid certificate holders and 341 valid letter of permission holders (50 in public schools).

| Number of new certified teachers by school year and location of training | | | | | | | |
|--------------------------------------------------------------------------|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Certification Type | Location of the TEP* | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20** |
| COQ | B.C. | 1,687 | 1,620 | 1,479 | 1,545 | 1,635 | 1,319 |
| | Canada | 599 | 853 | 761 | 904 | 822 | 508 |
| | International | 206 | 227 | 258 | 285 | 294 | 202 |
| | Unknown | 8 | 5 | 17 | 4 | 12 | 3 |
| ISTC | B.C. | 12 | 14 | 6 | 7 | 2 | 1 |
| | Canada | 4 | 4 | 4 | 7 | 5 | - |
| | International | 16 | 11 | 15 | 19 | 22 | 23 |
| | Unknown | 64 | 73 | 85 | 111 | 134 | 85 |
| Total | | 2,596 | 2,807 | 2,625 | 2,882 | 2,926 | 2,141 |

*ISTCs are not required to have completed a TEP, as a result the majority fall into the unknown category.

**2019/2020 values are as of February 5th, 2020.

| Demand: | 2019/2020 (1 st quarter) | % Change since 2018/2019 |
|--------------------------------|-------------------------------------|--------------------------|
| Teachers - Public System | 34,893 FTE | 1.9% (+637 FTE) |
| Teachers - Independent System | 7,039 FTE | 0.8% (+55 FTE) |
| Administrators - Public System | 2,928 FTE | 1.6% (+47 FTE) |

There are currently just over 400 teaching vacancies in public schools, that is about 1% of the overall teacher workforce.

Key Facts:

- As of September 2019, about 4,200 new teachers (headcount) were hired into public schools since the MOA in 2016/17.
- The total teacher workforce in the B.C. public system is meeting demand by increasing 15% since 2013/2014.
- There are currently just over 400 job vacancies for teaching positions in B.C. public schools, that is about 1% of the overall teacher workforce – a reflection of typical operations.
- Positions in high demand are mostly for specialised roles, such as French teachers, special education teachers as well as teachers teaching on call. Generalist teachers are in demand in some rural and remote areas.
- Five school districts have recently contacted the Ministry about significant recruitment challenges: SD28 Quesnel, SD59 Peace River South, SD60 Peace River North, SD74 Gold Trail and SD82 Coast Mountains.
- The Ministry continues to invest in analytics and engage with the sector to address workforce needs to best support students (i.e. consultations with 6 Northern districts in October 2019, meeting with the Rural Education Advisory Committee in November 2019, workforce survey to all districts in December 2019).
- The Ministry is working with the University of British Columbia and the BC Teachers' Council to explore the creation of an online/blended teacher education program to reduce geographic barriers for aspiring teachers.

Key Outcomes:

- The Ministry has invested over \$450 million annually to fund ~4,200 new teaching positions over the last two years, and the current ratio of students per teacher (16) is the lowest on record.
- The Ministry has implemented all but one of the recommendations from the Minister's Taskforce on Immediate Recruitment and Retention Challenges:
 - Established a province-wide recruitment and retention fund in 2017/18 (\$1.5M)
 - Funded BCPSEA to develop regional profiles & recruitment strategies
 - Partnered with BCPSEA to increase support and capacity for school districts' human resources
 - Increased the number of graduates in positions under pressure
 - Partnered with BCPSEA to promote rural practice placements and provide travel allowances to student teachers to relocate in rural areas
- The only outstanding Task Force recommendation is to support teacher mentorship as the BCTF declined the Ministry's one-year funding offer.
- In the last two years, Government has invested \$3.5 million to create about 250 new seats in B.C. teacher education programs to increase the number of graduates in positions under pressure (70 special education teachers, 20 secondary math and physics teachers, 74 French teachers and about 85 Indigenous education teachers). These seats are in addition to more than 1,500 potential new teachers graduating each year from B.C. universities.
- BCPSEA received Labour Market Partnership funding through AEST to study issues such as specialist positions, teachers on call and rural/remote recruitment. A draft Sustainable Teacher Workforce Labour Market Project Information Report is currently under review with the Ministry of Education.
- In June 2019, AEST announced a \$2.7-million investment in Indigenous teacher education training.

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.
- The Ministry continues to invest over \$450 million annually to fund new teaching positions through the Classroom Enhancement Fund (CEF).

Teacher demand by school district, 2019/2020:

Relative to 2018/2019, the top districts for teacher hiring are:

- District 36, Surrey: +128 FTE, 2.9%
- District 43, Coquitlam: +48 FTE, 2.4%
- District 38, Richmond: +48 FTE, 3.6%
- District 35, Langley: +44 FTE, 3.3%
- District 23, Okanagan: +42 FTE, 3.0%

The top declining districts include:

- District 64, Gulf Islands: - 12 FTE, -10.2%
- District 69, Qualicum: -12 FTE, -4.1%
- District 91, Nechako Lakes: -10 FTE, -4.0%
- District 75, Mission: -10 FTE, -2.5%
- District 85, Vancouver Island North: -7 FTE, -8.4%

The top districts with reported teacher vacancies (at Dec. 2019) are:

- District 28, Quesnel: 28%
- District 84, Vancouver Island West: 26%
- District 74, Gold Trail: 22%
- District 87, Stikine: 19%
- District 91, Nechako Lakes: 15%

SCHOOL DISTRICT HEALTH PROGRAM

updated February 11, 2020

Description:

A cross-Ministry school district health committee was established in September 2019 to:

- Create a school district health diagnostic tool with key performance indicators;
- Build capacity and understanding across the Ministry on overall system performance;
- Create a diagnostic tool to provide a snapshot of overall health of each school district; and to foster a culture of continuous improvement for student success;
- Use a diagnostic approach to assess school districts relative to one another as well as individual district performance and progress over time;
- To support the diagnostic tool findings and explore factors that may impact the district's student achievement outcomes.

Statistics:

- Established the Key Performance Indicators for the Diagnostic Tool;
- Results for each district are updated in the SD Health diagnostic tool regularly;
- Committee meets weekly to review the diagnostic tool;
- One draft SD report has been completed for review;
- Smallest seven districts (under 1000 students) are not included in the dashboard;
- Five districts have been identified to pilot the SD health review process this year.

Key Facts:

- Seven educational outcome key performance indicators include student completion rates, graduation completion quality, student belonging, completion equity, post-secondary institution transitions, numeracy and literacy;
- A variety of operational input key performance indicators include workforce health, financial health and school climate;
- Diagnostic tool/program has been vetted by the Ministry Executive committee and is currently being applied as a foundational element to support the proposed Continuous Improvement Review Program (see separate Continuous Improvement Review Factsheet).

Key Outcomes:

- Establishment of a cross-sectional Ministry School District Health team;
- Development of a dashboard that considers educational outcome data as well as operational outputs;
- Identification of performance levels of school districts;
- Discussion and unpacking of School district health results to advise on next steps;
- Alignment of the School District Health diagnostics, continuous improvement review program and refined quality assurance audits.

Funding:

- Operational within the Ministry

Ministry Partners

1. Governance & Analytics Division
 - Education Analytics (Data Use, Data Infrastructure and Operations, outreach, Analytics and Reporting, Economics and Data Science Lab)
 - Sector Policy and Performance (Continuous Improvement, Workforce Development)
2. Learning Division
 - Learning supports, Indigenous Outcomes (Student Safety, Inclusive Education)
3. Resource Management Division
 - Funding and Financial Reporting

Implementation/Next Steps:

- Introduction of a Continuous Improvement Review Program;
- Expand the School District Health committee function to lead and conduct reviews and work more closely with school districts;
- To refine the School District Health Diagnostic Tool to ensure it adapts to serve as a critical compass on overall School District health;
- To continue to intentionally build capacity and understanding across the Ministry using the FESL lens for overall system improvement.

Teacher Professional Conduct

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Description:

- The current teacher regulatory structure for education in B.C. 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 Ministry of Education serves as the operational arm of the regulatory structure, providing administrative support to the five bodies.

Statistics:

- The *Teachers Act Special Account* employed 58.8 full-time equivalents in 2019.
- As of December 31, 2019, there are 73,684 B.C. Teaching Certificate and Letter of Permission holders.
- In 2019, 5,598 applications for certification were received. An average of 4,131 applications have been received per year between 2012 and 2019.
- In 2019, 3,633 certificates were issued. An average of 3,536 certificates have been issued per year since 2012.
- There are 346 active conduct files open before the Commissioner as of December 31, 2019.

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 B.C. 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 Lieutenant Governor in Council on the recommendation of the Minister to oversee disciplinary processes for educators in B.C.'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 DPCB consists of 9 BCTC members appointed by the Minister, forming a pool which serves on disciplinary hearing panels.

Key Outcomes:

- The BCTC elected a new Chair (Jim Iker) and Vice Chair (Jatinder Bir) in 2019. The BCTC also released new Professional Standards for B.C. Educators holding a Certificate of Qualification.
- Howard Kushner was appointed as the second Commissioner in March 2018.
- Since 2017 there has been an increase to the number of applications for certification: 36% more applications were received in 2017 than in 2016, and 13% more applications were received in 2018 than in 2017. There was a slight decrease of 1% in 2019 from 2018.
- Since 2014, ministry staff have provided over 300 workshops and presentations to more than 27,038 participants on topics related to the Regulation of the Teaching Profession in B.C.

Funding:

- The regulatory structure is funded by the Teachers Act Special Account established under the *Teachers Act*.
- The forecasted revenue for fiscal 2019/20 is \$7.3M.
- In 2018/19 application fees and certificate holder's annual fees brought in \$7.4M in revenue.
- In 2017/18 application fees and certificate holder's annual fees brought in \$7.1M in revenue.

Delivery Partners:

1. All major B.C. 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 B.C. 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 under the Ministry of Education - 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.
- Commissioner Kushner is currently focussed on integrating into the role. His priorities for his term of appointment include increasing the visibility of the role, as well as the transparency of the discipline process.

Key Outcomes:

- The Commissioner's role ensures teacher quality and student safety by enforcing the Standards for educators in B.C.'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:

- 257 new discipline matters were received in 2019.
- The number of cases resolved in 2019 was 255, and the number of investigations ordered was 182. 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 – 39 days
 - investigations – 11 months
 - consent resolution – 9 months

Funding:

- Operational funding for the Commissioner from the TRB Special Account is established under the Act.
- The Commissioner, as an LGIC appointment, is remunerated as per the terms of the appointment at a rate of \$1100 per day.
- The 2020-2021 budget forecast for Commissioner remuneration is \$216,842.

Delivery Partners:

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

Description:

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

Key Facts:

- The Minister is responsible for appointing nine members of the BC Teachers' Council to the DPCB as listed below. This board is classified as an administrative tribunal for remuneration purposes.
 - 4 Council members nominated by the BCTF or elected through the election process; [Rebecca Blair, Matthew Cooke, John Hall and Alice Kedves]
 - 5 Council members nominated by other education partners. [Jo-Anne Chrona (FNESC), Tom Longridge (BCSSA), Peter Van Huizen (FISA), Ralf St Clair (ABCDE) and Carolyn Broady (BCSTA)]
- Of the nine members, one must have substantial knowledge of and experience in the independent school system.
- There is currently one hearing scheduled for March 3-6 and March 11-13, 2020.
- 3 panel members (Rebecca Blair, Jo-Anne Chrona and Peter Van Huizen) have terms ending in April 2020.

Key Outcomes:

- Hearing panels consider evidence and interpret and apply the Standards for Educators in B.C. 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), 15 discipline matters have been referred to and resolved by hearing panels, representing a total of 30 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 2020-2021 is approximately \$64,000.

Delivery Partners:

1. Ministry of Attorney General
2. Education partners

SERVICES & TECHNOLOGY DIVISION

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Digital Strategies and Services

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Description:

- Cloud computing is the delivery of computing services – including servers, storage, databases, networking, software, analytics and intelligence over the Internet rather than a local server.
- Benefits:
 1. Potential cost savings.
 2. Faster innovation, flexible resources, and economies of scale.
 3. Access to a high volume of processing capacity to conduct operations such as advanced data analytics and machine learning.

Statistics:

- The global cloud computing market in the education sector is expected to grow by more than 26% a year until 2021.

Key Facts:

- B.C.'s *Freedom of Information and Protection of Privacy Act (FIPPA)* was recently amended to permit BC Public Sector bodies to use Canadian commercial cloud services for non-personally identifiable information.
- The Ministry is exploring the use of cloud services in conjunction with the Ministry of Citizens' Services.
- The MyEducationBC School Information System (SIS) will be migrated to Microsoft's cloud service Azure this year.
- School Districts have begun using cloud services (such as G Suite and Microsoft services) with student and/or parent consent and in compliance with privacy standards.
- A number of vendors have started establishing data centres in Canada, with a view to offering cloud services that align with B.C.'s data residency requirements.

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 is currently evaluating cloud platforms; funding impacts will be determined as and when formal projects are launched.

Services to Ministry:

- Potential cloud-based services such as student information system, 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 B.C. public sector, including establishing PIAs and STRAs.

Description:

- The 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 modernize its data warehouse and analytics tools to better support K-12 sector needs and priorities.

Key Facts:

- The Education Data Warehouse (EDW) has been in use since 2003.
- The EDW 2.0 project will result in a modernized platform with new key data sources and improved analytical tools to support evidence-informed decision making.
- The EDW 2.0 project provides the Ministry with a more secure, reliable, and complete access to data to support decision making through industry-leading advanced analytics tools, effective data warehousing infrastructure design, and improved data governance and security.
- Prioritized implementation based on business needs ensures optimum delivery of value and measurable business benefits.

Key Outcomes - 2019/20 – 2021/22:

- Improved analytics capabilities using modernized tools with access to more data sources.
- Improved data quality, management, security and governance practices.
- Improved responsiveness of the technology infrastructure, data architecture and analytical functionality.

Statistics - 2019/20:

- The EDW pools data from our production data and a variety of business-critical data sources for use in analytics and reporting.
- The EDW contains 1.5 TB of data collected since 1991 and stored in around 120 data marts for reporting and analysis.
- The EDW is the "source of truth" for more than two dozen reports produced annually by the ministry.
- In addition, it supports approximately 500 ad-hoc analytics and reporting 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.
- The allocation from Digital Investment Board for 20/21 is \$3.04M, which the ministry has utilized for infrastructure investments and small fast-track projects to deliver early wins.

Services to Ministry:

- Availability of timely, secure and quality data to meet the business needs of the Ministry.
- 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 Digital 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 Application Management (AM) services on March 14, 2014; the contract with CGI was signed on August 1, 2014.
- The contract term is for five years (December 1, 2014 to November 30, 2019) with a provision for two one-year renewals (to November 2020 and November 2021 respectively). The first extension was exercised in May 2019 to provide services to November 2020.
- 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:

- Developed and supported through AMS services, the Student Transcripts Service is used by over 100,000 B.C. students to securely view, order and electronically transmit their transcripts and information to the post-secondary institutions of their choosing.
- AM services are relied upon for critical enhancements to the applications supporting the literacy and numeracy assessments for the updated B.C. curriculum.
- AMS services are critical to the ongoing sustainability and security of our core application services.

Funding:

- Costs for AM services are at a fixed rate of \$155,567/month (\$1,866,805 annually).
- Statements of work for specific projects and enhancements during 2018/19 total an additional \$3.7 M (including work on two major capital IT portfolios funded by the OCIO, namely Modernizing Legacy Applications and Education Data Warehouse)

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.

Description:

- Three Ministry applications, CAPS/RDECP/ISIS, were built on Open VMS platform which will no longer be supported as of Dec. 2020.
- Government's Capital Investment Board has approved capital IT funding, commencing 2019/2020, for the Ministry to launch the Open VMS project to modernize the financial applications currently hosted on the platform

Key Facts:

- Capital Assets Planning System (CAPS/RDECP), implemented in 1992, provides the Ministry means to track capital investments in school districts across the province, and
- Independent Schools Information System (ISIS), implemented in 1984, calculates and disperses approximately \$450 million in funding for independent schools. Common issues exist for both business areas;
 - Limited resources available to update and change the applications
 - Prohibitive cost and time required to update the applications
 - To meet Government policy change deadlines staff often resort to manual MS Excel tools

Key Outcomes:

- Objective of this investment is to transition the remaining Ministry of Education applications off the OpenVMS platform.
- The new digital application will provide a flexible and sustainable solution to Ministry stakeholders for our Capital Planning and Independent School funding systems.

Statistics:

- The Capital Management Branch administers capital planning for the construction and maintenance of public schools, with a budget of \$788M for 2019/20 & \$880M for 2020/21.
- The Sector Resourcing & Service Delivery branch administers and calculates funding of ~\$400M for 320 (222 independent school authorities) B.C. certified Independent Schools for 5 Ministry programs.

Funding:

- 3-year IT capital funding totalling \$8.011M has been approved by the Capital Investment Board, commenced FY2019/20.
- The allocation from Digital Investment Board for 20/21 is \$3.628M.

Services to Ministry:

- Ability to provide a stable, easy to use platform to facilitate the business needs of the Ministry.
- Reduce/eliminate need for outside of application workarounds to successful administer capital planning and independent school funding.

Delivery Partners:

1. Office of the Chief Information Officer (OCIO) for infrastructure support and services.
2. Microsoft Dynamics for software licenses and platform.
3. Freshworks Studios for architecture, design, development and implementation services.

Agreements:

- Funding Letter from OCIO on behalf of the Digital Investment Board.
- Development contract with Freshworks Studios.

Description:

- The Ministry provides Line of Business (LOB) Helpdesk and Asset management services
 - Onboarding/Offboarding of employees
 - Workplace desktop support
 - Technology procurement (iStore)
 - Telephony (Unified Communications & Cellular Support)
 - Network (LAN & Wireless)
 - Technology loaner equipment
 - Technology asset tracking
- The Ministry is continuously improving its technology footprint: in 2019, the Ministry completed a number of projects and improvements including
 - Workstation upgrades (U4)
 - SharePoint migration (2010 to 2016)
 - Service Catalogue

Key Facts:

- The Ministry is about 90% mobile, clients utilize a laptop as their main computer
- The Technology Services team works in partnership with the Office of the Chief Information Office (OCIO) to provide technology services and products for ministry clients
- Leverages provincial government procurements to establish technology standards and reducing costs
- Services are reviewed periodically to ensure they meet the growing demand of ministry clients

Key Goals:

- Provide technology services and products to clients in a timely manner
- Ensuring ministry workstations, LOB software remain compliant with security, patches and updates
- Asset management is accurate, relevant and the “source of truth”
- Act as a liaison/advocate for clients with OCIO when there are technology concerns and/or issues

Statistics – 2019:

- The Ministry has over 435 clients in two locations.
 - Headquarters is located at 620 Superior
 - Teacher Certification Branch (TCB) is located at 400 – 2025 W. Broadway, Vancouver
- 90% of ministry staff are laptop users
- 298 staff use a cellular mobile device
- Calls open by our Helpdesk – 2,037
 - LoB Incidents - 75
 - LoB Service Requests - 848
 - 3rd Party Service Requests – 1362

Delivery Partners:

- Office of the Chief Information Officer
 - Workplace Services (77000)
 - Corporate Software Assets Management (CSAM)
 - Customer Service Center (CSC)
- Telephony Vendors (Telus/Rogers)
- Helpdesk Services (CGI)

Services to Ministry:

- Technology services and support are provided by a dedicated staff team.
 - Deskside support
 - Technology Equipment Loaners
 - Connectivity
 - Mobility
 - Telephony
- Technology based training advice/ resources are available to Ministry

Agreements:

- Technology Services (Shared Services)
The B.C. government provides ministries and BPS with strategic technology products and services
- Telecommunications Services Master Agreement (TSMA)

Funding:

- \$3M budgeted for technology services and assets
 - Hardware/Software
 - Share File and Print Storage
 - SharePoint
 - Cellular mobility

Information Network Services

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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 B.C. 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 116 First Nations' schools that fall within the British Columbia Tripartite Education Agreement (BCTEA); the remaining 17 First Nations' schools are out of scope, as they do not participate in BCTEA: their First Nations' Governments negotiate directly with Indigenous Services Canada
- 116 of the 116 school locations have been upgraded. 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 133 First Nations' schools are connected to the internet
- Project scope includes 116 First Nations' schools that fall within the British Columbia Tripartite Education Agreement (BCTEA)
- The remaining 17 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 B.C. public schools

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 until 2023.

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

Description:

- The Ministry of Education (EDUC) is committed to providing exceptional privacy protection for B.C.'s education system within schools, districts and the Ministry.
- The Ministry provides continuous improvement to its security and privacy practices:
 - Training and awareness activities such as Top Tech Tips and Tuxedo Tuesdays
 - Policy updates in response to an ever-changing threat landscape
 - Security enhancements/upgrades to our information systems and;
 - Expanded privacy outreach (advice and guidance) 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 ministries and 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 contracted service providers are cultured on their roles and obligations under all applicable policies and legislation, as they apply security controls and privacy best practices to all information (personal & non-personal) in their custody and control.
- Ministry projects, initiatives, services, activities and systems maintain compliance with *FIPPA* and Government's Core Policy and Procedures.
- Ministry applications and IT infrastructure are regularly tested, and any security vulnerabilities identified are resolved.

Documentation:

- PIAs and STRAs are conducted, documenting risk analysis, risk mitigation and compliance.
- Ministry contracts contain privacy and security schedules outlining service providers' responsibilities.
 - Mandatory contractor privacy training tracked by the MPO.
- Information Sharing Agreements are reviewed and documented by the Ministry Privacy Officer (MPO).
- Information Incidents are reported, resolved and tracked.
- Mandatory employee privacy training tracked by the MPO.

Funding:

- \$20,000 budgeted for ongoing security vulnerability and penetration testing, including remediation work as required.
- \$0 was spent due to administration savings exercise for FY 19-20.

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).

Services to Ministry:

- Information security and privacy operational services and support are provided by a dedicated staff of three.
- Privacy and Security consultative advice & resources are available to Ministry and K-12 external staff via shared email box.
- Compliance assessment, risk management, and information incident response services are provided in conjunction with CIRMO, OCIO and RMB.

Statistics – 2019:

- More than 35 ministry information systems supporting education policies and program delivery.
- Currently over 600,000 student records in MyEducation BC, and approximately 230,000 teacher records in the TCB database.
- 19 Security Threat Risk Assessments (STRAs).
- 60 Privacy Impact Assessments (PIAs).
- First ministry to utilize Cloud in production:
 - Microsoft Dynamics (without Personal Information)
 - MyEducation (with Personal Information) scheduled for March 2020
- OpenSource Technology Stack
- 404 Privacy Consultations (281 Internal; 123 External).
- 27 Information Incidents reported by EDUC
 - (17 Privacy, 4 Privacy/Security, 2 Security, 4 non-incidents)
- 5 External Information Incidents reported to the Ministry.
- EDUC had the highest completion rate in government (98%) of the mandatory Corporate Privacy Training course (IM117).

K12 Next Generation Network (NGN)

updated February 6, 2020

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.

Key Facts:

- Services are designed in partnership with School Districts and industry experts;
- Leverages provincial government procurements (TSMA) 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;
- The Ministry continues to work with its service providers to ensure no Huawei components are utilised in the provision of NGN services.

Benefits:

- Provides public schools with highly reliable internet connectivity at standard levels of speed.
- Delivers protection from cyber-attacks and inappropriate content is blocked.
- Access to educational applications can be prioritized on the network, improving user experience with access to digital resources over the internet.

Statistics:

- Connects over 1600 B.C. public school facilities;
- Manages 216 Gigabits of Network and Internet access;
- 1619 Firewall appliances deployed to provide cybersecurity services, intrusion detection and prevention;
- 1547 sites are connected by fiber;
- 74 are connected via radio, 3 by cable, and 1 site by satellite service.

Funding:

- 2020/21 forecast: \$38.7M
 - Ministry Entitlement: \$22.7M
 - Districts: \$16.0M
- 2019/20 \$2.5M in cost avoidance was achieved through contract negotiations and project efficiencies. Savings were delivered back to districts.

Services to Ministry:

- NGN provides safe and reliable connections to digital tools and resources, supporting schools and districts to deliver high quality educational programs to students.

Primary Agreements/Contracts:

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

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

Student Data and Education Resource 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 B.C. 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 B.C. residents.

Statistics: As of December 2019, over 169,900 children have received the grant, totalling ~\$203.9M:

| Year | Children | Amount Paid |
|------|----------|--------------|
| 2015 | 6,791 | \$8,149,200 |
| 2016 | 48,102 | \$57,722,400 |
| 2017 | 39,137 | \$46,964,400 |
| 2018 | 47,509 | \$57,010,800 |
| 2019 | 28,444 | \$34,132,904 |

**Largest cohort of eligible children was between 2016-2018 due to alternate deadlines provided for 2006 – 2009 born children.*

Funding:

- Total 2017/18 expense was \$40.8M.
- Total 2018/19 expense was \$43.59M.*
- 2019/20 estimated expense is \$38.03M.

**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 \$470K 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.
- The deadline for 2006 born children passed August 15, 2019. Just over 43% of the estimated eligible population received the grant.
- Deadlines for 2010 born children passed in 2019. Final uptake will be available in March – it is estimated that between 50-53% will have received the grant.
- As of 2020, EDUC now has individual-level uptake data and will start exploring how it can be used to develop a data driven evaluation program. targeted outreach and program evaluation.

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 Foundation Trust.

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.
- 2018/19 Average Final English 12 Comp exam mark: Public DL 67.1% / Independent DL 68%.

Agreements:

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

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.
- To ensure consistent access to quality programming for all students in the province, the Online Working Group (WG) recommended a new service delivery model. The new model will reinforce that e-Learning is part of the overall learning continuum and will maintain choice for students. The WG recommendations will be submitted to the Minister for approval.

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.

Funding:

- 2018/19 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 \$7,468 (2019/20 SY).
- Adults are funded at \$596.63 per course (2019/20 SY).
- All independent DL schools are Group 1.
- 3 enrolment counts (Sept, Feb and May), funded from basic allocation at 100%, 50%, & 33% for K-9, while Grade 10-12 & adults are funded per course
- Funding Model Review has recommended a 'per-student-based' funding model for DL students.

Delivery Partners:

- BC Distributed Learning Administrators' Association (BCDLAA)
- Western Canadian Learning Network (WCLN)
- Federation of Independent School Associations (FISA)

Other Ministry Partners:

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

Statistics:

| | | 2018/19 | +/- From Previous SY |
|--------------------------------------------|-------------|----------------|----------------------|
| Headcount | Public | 53,323 | - 0.00% |
| | Independent | 12,389 | - 6.00% |
| | Adults | 10,165 | + 9.44% |
| | *Total | 64,900 | - 1.01% |
| FTE | Public | 11,227.8 | - 1.95% |
| | Independent | 8,676.2 | + 2.47% |
| | Adults | 1,147.8 | - 5.02% |
| | Total | 19,904 | - 0.02% |
| Completed Courses (Course Completion Rate) | Public | 48,330 (57.4%) | ** -7.92% |
| | Independent | 64,054 (79.3%) | **59.86% |
| | Total | 112,384 (68%) | **+ 24.2% |
| Cross-Enrolled | Grades 8-12 | 33,824 | - 12% |

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

*Total is based on distinct students

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

Description:

- As part of the move towards making child care more accessible for families, the Personal Education Number (PEN) will also be expanded so children can be assigned an education number prior to the formal start of school, which is typically at the start of kindergarten at age 5
- This change will reduce the onerous paperwork parents face and help to provide seamless services from child care and early learning to K-12 education through to post-secondary across the province.
- It will also support:
 - improved enrolment forecasting and school capacity planning,
 - a more secure, online retrieval process for individuals who request their PEN to access their transcripts and other EDUC services.
 - mechanism for EDUC to identify when school-age students are not registered in an education program (RCY recommendation)

Statistics:

- ~5.5 million PEN records in the EDUC registry.
- ~30% of children who enter kindergarten already have a PEN from participation in StrongStart.
- 171,133 new PENs were issued to StrongStart, K-12, and public post-secondary students in 2019.
- Estimated average of paper request forms (i.e. for lost PENs) submitted to EDUC by students is 20 per week.

Key Facts:

- The PEN is a well-established (30+ years), trusted identifier that is already assigned to:
 - Children aged 0-5 who attend a B.C. StrongStart program
 - Children and youth who register or enrol in a B.C. school. This includes home-school students, and some First Nations-school students who partake in programs and services provided by EDUC (e.g. provincial assessments, graduation, transcripts).
 - Individuals who both apply and enrol in a B.C. public, post-secondary institution.
- A legislative change to the School Act is required to authorize the Minister of Education to issue a PEN to a child who is resident in B.C.
- In practice, early PENs will be triggered at the same time a child is issued a personal health number (PHN) - e.g. during birth registration or upon application for a BC Services Card.
Note: there is no link between the PEN and PHN.

Key Outcomes:

- The key purpose of a PEN is to ensure an individual's education records are consistent, accurate and accessible (to the individual) throughout their early years through to post-secondary.

Funding:

- The IM/IT Capital budget is \$4.68M.
Spend as of Nov 30, 2019 is ~\$485K.

Services to Ministry:

1. Ministry of Citizens' Services (BC Services Card)

Delivery Partners

1. Ministry of Citizens' Services (BC Services Card)
2. Ministry of Children and Family Development
3. B.C. School Districts and Independent Schools

Description:

- On July 27 the Ministry released incorrect results for June 2019 English 12, Communications 12 and French Language Arts 12 Exams.
- The error was due to a manual data entry error into our Transcripts and Examination System (TRAX)
- The results were available to student and schools at Student Transcripts site at 3 am on July 28, 2019 for a period of 27 hours over the weekend.
- The results were pulled on July 29, when the Ministry became aware of the error.
- Error was corrected and corrected results and transcripts were issued on July 31, 2019, 2 days after the published results release date of July 29, 2019.

Students Impacted:

- There were 31,821 students who wrote a Language Arts 12 exam in June.
- Approximately 18,839 students had an exam mark that went up or down following the correction
- 50,656 students graduated in the 2018/19 school year

Key Facts:

- Students and Post-Secondary Institutions were notified via the Student Transcripts Service (STS), website updates and a Minister's statement. Service BC also dealt with any direct calls.
- The Ministry of Education (EDUC) communicated one on one with students during this period and frequently with B.C. schools, PSIs, education stakeholders from July 27 – Aug 13.
- Ministry also communicated directly with any PSI receiving 10 or more B.C. transcripts. These 438 institutions were located in B.C., across Canada, the US and overseas.
- In the following months, EDUC conducted an internal review and established a new review process for releasing provincial exam and assessment results. Key changes were the implementation of new checks on a random sample of individual results throughout the release process, additional sign offs required from Director/ED prior to release and use of new queries to identify anomalies, or discrepancies in scores. There have been no errors in the release of results from the succeeding sessions (Aug 2019, Nov 2019).
- The Ministry is procuring a new digital assessment service that will eliminate the need for manual data entry.

Ombudsman Inquiry:

- On August 28, the Office of the Ombudsperson notified EDUC that they had decided to initiate an investigation (under Ombudsperson Act) to focus on the ministry's response to the error and related issues. That office's final report is anticipated to be released no sooner than spring 2020.
- Ministry staff have been fully cooperating with the investigative officer from the Ombudsperson both in interviews and providing all records, emails, and documents requested.
- Ministry also communicated directly with any PSI receiving 10 or more B.C. transcripts. These 438 institutions were located in B.C., across Canada, the US and overseas.

Key Outcomes:

- Students' admissions to PSIs were not impacted by the two-day delay in distributing final results, as confirmed by the 438 PSI's directly contacted.
- No further communication has been received from students or families with concerns about the issue.
- There was no impact on students' scholarships/awards from the 2 day delay. Scholarships are generally awarded in the fall.
- New procedures were implemented for the subsequent exam results release, beginning in August 2020. These include additional checks, results review, service level monitoring and additional executive signoffs prior to publishing.

Description:

- MyEducation BC is a comprehensive web-based student information service (SIS).
- MyEducation BC manages:
 - attendance
 - report “cards”
 - programs & courses
 - individual education plans
 - enrollment
 - timetables
 - student achievement
 - student demographics
- Students and parents can access their student records and collaborate with teachers through a web-based portal.
- MyEducation BC complies with provincial security and privacy standards.
- B.C. School Districts & Independent Schools pay a fixed usage fee of \$10.00/student/year for the core service. The fee is guaranteed until end of contract (2025) and has been stable since 2005. Yukon pays \$20.00/student/year to B.C. for the service.
- MyEducation BC is also used to track participation by early learners in StrongStart.

Statistics (January 2020):

- MyEducation BC is used in:
 - 1909 public schools in 60 school districts,
 - 135 independent schools, and
 - 34 Yukon Schools
 - 7 First Nations Schools
- Students/early learner records: 671,381
- Active Accounts:
 - 249,561 students,
 - 238,604 parents,
 - 64,263 staff and teachers

Key Facts:

- MyEducation BC provides secure access to a single educational record for students in B.C.
- As of January 2020, all 60 public school districts are using the service.
- Yukon has an agreement with the Ministry of Education to use the service.
- Since B.C. implemented MyEducation BC, Saskatchewan (2018) and Ontario (2019) have contracted with MyEducation BC’s service provider (Fujitsu/Follett) for the same solution.

Key Outcomes:

- MyEducation BC standardizes data across public school districts and authorities, 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 MyEducation BC, like the family portal, improves communication between teachers, students and parents about the 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 (2019/20):

Split between SD/Schools and the Ministry:

- Total annual cost: \$12.9M, which includes operational costs, enhancements and school support.
- The Ministry recovers \$6.5M from school districts and independent schools as usage fees.

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.
- 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 MyEducation BC service.

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, who provide governance in partnership with the Ministry of Education.

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 B.C.'s first correspondence school, OSBC continues to provide e-learning/ blended learning hosting services and digital resources to B.C.'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 B.C. 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
- 61,000-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 forecast expenditures (FY2020): \$3.2M
 - Ministry: \$1.0M
 - Cost recovery activities: \$2.2M

Delivery Partners:

1. Queen's Printer and SAP team, CITZ
2. DCV: warehousing
3. BC Mail Plus: distribution

Sample Product List:

- FOODSAFE Training
- Skills and Trades Resources (Youth Explore Trades Skills, Carpentry, Heavy Duty Mechanics)
- Procurement and Contract Management 206
- Early Learning Framework

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 (\$61,200 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 55 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 B.C. authorized trades training provider.

Statistics:

- ~ 13,500 scholarships are awarded each year.

2017/2018 Awards and Redemption Rates as of January 2020

Achievement

Awarded: 8,006

Redeemed: 5,802 (72.5%)

District/Authority

Awarded: 5,405

Redeemed: 3,761 (69.6%)

BC Excellence

Awarded: 55

Redeemed: 43 (78.2%)

Pathway to Teacher Education

Awarded: 20

Redeemed: 1 (5%)

- Peak redemption for the 2018/2019 cycle is still underway; 2017/2018 data more accurately represents current rates.
- The redemption period is still active for the 2017/18 cycle until 2023, 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 2012/2013 and 2013/2014 are currently only 45 and 65 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 last 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 Ministry-led committees.
- 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 conducted an internal review of scholarship procedures and policies to ensure alignment with strategic priorities. The review included recommendations for:
 - updating policy in accordance with the new BC Graduation Program and policy for Student Success;
 - improved procedures to support operational efficiencies and increased redemption rates;
 - data and literature reviews to determine current outcomes and 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 Scholarship 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 2019/2020.
- 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 educators and trusted community partners in British Columbia.
- Educators will have quick and efficient access to a broad collection of peer-reviewed educational resources aligned to B.C.'s new curriculum. 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.
- Science World has signed an MOA and is the first community partner to onboard.

Funding:

- \$8 million + \$2 million contingency of SIF has been earmarked for ShareEdBC development.
- ShareEdBC received \$700k to complete an initial Service Design phases (completed in June 2018).
- \$1.87M approved for Phase 1 (Alpha).
- \$5.6 million approved for Phase 2 (Beta) from May 2019 – March 2020.
- Extension of time only for the project has been requested to complete content acquisition, and implementation of AI tools.

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.

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 currently in the second half of the Development Phase; product launch date is Spring 2020.

Key Outcomes:

- Support student success by strengthening quality instruction and provide equity of access to learning experiences through a safe and effective learning environment.
- Support educators in collaboration and engagement with the new B.C. Curriculum.
- Provide metrics to inform district and ministry strategic investment in learning materials.
- An example of a joint partnership; 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.

2019-20 Project Engagement Strategy:

- 8 meetings with a "core" User Working Group comprised of 15 members (7 educators, 2 Pre-service educators, 2 current School District Reps, 1 retired School District rep, 1 Community Partner reps (Science World) and 2 Ministry staff; these meetings include testing the product for a total of 6 weeks with a paced deployment period and a gradual increase in test-users.
- 5 meetings with a Stakeholder Advisory Group of 5 members: 2 School District Reps, 1 University Rep, 1 Ministry rep, 1 Focused Education rep).
- 28 Project Governance meetings: 10 x Joint Steering Committee; 18x Project Committee.
- B.C. education sector engagement with school districts, learning networks, community partners, etc. starts Fall 2019 to contribute content into Beta and to recruit test-users before the soft launch in Spring of 2020.

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)

TRANSCRIPTS

updated January 31, 2020

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 their official BC graduation certificate. Students may also order one free paper transcript from STS. In addition, current graduates can order up to 25 free transcripts for post-secondary applications.
- 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 148,500 active STS profiles have been created to date.
- Since September 2017, over 347,500 records have been automatically sent to post-secondary institutions (PSIs) from STS.
- The top three selections are:
 1. The University of B.C. (41,902);
 2. Simon Fraser University (34,173); and
 3. University of Victoria (23,075)

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.

Services to Ministry:

- EducationPlannerBC service (<https://educationplannerbc.ca/>) supports the post-secondary admissions tool for PSI. EducationPlannerBC is supported by the Ministry of Advanced Education, Skills and Training.
- Once this tool's transcript platform is fully functional, all transcripts will be sent from STS through EducationPlannerBC to PSIs.
- See attached sample transcript.

Funding:

- Since launch (September 24, 2017) the Ministry recovered \$941K for PEN, Non-PEN, and GED orders for transcripts.
- The projected recovery for FY 2019-20 is \$411K. 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.

STUDENT, SAMPLE
401-1311 LAKEPOINT WAY
VICTORIA BC V9B 0S7

06262013

| | | |
|--------------------------------|-----------|-------------|
| PERSONAL EDUCATION NUMBER | BIRTHDATE | ISSUE DATE |
| 132604836 | 02/08/10 | 31-JAN-2020 |
| NAME | | |
| BELMONT SECONDARY | | |
| STREET ADDRESS OR P.O. BOX NO. | | |
| 3041 LANGFORD LAKE ROAD | | |
| CITY | | POSTAL CODE |
| VICTORIA, BC | | V9B 0L9 |

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

| COURSES / ASSESSMENTS | COURSE / ASMNT CODE | REQ | EQU | SESSION DATE | GR 12 SCHOOL % | GR 12 EXAM % | FINAL %/ ASMNT SCORE | FINAL LETTER GRADE | CREDITS |
|-----------------------------------------|------------------------|-----|-----|-----------------|----------------------|--------------------|----------------------------|--------------------------|---------|
| ARTS VISUELS 10: COURS GENERAL | VAGF 10 | | | 2018/06 | | | 84 | B | 4 |
| EDUCATION PHYSIQUE 10 | EPH 10 | 10 | | 2018/06 | | | 84 | B | 4 |
| ENGLISH 10 | EN 10 | | | 2018/06 | | | 67 | C+ | 4 |
| FOUNDATIONS OF MATH AND PRE-CALCULUS 10 | FMP 10 | 6 | | 2018/07 | | | 84 | B | 4 |
| FRANCAIS LANGUE PREMIERE 10 | FRALP 10 | 1 | | 2018/06 | | | 70 | C+ | 4 |
| MATHS: FONDEMENTS ET PRE-CALCUL 10 | FMPF 10 | | | 2018/06 | | | 52 | C- | (4) |
| PLANIFICATION 10 | PLANF 10 | 12 | | 2018/06 | | | 79 | B | 4 |
| SCIENCES 10 | SCF 10 | 8 | | 2018/06 | | | 64 | C | 4 |
| SCIENCES HUMAINES 10 | SCH 10 | 4 | | 2018/06 | | | 74 | B | 4 |
| BIOLOGY 11 | BI 11 | 9 | | 2019/01 | | | 91 | A | 4 |
| ENGLISH 11 | EN 11 | 2 | | 2019/06 | | | 89 | A | 4 |
| FRANCAIS LANGUE SECONDE-IMMERSION 11 | FRAL 11 | | | 2019/01 | | | 79 | B | 4 |
| MARKETING 11 | MK 11 | 11 | | 2019/01 | | | 96 | A | 4 |
| PRE-CALCULUS 11 | PREC 11 | 7 | | 2019/06 | | | 67 | C+ | 4 |
| SCIENCES HUMAINES 11 | SCH 11 | 5 | | 2019/06 | | | 80 | B | 4 |
| YEARBOOK 11 | YCCT 11A | | | 2019/01 | | | 88 | A | 4 |
| GLOBAL INTERCULTURAL SKILLS PROGRAM 12 | YAES 12C | | | 2019/06 | | | 95 | A | 4 |
| NUMERACY ASSESSMENT | NME | 16 | | 2019/06 | | | 2 | NA | NA |
| *** End of Course/Assessment List *** | | | | | | | | | |

Based on the information provided by the school, this student has not yet graduated in the 2018 Graduation Program. Students with questions should contact their schools immediately.

Reasons for Non-Graduation

No Language Arts 12

No Literacy 10 Assessment

Fewer than 28 Elective credits

No Grad Transitions/Career Life Connecti

Fewer than 16 Gr 12 credits

ACHIEVEMENT INDICATORS

| | | | | |
|----|-----------|----------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | (86-100%) | Excellent Performance | SG | Standing granted where completion of normal requirements was not possible but credit was granted on the basis of adjudication by the school for non-examinable courses. |
| B | (73-85%) | Very Good Performance | | |
| C+ | (67-72%) | Good Performance | TS | May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the <i>School Act</i> . |
| C | (60-66%) | Satisfactory Performance | | |
| C- | (50-59%) | Minimally Acceptable Performance | | |

GRADUATION ASSESSMENTS

| | | |
|---|------------|----------------------------------------------------------------------------------------------------------------|
| 1 | Emerging | Demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. |
| 2 | Developing | Demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. |
| 3 | Proficient | Demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. |
| 4 | Extending | Demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. |

MET Numeracy 10 Assessment requirement met by a Mathematics 10 provincial exam.

RM Requirement met by completion of the Literacy 10 Assessment.

XMT Assessment requirement exempt.

BC Graduation Program Requirements

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

- The graduation requirements below are designated by a code number in the REQ column:

- 1 = Language Arts 10 (4 credits)*
- 2 = Language Arts 11 (4 credits)
- 3 = Language Arts 12 (4 credits)
- 4 = Social Studies 10 (4 credits)
- 5 = Social Studies 11 or 12 (4 credits)
- 6 = Mathematics 10 (4 credits)
- 7 = Mathematics 11 or 12 (4 credits)
- 8 = Science 10 (4 credits)
- 9 = Science 11 or 12 (4 credits)
- 10 = Physical and Health Education 10 (4 credits)
- 11 = Arts Education and/or Applied Design, Skills and Technology 10, 11 or 12 (4 credits)
- 12 = Career Life Education (4 credits)
- 13 = Career Life Connections (4 credits)
- 15 = Literacy 10 Graduation Assessment
- 16 = Numeracy 10 Graduation Assessment

* If more than one course is designated as meeting requirement 1, then 2 credits from each course are being counted toward the requirement.

- In addition to the above 15 requirements, students need 28 credits for Elective Courses. Minimum 16 of 80 credits, including Language Arts 12, must be at the Grade 12 level.

CERTIFIED A TRUE COPY OF
THE ORIGINAL RECORD WHICH
IS RETAINED AT THE MINISTRY
OF EDUCATION



ASSISTANT DEPUTY MINISTER

ABBREVIATIONS

| | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AEG | Student exempted from writing a Graduation Assessment due to illness or special circumstance. No score will appear on the transcript, simply an AEG notation. |
| AP | Advanced Placement Course |
| BA | Board/Authority-Authorized Course |
| LD | Locally Developed Course (non-credit course) |
| IB | International Baccalaureate Course |
| IDS | Independent Directed Studies |

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

POST SECONDARY INSTITUTIONS TO WHICH TRANSCRIPTS HAVE BEEN FORWARDED

Teacher Certification

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Description:

- Teacher Certification Branch (TCB) certifies all teachers to work in B.C.'s public boards of education, independent schools and offshore schools.

Enhancements/Improvements (2019/20):

To streamline and speed up the certification process, the ministry's certification branch:

- Implemented First in First Out application prioritization model to improve processing efficiencies.
- Temporarily extended LOPs rather than insisting on reapplications, based on DOC criteria
- Increased temporary staff support by 5 FTEs (for a five-month period)
- Service BC call center established as the first point of contact for inquiries
- Established benchmarking and group targets for all aspects of application processing
- Amended identification requirements to allow for a scan of B.C. Service Cards as identification confirmation for new applicants
- Began a procurement process to secure a service provider to create a new information management system to support the certification process.
- Project team established to review the current efficiency and effectiveness of the certification process and implement improvements to service delivery

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 Branch increased after the Memorandum of Agreement (MOA) was signed between the BCTF, BCPSEA, and the B.C. Ministry of Education that returned class size and composition limits to the 2002 collective agreement provisions.
- The TCB administers yearly criminal record checks, annual fee payments for B.C.'s approx. 72,000 certificate holders; processes annual employer lists of over 50,000 teachers; and responds to over 3,000 certificate holder requests annually.

Statistics:

Note: the data below is organized by calendar year and reflects the number of applications received and certificates issued.

| Applications Received Per Year | 2015 | 2016 | 2017 | 2018 | 2019 |
|--------------------------------|-------------|--------------|--------------|--------------|-------------|
| Total Applications | 3,251 (+2%) | 3,694 (+14%) | 5,019 (+36%) | 5,664 (+13%) | 5,598 (-1%) |
| Certificate of Qualification | 3,025 (+3%) | 3,399 (+12%) | 4,211 (+24%) | 4,426 (+5%) | 4,448 (0%) |
| Independent School Certificate | 143 (-5%) | 178 (+24%) | 320 (+80%) | 526 (+64%) | 463 (-12%) |

| Certificates Issued Per Year: | 2015 | 2016 | 2017 | 2018 | 2019 |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Certificates of Qualification | 2,912 (-1%) | 2,971 (+2%) | 3,219 (+8%) | 3,225 (0%) | 2,991 (-7%) |
| Independent School Certificates | 257 (+10%) | 294 (+14%) | 297 (+1%) | 268 (-10%) | 277 (+3%) |
| Total Certificates issued | 3,169 | 3,265 (+3%) | 3,516 (+8%) | 3,493 (-1%) | 3,268 (-6%) |

December 2019 Application Processing Times:

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

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Average time from when all required documents received to evaluation result for eligible applicants with education credentials in Canada | 12 days |
| Average time from when all required documents received to evaluation result for eligible applicants with international education credentials | 71 days |
| Average time from when application submitted to response from evaluator regarding outstanding documents | 20 days |
| Average time from response from evaluator regarding outstanding documents to complete application | 176 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 is in addition to the Building Envelope Program (BEP), the Carbon Neutral Capital Program (CNCP) and the School Enhancement Program (SEP).
- The AFG amount allocated to each school district is based on a formula factoring 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 for eligible expenditures to address maintenance priorities and ensure schools are safe and well-functioning.

Statistics:

- All 60 school districts receive AFG funding each year.
- Each year, school districts are successful in completely spending their AFG funds on required routine maintenance projects, as per their annual data maintenance reports back to EDUC.

Funding:

- AFG funding was static from 04/05 to 18/19 at \$110M. During the same time, costs had escalated by ~18.5%. From 18/19 onwards, funding increased to \$115.5 million (\$92M capital, \$23.5M operating).

Key Facts:

- School districts must provide an AFG project expenditure plan for review by Capital Management Branch staff identifying where funding will be directed.
- The Ministry of Finance requires boards of education to expend the capital portion of AFG, as unspent AFG capital funds may not be carried into the next fiscal year, without an extension to the AFG Certificate of Approval by the Ministry.
- 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.

BUILDING ENVELOPE PROGRAM (BEP)

updated February 7, 2020

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 2019/20, 86 schools have been completed and there are 96 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.
- At the current rate of program funding, it will take over 20 years to complete the remaining 96 schools enrolled in the BEP. A Program budget increase is required to expedite program completion.

Statistics:

- As of the end of the 2019/20 Fiscal Year, 86 projects have been completed at a cost of \$124M, and 96 projects still require funding at an estimated cost of \$91M in today's dollars.
- For Fiscal Year 2020/21, the Ministry is forecasting to complete a further 6 projects, with approximately 12 additional projects moving into design and/or construction.

Funding:

- The Ministry allocates up to \$8M/year to address building envelope remediation.

Delivery Partners:

1. BC Housing
2. School Districts

Key Outcomes:

| Schools Built 1985-2000 | 686 | | |
|-------------------------|----------------------|----------------------|------------------------|
| Schools in BEP | 182 | | |
| | As of March 31, 2018 | As of March 31, 2019 | As of February 7, 2020 |
| Completed Schools | 79 | 82 | 86 |
| Schools in Construction | 5 | 2 | 4 |
| Schools in Design | 1 | 3 | 12 |
| Remaining Schools | 97 | 95 | 80 |
| Total | 182 | 182 | 182 |

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 2019/20 inclusive, the BUS has allocated over \$95M to SDs for the purchase of approximately 675 buses.

Key Outcomes:

- EDUC maintains a provincial bus fleet inventory database in order to help forecast future bus replacement demands for aging buses at school districts.

Delivery Partners:

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

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. Private contractors provide bussing services to the other 16 SDs.
- Transport Canada (TC) is currently reviewing a variety of potential safety enhancement standards via a federal task force, which EDUC and ASTSBC is participating on. Automatic braking systems, extended stop-arms, infraction and 360 degree camera systems, and seatbelts are being considered. TC will be making decisions on these new standards in Spring 2020.
- TC has requested provinces to volunteer for a school bus seatbelt pilot program. BC has two SDs (SD68 – Nanaimo-Ladysmith and SD79 – Fraser Cascade) that currently equip their buses with seatbelts, which may be good candidates for the pilot program if it proceeds.
- EDUC standardized seatbelt “ready” seats for all school buses as of April 1, 2019.
- The First Nations Education Steering Committee (FNESC), Canada Government, and EDUC have established a new transportation fund to provide net new buses for school districts to transport First Nation students living on-reserve to public schools for the 2020/21 FY.
- EDUC, ASTSBC and Ministry of Energy, Mines and Petroleum Resources (EMPR) have developed an electric school bus option in support of the CleanBC plan. This option will be available to school districts for the 2020/21 FY.

Funding:

- For FY 2019/20, 29 SDs were approved for 89 buses valued at \$13M.
- For FY 2020/21, EDUC is providing approx. \$1.5M funding to SDs for school bus purchases in support of the BCTEA First Nation Students Transportation Agreement.
- For FY 2020/21, EMPR is supporting EDUC's BUS program with \$2.3M supplementary funding through ASTSBC for the purchase of electric school buses.

Agreements:

- A Memorandum of Understanding has been developed between EDUC, EMPR and ASTSBC for services related to the electric bus pilot program.
- A tripartite agreement has been established between Canada, FNESC, and EDUC to provide bussing services to First Nation students living on-reserve to public schools.

CAPITAL BUDGET

updated February 13, 2020

Description:

- Budget 2020 includes \$2.5B in provincial capital funding for priority projects over the next three years (\$2.8B including school district capital spending)
- 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 75 major capital projects currently **in progress (funding approved)**
 - 14 new schools,
 - 13 additions/renovations,
 - 5 school replacements
 - 42 seismic upgrades, and
 - 1 site purchase.
- There are 491 total projects across 33 school districts in the **Seismic Mitigation Program**;
 - 173 schools have been completed,
 - 16 are under construction,
 - 26 are proceeding to construction,
 - 29 are in business case development,
 - 247 are future priorities.
- 4 school districts have completed all of their high-risk schools,
- 12 school districts have 50% or more of their high-risk schools completed, and
- 17 school districts have less than 50% complete.

Key Facts:

- B.C.'s total capital budget for education is \$880M in fiscal year 2020/21, which is a \$92M increase from 2019/20
- The Ministry is investing \$534M 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 capital fund for school playgrounds in Budget 2018 (\$5M annually) and the Rural District Program in Budget 2019 (\$5M annually)
- Budget 2020 provides:
 - an increase to the Carbon Neutral Capital Program of \$12.2M annually
 - increased investment for projects to keep pace with construction cost escalation
 - funding to manage emergent Schools Protection Program claims (\$3M annually)
 - New priority projects to address enrolment growth pressures across the province

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 provincial capital investment is \$2.47B over the fiscal plan and includes:
 - Expansion and replacement (\$1.01B)
 - Seismic Mitigation Program (\$925M)
 - Routine Capital (\$534M)
- Capital spending by fiscal year includes:
 - 2020/21- \$880M
 - 2021/22- \$884M
 - 2022/23 - \$705M

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 EDUC 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: 15 projects in 15 school districts
- 2016/17: 25 projects in 25 school districts
- 2015/16: 24 projects in 24 school districts
- 2014/15: 9 projects (plus 41 energy studies) in 50 school districts
- 2013/14: 25 projects (plus 31 energy studies) in 54 school districts
- 2012/13: 29 projects (plus 24 energy studies) in 54 school districts
- Major benefactors since Fiscal Year 2012/13:
 - Vancouver (\$2.9M)
 - Surrey (\$3.0M)
 - Coquitlam (\$2.4M)
 - Victoria (\$1.5M)
 - Richmond (\$1.4M)

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 EDUC.
- 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.
- EDUC issued its Capital Plan Instructions for the 2020/21 fiscal year in March 2019, including a call for school districts' highest priority CNCP projects to be submitted by end of June 2019. EDUC is currently analysing these submissions and will provide CNCP project approvals and funding to school districts in March 2020 for project completions by the school districts in the 2020/21 fiscal year.

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 2020/21, EDUC received 128 project requests for CNCP funding valued at \$41M.

Funding:

- 2012/13 – 2019/20: \$5M annually
- 2020/21 onward: \$17.2M 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.

Statistics:

- Number of portables used for general instruction in all school districts, as of September 2019: 1,632.
- Number of portables in SD36 as of September 2019: 364, including 310 for general instruction.
- Total value of all additions requests from June 2019 School District Capital Plan submissions, Surrey included: \$1.3 billion (137 projects).
- Total value of all additions requests from June 2019 School District Capital Plan submissions, not including Surrey: \$1.0 billion (120 projects).

Key Facts:

- After many years of decline, provincial K-12 student enrolment is increasing.
- Some of the fastest growing school districts include, but are not limited to, Sooke, Greater Victoria, Surrey, Chilliwack, Abbotsford, Langley, Central Okanagan and the Conseil scolaire francophone (CSF).
- Pressures from enrolment growth were compounded by the 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 reduce the use of portables to accommodate enrolment growth, in the coming years school districts will require new sites, new schools and additions to existing schools.
- Possible projects for EGP funding are identified from school districts' annual five-year capital plan submission requests for additions.

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 10 additions projects under the EGP, which are expected to create over 1,800 new student spaces.

Funding:

| PROJECTS UNDERWAY | | PROV (\$M) |
|---------------------------------------|-----------------------------------|------------|
| 22 Vernon | B X Elementary | 11.1 |
| 43 Coquitlam | École Panorama Heights Elementary | 6.2 |
| 43 Coquitlam | Dr. Charles Best Secondary (add) | 8.4 |
| 43 Coquitlam | Westwood Elementary | 5.7 |
| 68 Nanaimo-Ladysmith | Hammond Bay Elementary | 14.7 |
| PROJECTS IN BUSINESS CASE DEVELOPMENT | | |
| 8 Kootenay Lake | Blewett Elementary | |
| 33 Chilliwack | Vedder Elementary | |
| 36 Surrey | White Rock Elementary | |
| 36 Surrey | Morgan Elementary | |
| 42 Maple Ridge - Pitt Meadows | Eric Langton Elementary | |

Description:

- Since 2009, EDUC 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 systems and components have exceeded the manufacturer's suggested replacement period, to create Facility Condition Index (FCI) ratings, used for planning and forecasting purposes by school districts and EDUC.
- The higher the FCI, the greater the cost of requirements for that facility, where the FCI of a new school is equal to 0.00.

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 metres of area, and with a current estimated replacement value of \$15,800,000,000.
- Average age: ~40 years:
- Average FCI: 0.44
- Oldest school: 1896 (Sir Guy Carleton Community Elementary – Vancouver, FCI: 0.63)
- Largest school: 30,394 sq. m. - New Westminster Secondary – New Westminster, FCI 0.77)
- Percent schools 40 years or newer: 45%
- Average FCI for schools 40 years or newer: 0.38 (better than the norm)
- Percent schools greater than 40 years: 55%
- Average FCI for schools greater than 40 years: 0.83 (worse than the norm)

Key Facts:

- EDUC, HLTH, AEST, CITZ currently contract 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), Building Envelop Program (BEP), and Annual Facilities Grant (AFG), all having an impact on FCI.
- VFA Canada Inc.'s assessments identify deferred maintenance recommended to be addressed within **one year at a value of \$591M**; in **one-to-three years at a value of \$366M**; and long term deferred maintenance concerns that should be addressed before manufacturers' **suggested "end of life" date at a value of \$7.64B**. 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.
- In 2019/20 EDUC provided \$169M in routine maintenance capital funding through SEP, CNCP, BEP, and AFG to the 60 school districts in BC.
- 2020/21 provides \$181M in routine capital investment

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, BEP and AFG, as tracked against changes in FCI for school district facility assets.

Funding:

- AFG was frozen at \$110M/yr for 2004-18 while inflation increased by approx. 18.5%.
- In 2018/19 and 2019/20, EDUC provided \$115.5M AFG (combined capital and operating portions), \$65M SEP, \$8M BEP, and \$5M CNCP funding to school districts for capital maintenance projects.

Agreements:

- VFA Canada Inc. is currently in its third five-year contract (expires March 31, 2024) with EDUC, to conduct Facility Condition Assessments producing Facility Condition Index (FCI) scores for school district owned assets.

Services to Ministry:

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

Delivery Partners:

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

FACILITY CONDITION ASSESSMENT

updated February 10, 2020

| School District Number | School District Name | Average FCI as of Sept. 30 | | | |
|------------------------|----------------------------|----------------------------|------|------|------|
| | | 2106 | 2017 | 2018 | 2019 |
| 5 | Southeast Kootenay | 0.21 | 0.34 | 0.48 | 0.52 |
| 6 | Rocky Mountain | 0.33 | 0.46 | 0.50 | 0.31 |
| 8 | Kootenay Lake | 0.40 | 0.50 | 0.56 | 0.40 |
| 10 | Arrow Lakes | 0.44 | 0.51 | 0.51 | 0.39 |
| 19 | Revelstoke | 0.25 | 0.37 | 0.23 | 0.23 |
| 20 | Kootenay Columbia | 0.30 | 0.40 | 0.56 | 0.53 |
| 22 | Vernon | 0.27 | 0.35 | 0.45 | 0.44 |
| 23 | Central Okanagan | 0.32 | 0.27 | 0.51 | 0.51 |
| 27 | Cariboo-Chilcotin | 0.48 | 0.46 | 0.53 | 0.38 |
| 28 | Quesnel | 0.37 | 0.39 | 0.45 | 0.29 |
| 33 | Chilliwack | 0.38 | 0.18 | 0.39 | 0.39 |
| 34 | Abbotsford | 0.45 | 0.31 | 0.48 | 0.48 |
| 35 | Langley | 0.52 | 0.58 | 0.40 | 0.37 |
| 36 | Surrey | 0.32 | 0.33 | 0.44 | 0.39 |
| 37 | Delta | 0.43 | 0.48 | 0.54 | 0.55 |
| 38 | Richmond | 0.47 | 0.49 | 0.44 | 0.44 |
| 39 | Vancouver | 0.40 | 0.53 | 0.55 | 0.55 |
| 40 | New Westminster | 0.57 | 0.43 | 0.20 | 0.20 |
| 41 | Burnaby | 0.59 | 0.62 | 0.30 | 0.30 |
| 42 | Maple Ridge - Pitt Meadows | 0.47 | 0.37 | 0.44 | 0.44 |
| 43 | Coquitlam | 0.39 | 0.34 | 0.56 | 0.57 |
| 44 | North Vancouver | 0.54 | 0.58 | 0.45 | 0.45 |
| 45 | West Vancouver | 0.51 | 0.52 | 0.40 | 0.42 |
| 46 | Sunshine Coast | 0.48 | 0.47 | 0.34 | 0.34 |
| 47 | Powell River | 0.57 | 0.54 | 0.33 | 0.33 |
| 48 | Sea to Sky | 0.38 | 0.42 | 0.39 | 0.39 |
| 49 | Central Coast | 0.44 | 0.47 | 0.35 | 0.35 |
| 50 | Haida Gwaii | 0.38 | 0.47 | 0.49 | 0.49 |
| 51 | Boundary | 0.55 | 0.53 | 0.50 | 0.50 |
| 52 | Prince Rupert | 0.59 | 0.65 | 0.65 | 0.65 |
| 53 | Okanagan Similkameen | 0.39 | 0.44 | 0.25 | 0.25 |

| School District Number | School District Name | Average FCI as of Sept. 30 | | | |
|------------------------|------------------------------|----------------------------|------|------|------|
| | | 2016 | 2017 | 2018 | 2019 |
| 54 | Bulkley Valley | 0.59 | 0.60 | 0.38 | 0.37 |
| 57 | Prince George | 0.34 | 0.36 | 0.56 | 0.56 |
| 58 | Nicola-Similkameen | 0.61 | 0.59 | 0.46 | 0.42 |
| 59 | Peace River South | 0.40 | 0.45 | 0.59 | 0.59 |
| 60 | Peace River North | 0.25 | 0.40 | 0.57 | 0.57 |
| 61 | Greater Victoria | 0.32 | 0.41 | 0.49 | 0.48 |
| 62 | Sooke | 0.47 | 0.46 | 0.35 | 0.32 |
| 63 | Saanich | 0.35 | 0.42 | 0.38 | 0.40 |
| 64 | Gulf Islands | 0.43 | 0.48 | 0.32 | 0.33 |
| 67 | Okanagan Skaha | 0.32 | 0.39 | 0.48 | 0.48 |
| 68 | Nanaimo-Ladysmith | 0.54 | 0.60 | 0.43 | 0.39 |
| 69 | Qualicum | 0.39 | 0.46 | 0.30 | 0.30 |
| 70 | Alberni | 0.49 | 0.32 | 0.45 | 0.41 |
| 71 | Comox Valley | 0.23 | 0.29 | 0.47 | 0.47 |
| 72 | Campbell River | 0.45 | 0.45 | 0.57 | 0.57 |
| 73 | Kamloops-Thompson | 0.57 | 0.60 | 0.36 | 0.35 |
| 74 | Gold Trail | 0.46 | 0.44 | 0.59 | 0.53 |
| 75 | Mission | 0.51 | 0.54 | 0.44 | 0.45 |
| 78 | Fraser-Cascade | 0.46 | 0.54 | 0.41 | 0.38 |
| 79 | Cowichan Valley | 0.41 | 0.35 | 0.59 | 0.57 |
| 81 | Fort Nelson | 0.51 | 0.49 | 0.58 | 0.43 |
| 82 | Coast Mountains | 0.44 | 0.44 | 0.56 | 0.38 |
| 83 | North Okanagan-Shuswap | 0.44 | 0.41 | 0.34 | 0.33 |
| 84 | Vancouver Island West | 0.27 | 0.36 | 0.47 | 0.45 |
| 85 | Vancouver Island North | 0.30 | 0.36 | 0.48 | 0.48 |
| 87 | Stikine | 0.46 | 0.37 | 0.46 | 0.21 |
| 91 | Nechako Lakes | 0.52 | 0.37 | 0.46 | 0.45 |
| 92 | Nisga'a | 0.25 | 0.33 | 0.51 | 0.49 |
| 93 | Conseil Scolaire Francophone | 0.34 | 0.28 | 0.35 | 0.37 |

| | | | | |
|---------------------------|-------------|-------------|-------------|-------------|
| Provincial Average | 0.42 | 0.43 | 0.43 | 0.44 |
|---------------------------|-------------|-------------|-------------|-------------|

FACILITY CONDITION ASSESSMENT

updated February 10, 2020

| Year | EDUC Routine Capital Program Allocations (AFG, BEP, CNCP, SEP) | Immediate Deferred Maintenance (Cost of repairs and upgrades required within 1 year) | Total Deferred Maintenance (Cost of repairs and upgrades required within 5 years) | Average Provincial FCI - New Condition (0.00) to Very Poor Condition (1.00) |
|------|----------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 2019 | \$169M | \$591M | \$7.64B | 0.44 |
| 2018 | \$170M | \$396M | \$6.70B | 0.43 |
| 2017 | \$155M | \$343M | \$6.28B | 0.43 |
| 2016 | \$172M | \$332M | \$6.26B | 0.42 |
| 2015 | \$152M | \$305M | \$6.09B | 0.42 |
| 2014 | \$98M | \$296M | \$5.98B | 0.41 |
| 2013 | \$98M | \$254M | \$5.41B | 0.38 |
| 2012 | \$96M | \$236M | \$5.38B | 0.37 |

PLAYGROUND EQUIPMENT PROGRAM (PEP)

updated February 7, 2020

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 were **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 and onwards, 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 that is 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.
- Announced in June 2016, the Rural Education Enhancement Fund (REEF) is intended to keep public schools open in small rural communities (i.e., having a population <15,000) where impacts on the community are a concern.

Statistics:

- In 2018/19, the following schools were closed:
 - Chance Alternate in SD33 (Chilliwack)
 - Rutherford Elementary in SD68 (Nanaimo-Ladysmith)
 - Esperanza Elementary Secondary in SD84 (Vancouver Island West)
- In the 2019/20 school year, no schools were reported to the Ministry as being closed.
- Between 2001/02 and 2019/20, **266** public schools have been closed due to declining enrolment.

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.
- The school closure policy must be made available to the public.
- The policy must include a public consultation process regarding permanent school closures.
- That process has 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 Ministry will not be accepting new or updated applications for the 2020/21 school year.
- In previous years, eligible school districts were required to 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 Ministry will be announcing how REEF funding will be allocated for the 2020/21 school year on March 13, 2020 to align with school district preliminary operating grants.
- School districts do not have to re-apply for schools previously approved for REEF support.

Key Outcomes:

- REEF has enabled boards of education to keep open small rural schools which might otherwise have been closed.
- Boards normally close schools to allow for more efficient student space utilization and to save operating costs.

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 was 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, \$4.29M is being 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 | 2019/20 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 | 0 | 0 | \$378,168 |
| 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 | \$167,056 | \$60,337 | \$4,287,207 |

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 (AFG) 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 EDUC.
- EDUC 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, EDUC issued its Capital Plan Instructions for the 2020/21 fiscal year to all school districts, including a call for SEP projects to be submitted to EDUC by end of June 2019. For 2020/21, EDUC received 440 project requests for SEP funding valued at \$283M. EDUC is currently analysing these SEP submissions, and will provide approvals and funding to school districts in March 2020, for school districts to complete SEP projects within the 2020/21 fiscal year, working within an anticipated SEP budget of \$64M.

Funding:

- **\$182M** has been notionally budgeted for SEP within the current 3 year fiscal cycle:
 - 2020/21 - \$64M
 - 2021/22 - \$59M
 - 2022/23 - \$59M

Key Outcomes:

- For 2019/20, EDUC received **366** project requests for SEP funding valued at **\$210M** and approved a total of **138** projects with an overall dollar value of **\$65M**.

Statistics:

- For 2019/20, EDUC approved **138** 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 | 28 | \$12,022,523 |
| Mechanical Upgrade | 43 | \$23,674,198 |
| Roofing Upgrade | 31 | \$15,603,140 |
| Electrical Upgrade | 13 | \$4,166,618 |
| Washroom Upgrade | 6 | \$2,711,691 |
| Flooring Upgrade | 9 | \$2,591,532 |
| TOTAL: | 138 | \$64,973,945 |

SCHOOLS PROTECTION PROGRAM (SPP)

updated February 14, 2020

Description:

- Risk Management Branch (RMB), FIN, started provincial self-insurance in March 1987
- Self-insurance has saved the SUCH sector hundreds of millions of dollars in commercial insurance premium costs
- SPP provides self-insurance for the public K-12 education system
- Under authority of the *School Act*, the Minister has designated SPP as the insurer for boards of education to be administered by RMB
- School districts are covered for claims from:
 - Property Loss/Damage
 - Boiler and Machinery Loss/Damage
 - Crime
 - General Liability
 - Employment Practices Liability
 - Directors' & Officers' Liability
- SPP acquires ICBC coverage on behalf of all school districts for their vehicles
- Districts may also purchase Optional Property Program coverage through RMB for surplus buildings leased to other parties (e.g., local government, community groups, Government)

Statistics:

- 24 "excess of pool" losses over the last 10 years:
 - 9 claims between \$250,000 and \$500,000
 - 9 claims between \$500,000 and \$1M
 - 6 claims greater than \$1M
- Includes 14 fire losses; 9 water losses; 1 sewer back-up loss
- Average of 2.5 claims per year with average value = \$1.7M

Delivery Partners:

1. Risk Management Branch, Ministry of Finance

Key Facts:

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
- This 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
- For property loss and damage claims involving existing buildings:
 - if **under \$250,000**, claims are funded from the Property Risk Pool
 - if **over \$250,000**, claims are funded as emergent SPP projects in the EDUC Capital Plan
- School districts must pay a **\$10,000** deductible for each instance of property loss and damage

Property - Course of Construction Coverage

- For property loss and damage claims during active construction projects:
 - 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 the EDUC Capital Plan

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 liability program is backed by a provincial indemnity
- The *pro-rata* cost to a school district is based on its share of total FTE students in the K-12 system
- No deductible applies to liability claims, with RMB managing legal representation for Government

Key Outcomes:

- Successful annual insurance programming for boards of education, EDUC & Government

Schools Protection Program Cost:

- 2018/19 Total = **\$6.691M**, including:
 - 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:

- MOU between Capital Management Branch, EDUC, and Risk Management Branch, FIN

Description:

- In 2004, the Ministry of Education launched the Seismic Mitigation Program (SMP) in partnership with UBC's Seismic Research Faculty and the Engineers and Geoscientists of BC (EGBC) 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 completed reassessments of schools on Vancouver Island, Haida Gwaii and in Richmond that resulted in 151 more schools being added to the SMP.

Funding:

- The current fiscal plan provides \$925 million for the SMP.
- To date, government has spent \$1.8 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
3. School Districts

Key Facts:

- Since September 2017, 41 SMP projects have been approved with a total value of \$935 million.
- In 2015, Natural Resources Canada updated seismic risk mapping and increased the expected magnitude and duration of a Cascadia fault event in B.C.
 - 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.
 - The results of the assessments were communicated to school districts in July 2019.
 - School Districts are expected to identify and prioritize projects for mitigation in their annual 5-year capital plan submission due each year in June.

Key Outcomes:

- The Ministry has committed to accelerate the pace of seismic project funding approvals and delivery. Since September 2017, 41 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, 13 projects approved in 18/19 and 13 so far in 2019/20.

Statistics:

- As of February 1, 2020, there are 491 total projects in the SMP, of these:
 - 173 schools completed;
 - 16 under construction;
 - 26 proceeding to construction
 - 29 in business case development; and
 - 247 future priorities
- 50% of the program has been advanced since 2004, which equates to approximately 15 projects/year or 3% of the program annually.

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 151 schools that now have one or more high seismic risk blocks under the new Seismic Retrofit Guidelines. These 151 schools were added to the SMP in July 2019. There are now 247 schools identified as future priorities.

Description:

Disposal of Land or Improvements Order

- The Order was amended in September 2008 to require Minister of Education approval for the disposal of board-owned properties.
- A disposal includes sale and transfer in fee simple; exchange; or lease of greater than 10 years.
- The Order applies to the disposal of all board-owned properties (in whole or in part), including schools, administrative offices, bus garages, maintenance yards, teacherages, and vacant sites.
- A disposal of property to another board of education (i.e., CSF) or an independent school does not require ministerial approval.
- Properties that are the subject of a Crown land grant are exempt from the Order.

Surplus Properties Program (SPP)

- SPP was introduced in July 2018, replacing the Release of Assets for Economic Generation (RAEG).
- CITZ administers SPP with reports made to TB.
- SPP provides oversight of the disposal of public assets by ministries and Broader Public Sector Entities (BPSE), which includes boards of education.
- School districts must complete a Surplus Declaration and Readiness Checklist to demonstrate that due diligence was applied in the consideration of disposing a surplus property.
- CITZ has 90 days to first match a property to the needs of a ministry or another BPSE.

Key Facts:

Surplus Properties Program (SPP)

- Boards of education are part of the Government Reporting Entity (GRE), which allows net proceeds from the sale of board-owned assets to be booked by the Province as revenue.
- All proceeds are retained by individual boards for capital reinvestment in their school districts.
s.17

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 for disposals of land or improvements as established by a board of education for its school district.
- Ministerial approval is not granted for a particular sales transaction with a specific purchaser; rather, a board of education is allowed to pursue a disposition process for its surplus property.
- The disposal approval form signed by the Minister or designate is required by Land Title Office to allow transfer of title from a board of education to the new property owner.
- When a board completes the disposal of land or improvements, it must promptly provide the Minister with written notification of the disposition and the final proceeds amount.

Delivery Partners:

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

Key Outcomes:

- GRE reporting by school districts for FY19/20 shows a total of **\$4.85M** in net proceeds received to-date, all generated from the sale of a single property in the Surrey School District.

GRE Completed Property Disposals for 2019/20 Fiscal Year (To-Date)

| | | | Property (original purchase) | Purchaser | Net Proceeds | MED-Restricted-Capital | % | Local Capital | % |
|---------------|------|--------|------------------------------|---------------------------------|------------------|------------------------|--------------|------------------|----------------|
| Q3 | SD36 | Surrey | Former Anniedale Elementary | Pentecostal of Tabernacle of BC | 4,835,000 | 0 | 0.00% | 4,835,000 | 100.00% |
| TOTAL: | | | | | 4,835,000 | 0 | 0.00% | 4,835,000 | 100.00% |

Approved Property Disposals - Expected Completions**2019/20**

| | | | |
|-----------------------|-----------------------------|----------------------------|----------------|
| SD19 (Revelstoke) | Former Big Eddy Elementary | City of Revelstoke | \$0.58M |
| SD 33 (Chilliwack) | Huston Road Lot | City of Chilliwack | \$0.51M |
| SD 75 (Mission) | Former Cade Barr Elementary | City of Mission | \$0.26M |
| SD 93 (Nechako Lakes) | Former Sowchea Elementary | District of Fort St. James | \$0.40M |
| TOTAL: | | | \$1.75M |

2020/21

| | | | |
|---------------|------------------------------|----------------|------|
| SD36 (Surrey) | Old Board Office Parking Lot | City of Surrey | s.17 |
| TOTAL: | | | |

2021/22

| | | | |
|----------------|---------------------|-----------------|------|
| SD41 (Burnaby) | Former Board Office | City of Burnaby | s.17 |
| TOTAL: | | | |

Financial Services

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BUDGET 2020 OVERVIEW

updated February 6, 2020

Description:

- The Ministry of Education's 2020/21 budget is \$6.7B in operating funding and \$880M in capital for the K-12 education sector.

Statistics:

- The Ministry of Education's **2020/21 operating budget of \$6.7B** includes:
 - \$6.1B for public schools (92%)
 - \$449M for independent schools (7%)
 - \$43M for other partners (<1%)
 - \$42M 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 **2020/21 capital budget of \$880M** includes:
 - \$366M for school expansion and replacement
 - \$310M 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
 - \$17M for the Carbon Neutral Program
 - \$5M for Playgrounds
 - \$5M for the Rural District Program

Delivery Partners:

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

Key Facts:

- B.C.'s K-12 education operating budget is \$6.7B in 2020/21; a \$128M year-over-year increase.
- *Budget 2020* provides \$546M in operating funding and \$2.5B in provincial capital funding over the three-year fiscal plan.
- Since its formation, the current Government has provided \$2.2B in new operating funding for K-12 education – this includes \$552M in *Budget 2019*, \$409M in *Budget 2018* and \$681M in the *Budget 2017 Update*.

Key Outcomes:

- *Budget 2020* provides funding for the known enrolment cost pressures in public schools due to the realized September 2019 enrolment growth; funding is flatlined in 2021/22 and 2022/23, as the forecast for enrolment growth is more uncertain in future years.
- Additional funding is provided for 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.
- On February 7, 2020, government announced the immediate implementation of 12 of the recommendations made by the Independent Panel for the Funding Model Review. These include recommendations for improving Indigenous education as well as improving accountability, financial management and equity.

Funding:

- The three-year **operating lift of \$546 million** in *Budget 2020* includes:
 - \$205 million to fund public school enrolment growth;
 - \$218 million for the *Sustainable Services Negotiated Mandate* (SSNM) for CUPE staff;
 - \$98 million to fund additional hiring costs under the Classroom Enhancement Fund;
 - \$36 million for independent schools;
 - \$2 million for the *Sustainable Services Negotiating Mandate* for ministry staff;
 - \$2 million for the *Teachers Act* Special Account; and,
 - \$15 million reduction in Executive and Support Services and Transfers to Other Partners for ministry administration savings.
- The **\$2.47 billion three-year capital plan** in *Budget 2020* includes:
 - \$996M to invest in expansion and replacement projects in school districts;
 - \$925M to accelerate the Seismic Mitigation Program;
 - \$534M to invest in asset rehabilitation and maintenance (routine capital); and,
 - \$15M for the annual \$5M Playground Equipment Program.

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 24th 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 6,228 FTE in Sept 2019, an increase of 110 FTE (1.8%) compared to 2018/19.
- Enrolment has increased in all but one of the 24 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 B.C. 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 B.C.
- 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 43 schools, one of which is a distributed learning school.
- SD93 received \$87.6M for its 2019/20 enrolment, a \$3.6M increase over the previous year.

Key Outcomes:

- SD93 is receiving \$87.6M for its 2019/20 enrolment, a \$3.6M increase over the previous year.
- SD93 enrolled 6,228 FTE in Sept 2019, an increase of 110 FTE or 1.8% compared to 2018/19.
- 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 \$87.6M for its 2019/20 enrolment, a \$3.6M 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 \$11.4M in 2019/20.

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 processes 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 158 new service contracts valued at \$12.29M
 - **Direct awards:** 3 contracts (2%) valued at \$261K (2%)
 - **Open or limited competitions:** 28 contracts (18%) valued at \$2.5M (21%)
 - **Qualified Supplier Lists:** 108 contracts (68%) valued at \$3.96M (32%)
 - **Corporate supply arrangements:** 1 contract (1%) valued at \$20K (0.2%)
 - **Shared Cost Arrangements:** 10 contracts (6%) valued at \$4.6M (38%)
 - **Other/Secondees:** 8 contracts (5%) valued at \$914K (7%)
- In addition, the Ministry has also created 769 teacher agreements (\$783K) 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
- 8 Qualified Supplier Lists and a Secondment Expression of Interest pool were established 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

- 10 contracts (\$4.6M) are transfers under agreement
- 133 contracts (\$7.39M) are for professional advisory or operational services
- 15 contracts (\$290K) are for Open School BC operational services

Direct Awards:

- The Ministry has issued 3 direct award service contracts valued at \$261K
 - Corwin Canada Inc. – BC Education Data Research Protocol & BC School Success Modelling Report (\$160K for 5 months)
 - Arvay Finlay LLP – Negotiations on a renewed First Nations Education Agreement (FNEA) (\$50K for 8 months)
 - Perfectworld Innovations Inc – Connectivity services (\$51K for 7 months)

Top 5 Highest Value New Contracts Awarded YTD

| Value | Supplier | Description | Procurement |
|----------|-----------------------------------------|----------------------------------------------------------------------------------|-------------------------|
| \$1.336M | Freshworks Studio Inc | Develop Capital Asset Planning System (CAPS) | Competition |
| \$1.217M | BC School Superintendent s' Association | Contribution for K-12 Gang and Gun Violence Prevention | Shared Cost Arrangement |
| \$1.2M | Focused Education Resources Society | Contribution to society to support K-12 sector with HR and procurement expertise | Shared Cost Arrangement |
| \$650K | UBC | Report on the Childhood Experiences Questionnaire | Shared Cost Arrangement |
| \$471K | BC Council for Int'l Education | International Education Scholarships | Shared Cost Arrangement |

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 ~ 72,500 certificate holders
- \$3.27M – total funds in Special Account surplus as of April 1st 2019
- \$7.1M – average revenue generated by fees each fiscal year and held in the *Teachers Act* Special Account
- The Treasury Board approved budget for 2019/20 was \$8.95M. Forecasted expenses and revenue are \$8.21M and \$7.29M respectively, supplemented with \$0.920M- from the Special Account surplus.
- The Treasury Board approved budget for 2020/21 is \$8.98M. Forecasted expenses and revenue are \$8.86M and \$7.10M respectively, supplemented with \$1.76M- from the Special Account surplus.

s.13; s.17

Key Facts:

- When the new regulatory model was established in January 2012:
 - the former BC College of Teachers' accumulated surplus (or funding balance) was transferred to the Special Account; and
 - 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 Treasury Board.
- Current annual practice fees do not fully cover the cost of operations.
- This surplus or funding balance is drawn down when there is a gap between annual practice fees and the total cost to administer the regulatory function.
- Prudent fiscal management of the Special Account is paramount to minimize expenses and mitigate the need to increase annual practice fees. Operational efficiencies are being examined – including IT investments – to further streamline operations and reduce costs. Minimizing impacts to the annual practice fees is a common goal and accountability of all responsible ADMs, as is retaining the same level of quality and standards for teachers.
- 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.

s.13; s.17

Key Outcomes:

- To lessen the impact of the reduction of the annual practice fee that occurred in 2012, all aspects of the regulatory structure have been reviewed to find administrative cost savings where possible. New efforts are underway to examine processes used in teacher certification that may result in reduced costs for Teachers Act Special Account operations.

s.13; s.17

WORKFORCE SUMMARY

updated February 7, 2020

Key Facts:

- As of Feb 1, 2020, EDUC has 334.8 Ministry FTEs and 57.8 FTEs in Teacher Regulation for a total of 392.6 FTEs.
- EDUC has a ratio of 41% excluded staff compared to 59% bargaining unit staff. This includes Teacher Special Account positions, which are almost entirely excluded.
- EDUC has 5 Assistant Deputy Ministers.
- The number of FTEs at EDUC has decreased by 1.9% since July 6, 2019 (7.7 less FTEs).

Description:

- A summary of the Ministry of Education's workforce, including a breakdown of FTE burn by division (averaged over six months) and the number of excluded positions.

Funding:

- Current FTE complement will be funded from within the ministry's 2020/21 Executive and Support Services appropriation of \$46,899,000.

Statistics

Ministry of Education FTEs – Feb 1, 2020

| Organization | FTEs | % of EDUC Total | % Included | % Excluded |
|------------------------------------------------------------|--------------|-----------------|----------------------|----------------------|
| Minister's Office | 5.0 | 1.2% | 0% | 100% |
| Deputy Minister's Office | 13.9 | 3.5% | 60.5% | 39.5% |
| Resource Management Division (minus Teacher Regulation) | 68.0 | 17.3% | 57.3% | 42.7% |
| Governance & Analytics Division (minus Teacher Regulation) | 67.9 | 17.3% | 71.3% | 28.7% |
| Learning Division | 48.1 | 12.3% | 65.7% | 34.3% |
| Services & Technology Division (minus Teacher Regulation) | 90.4 | 23.0% | 82.6% | 17.4% |
| Education Programs Division | 41.3 | 10.5% | 67.1% | 32.9% |
| Ministry Total | 334.8 | 85.3% | 68.7% (229.9) | 31.3% (104.9) |
| Teacher Special Account | 57.8 | 14.7% | 1.4% (0.8) | 98.6% (57.0) |
| EDUC Total | 392.6 | 100.00% | 58.8% (230.7) | 41.2% (161.9) |

Ministry Excluded Staff, by Position – Feb 1, 2020 (not including Minister's Office)

| Position | FTEs |
|-----------------------------------------------------------------|------------|
| Deputy Minister | 1 |
| Assistant Deputy Ministers | 5 |
| Excluded Employees (Management, Schedule A staff and SEA/EAA's) | 94 |
| Ministry Total Excluded Staff | 100 |

Teacher Special Account Staff, by Position – Feb 1, 2020

| Position | FTEs |
|-----------------------------------------------------------------------|--------------|
| Special Advisor – Teacher Special Account | 0.5 |
| Management Employees – Teacher Special Account | 29.6 |
| Schedule A Employees – Teacher Special Account | 26.9 |
| EDUC Total Excluded Staff (Ministry + Teacher Special Account) | 157.0 |

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 2019, based on actual hiring as of September 30, 2019, and actual remedy costs for October 2019.
- 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.

Statistics:

- For the 2019/20 school year the CEF funding totals \$465.2M, supporting:
 - 4,223 teacher FTEs at a cost of \$398.9M:
 - 2,743 enrolling teacher FTEs
 - 1,480 non-enrolling (specialist) teacher FTEs
 - \$46M of overhead costs, including the hiring of more than 300 educational assistants
 - An estimated \$20.3M for remedies based on actual remedy costs incurred in October 2019

Key Outcomes:

- Funding for an additional 4,223 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:

- The *School Act* requires a public board of education to provide an educational program free of charge to every student of school age who is resident in B.C.
- A student is considered resident in B.C. if both the student and their parent/legal guardian are “ordinarily resident.” The term is not defined in the *School Act* but is defined in the Eligibility of Operating Grant Funding Policy using court interpretation which established criteria for determining residency for the purpose of receiving free public education.
- Boards are responsible for determining whether a prospective student is ordinarily resident for the purposes of receiving a funded public education. Boards set local policies and procedures to determine ordinary residence, guided by high-level Ministry policy.
- If a student and parent are not ordinarily resident, a board may enrol that student but are not eligible to receive funding from the Province for the education. In these cases, boards could provide an educational program based on compassionate considerations (through their own funds without reporting student[s]) or require fees to be paid at a rate set by the District (typically ranging from \$10,000 to \$14,500).
- The *Independent School Act* also provides funding to eligible resident students in Group 1 and Group 2 independent schools.
- Eligible students are defined in the *Independent School Regulations* as being resident in B.C. if the student is ordinarily resident and if the parent is a citizen or permanent resident of Canada and ordinarily resident in B.C. Independent schools are responsible for documenting funding eligibility.

Key Facts:

- To determine ordinary residence, boards typically ask parents for documentation demonstrating that they are in B.C. for a settled purpose, for example, proof of dwelling ownership or long-term rental of a property, B.C. driver’s license, and income tax returns, to name a few. Citizenship may be an indicator, but is not a determinative factor, of ordinary residence.
- Ministry policy sets out that certain individuals are deemed ordinarily resident for the purposes of receiving a free public education, despite not meeting the residency indicators. Examples include:
 - A person who resides in B.C. and has made a refugee claim;
 - A person who resides in B.C. and is detained in custody; and
 - Youth who have entered into a director assigned agreement through the Child Family and Community Service Act, the legislative authority for the Ministry of Children and Family Development’s Child Protection Services (in this instance the guardian of the student is also deemed resident).
- Requiring a student and their parent or legal guardian to be ordinarily resident prevents individuals coming to B.C. for the sole purpose of receiving a publicly funded education. Other Canadian provinces, such as Alberta and Ontario, take a similar approach to B.C.
- The Ministry has been fielding calls for many years from individuals who wish to enrol as adults, or their children, from out of province and who strongly object to tuition fees, especially if they are Canadian citizens.
- Changing the requirement for ordinary residence for school age and adult students would have financial implications for the Ministry.

Funding and Financial Implications:

- In the 2018/19 school year there were an estimated 16,155 non-resident student FTE in the public school system and 5,603 non-resident student FTE in Group 1 and Group 2 independent schools. These numbers would likely increase were there to be a change in the requirement for ordinary residence.
- If all these students were funded at the published rates it is estimated that an additional \$165.8M in education funding would be required (\$144.4M for public schools and \$21.4M for independent schools). This excludes any additional funding required for students with special needs.
- Public school districts who charge fees for non-resident students are budgeting for gross revenue of \$249.4M from these students in the 2019/20 school year, with net revenue of \$93.2M, a significant contribution to school district operating budgets.
- The five school districts with the highest gross revenues are SD39 (Vancouver), SD41 (Burnaby), SD35 (Langley), SD38 (Richmond) and SD43 (Coquitlam). These five districts have budgeted revenues of \$115.6M (46% of provincial total) and net revenues of \$49.6M (53% of provincial total)
- In August 2019 government announced an International Student Health Fee of \$37.50 per month effective September 1, 2019, rising to \$75 per month on January 1, 2020. Should non-resident students have this fee waived the revenues from the ISHF would fall by \$13.8M in the 2019/20 school year and \$16.3M in the 20/21 school year.

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 paid both partial MSP premiums and the full EHT.
- From January 1, 2020 onwards school districts will only pay 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 \$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.
- For the 2020/21 school year EHT funding will be included in school district operating grants and not funded as a special grant.

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 consultation from all 60 school districts, system stakeholders, and submissions.
- All major educational partners were consulted including FNEC, BCSTA, BCASBO, BCSSA, BCTF, and CUPEBC.
- The Panel's report, *Improving Equity and Accountability*, was released in December 2018 with 22 recommendations along 3 key themes:
 - Equity of Educational Opportunity for All Students,
 - Accountability, and
 - Financial Management

Update:

- In October 2019, the Ministry led a second partner forum to provide an overview of the Working Group reports, Framework for Enhancing Student Learning, Administrative Effort Study and next steps.
- Over the winter, the Ministry reviewed various policies and orders that could support potential funding changes.
- Following the completion of the review, Government announced in January 2020 the Ministry will implement the recommendations in a two-phase plan.
- For the 2020/21 school year, the Ministry will:
 - Implement 2 recommendations for improving equity of educational opportunity
 - Implement 10 recommendations for improving accountability and financial management
 - Improve the recognition of vulnerable student populations within the existing funding model
- Remaining recommendations will focus on policy development and further engagement with partners to develop capacity for change.
- B.C.'s children and youth in care will be recognized through a new supplement when funding is allocated to school districts in March 2020. Priority funding will be expanded to more children with mental health challenges and those living in low-income families.

Working Groups:

- Four Working Groups with representation from all education partners were formed in March 2019 following the release of the Panel's report; Adult and Continuing Education, Online Learning, Inclusive Education and Financial Management.
- Working Groups met 4 to 6 times between March and August to identify implications of implementing assigned recommendations and potential strategies for success.
- Working Group Reports were released to the public in October 2019.

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. The current model is not linked to student outcomes.

Funding Model Review: Approximately \$1.05M

- Expenses included a cross-jurisdictional scan, perspective and technical surveys, contracted independent experts, report preparation, travel engagement, administrative review, and attendance support for stakeholders.
- Total costs do not include salaries for Ministry staff supporting, only travel for partner engagements.
- The Funding Model Review spanned a 3-year period from January 2017 to January 2020.

Next Steps:**March 2020**

- Preliminary operating grant announcements confirm funding for 2020/21, including the details of a new supplement and policy for children and youth in care

March – June 2020

- Final policies on targeted funding for Indigenous learners and financial management released
- Form new committees (Funding Evaluation and Financial Management) to focus on supporting sector capacity building; work with key management partner groups to receive feedback on an ongoing basis
- Confirm Online Learning transition/planning team
- Continue engagement on career education and inclusive education
- Maintain positive engagement with parents, developing tools and resources to help support parents' groups in engaging effectively with Boards

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 an estimated \$5.391B in 2019/20 (an increase of \$161M over 2018/19).
- Outside of the operating grants, an estimated additional \$701M of special purpose grants goes to boards, including an estimated \$465M for the Classroom Enhancement Fund.
- Student enrolment has increased 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 5,083 FTE this year, which follows a combined increase of more than 27,200 over the past four years.
- 40 of BC's 60 school districts are serving more school-age students as at September 2019 compared to the previous September.

Key Facts:

- 77% of operating grant funding is based on enrolment (per student amount).
- 23% 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 is adjusted throughout the school year as actual enrolment is counted:
 - July (Summer Learning);
 - September (all students);
 - February (continuing education (CE), distributed learning (DL), refugees, special needs growth); and
 - May (CE and DL).
- \$5.317B of the \$5.391B in 2019/20 operating grants is being allocated based on actual September 2019 enrolment.
- The per pupil Operating Grant average funding amount for the interim 2019/20 operating grants is \$9,547, an increase of \$204 or 2.2% compared to 2018/19.
- Including special grants, total operating funding per student is estimated at \$10,790 for the 2019/20 school year, 13% higher than in 2016/17.
- All but two school districts are estimated to have 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.
- Implementation of an updated operating grant formula is expected in spring 2020 for the 2020/21 school year.

Key Outcomes:

- The provincial operating grant block is currently estimated to increase by \$108 million in 2019/20, the combined result of labour settlement funding and an estimated enrolment increase of 2,836 FTE.
- The above totals are for the entire school year and include actuals for the July and September 2019 enrolment counts, and estimates for the February and May 2020 counts.

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.

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.
- 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).

Statistics:

- As at June 30, 2019, school districts had a combined total of \$1.79B in cash and short-term investments.
- For the 2018/19 fiscal year, the estimated savings to the Province in debt service costs that could be attributed to school district participation in the CDP was \$3.0 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 \$986.3M (February 10, 2020) deposited from 59 school districts.

Key Outcomes:

- After accounting for cash held to meet short-term obligations (i.e. 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 \$588M in available cash and short-term investments as at June 30, 2019.
- School districts have set aside some of the available cash for future self-financed capital projects (\$232M as at June 30, 2019). A component of cash balances is represented by the accumulated Operating surplus (\$307M as at June 30, 2019), a portion of which (\$234M) has been restricted by Boards of Education for future uses.

SD99 (Provincial Composite) Cash Breakdown Analysis -- June 2019

June 30, 2019
(ACTUAL)

| | | |
|------------------------------------------------------------------------------------|----------------------|---------------------------|
| Total Cash & Cash Equivalents | | 1,768,552,853 |
| Short-Term Investments (estimated per June GRE) | | <u>21,642,000</u> |
| Total Cash & Short-Term Investments | | 1,790,194,853 |
| Accounts Receivable | 134,940,629 | |
| Prepaid Expenses, Inventory and Other Assets | <u>30,367,684</u> | <u>165,308,313</u> |
| | | 1,955,503,166 |
| Less: Cash needed/held to meet short-term obligations | | |
| Accounts Payable and Accrued Liabilities | (671,987,605) | |
| Unearned Revenue | <u>(234,727,060)</u> | <u>(906,714,665)</u> |
| Net Working Capital | | 1,048,788,501 |
| Less: Cash Restricted by the external contributor for a specific use: | | |
| Deferred Revenue | (64,718,175) | |
| School Generated Funds | (88,207,838) | |
| Unspent LIF/Classroom Enhancement Fund funding | (9,957,906) | |
| By-Law Capital received but not spent | (15,185,260) | |
| Other Provincial Capital (MCFD, ITA) received but not spent | (13,574,931) | |
| Non-Provincial Capital received but not spent (PAC's, etc) | (949,729) | |
| Municipal Land Capital | <u>(67,100,990)</u> | <u>(259,694,829)</u> |
| | | 789,093,672 |
| Less: Employee Future Benefits liability | | <u>(221,262,490)</u> |
| Cash & ST Investments Potentially Available for Cost Sharing | | 567,831,182 |
| Long-term Investments (approx) | | 40,641,658 |
| Long-Term Debt (loans and capital leases) | | <u>(19,551,596)</u> |
| Cash & Investments Potentially Available for Cost Sharing | | <u>588,921,244</u> |
| Cash & Investments Potentially Available for Cost Sharing is partially made up of: | | |
| Ministry of Education Restricted Capital | | 65,911,959 |
| Local Capital | | 232,998,585 |
| Total potential cost sharing funding sources | | 298,910,544 |
| Accumulated Operating Surplus (net of SD43 Stabilization a/c) | | <u>293,920,850</u> |
| | | <u>592,831,394</u> |

CDP as at February 10, 2019 \$ 986,327,265

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, 2019, there is one school district in an accumulated deficit position – SD67 (Okanagan Skaha) \$240,980 deficit.

Key Facts:

- Operating Fund surpluses are one component of overall school district cash balances (current cash balances approximately \$1.76B), 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 \$307M as at June 30, 2019, of which Boards have internally restricted \$234M of the Operating Fund surpluses to be used in years 2019/20 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 \$64M of accumulated surplus from prior school years to balance their 2019/20 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 2008/09, the cumulative Operating Fund surplus increased by \$198.8M
 - 45 districts increased surplus – \$219.0M
 - Remaining 15 districts decreased cumulative surplus – \$20.2M
- Since 2008/09, the unspent Local Capital surplus increased by \$137.5M
 - 38 districts increased surplus – \$157.9M
 - Remaining 22 districts decreased cumulative surplus – \$20.4M
- Comparing the combined amounts of Accumulated Operating Surplus and Local Capital surplus, the growth of these surpluses since 2008/09 is \$336.3M (165% increase).
 - June 30, 2019 – \$539.6M
 - June 30, 2009 – \$203.3M
- One-year change in accumulated operating surplus was a decrease of \$17.6M to end the year at \$307.2M. This decrease was matched by the one-year increase in Local Capital (\$19.9M) to end the year at \$233M.

| | Estimated Total Pressures (Savings) for 2019/20 | Pressures Related to General Cost Increases | | | | | | Other Pressures | | |
|---------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------------|------------------|---------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|-----------------------------|-------------------------------|-----------------------------------|
| | | General Inflation Increase (2% per year) | MPP Reduction in 2019-20 | TPP Reduction | CPP and EI Increase in Maximum Insurable Earnings | Restructuring of Exempt Staff Wage Grids | Estimated Management Compensation Increase @ 2% Increment | NGN Chargeback (2019/20) | Access Copyright (2019/20) | BCPSEA Chargeback (2019/20) |
| 5 Southeast Kootenay | (\$313,578) | \$101,460 | (\$88,968) | (\$837,154) | \$48,236 | \$101,906 | \$107,190 | \$213,066 | \$15,219 | \$25,467 |
| 6 Rocky Mountain | \$127,950 | \$59,208 | (\$54,568) | (\$513,462) | \$29,585 | \$393,365 | \$65,744 | \$124,336 | \$8,881 | \$14,861 |
| 8 Kootenay Lake | (\$233,974) | \$86,516 | (\$83,997) | (\$790,383) | \$45,541 | \$190,771 | \$101,201 | \$181,684 | \$12,977 | \$21,716 |
| 10 Arrow Lakes | (\$35,708) | \$8,182 | (\$12,464) | (\$117,282) | \$6,758 | \$43,618 | \$15,017 | \$17,182 | \$1,227 | \$2,054 |
| 19 Revelstoke | \$25,005 | \$17,871 | (\$16,929) | (\$159,297) | \$9,178 | \$109,091 | \$20,397 | \$37,528 | \$2,681 | \$4,486 |
| 20 Kootenay-Columbia | (\$121,562) | \$70,947 | (\$60,237) | (\$566,809) | \$32,659 | \$151,866 | \$72,575 | \$148,988 | \$10,642 | \$17,808 |
| 22 Vernon | (\$221,895) | \$153,385 | (\$125,078) | (\$1,176,937) | \$67,813 | \$324,611 | \$150,696 | \$322,108 | \$23,008 | \$38,500 |
| 23 Central Okanagan | (\$851,162) | \$417,151 | (\$316,848) | (\$2,981,422) | \$171,785 | \$433,132 | \$381,744 | \$876,017 | \$62,573 | \$104,705 |
| 27 Cariboo-Chilcotin | (\$410,710) | \$82,315 | (\$89,146) | (\$838,832) | \$48,332 | \$73,346 | \$107,405 | \$172,861 | \$12,347 | \$20,661 |
| 28 Quesnel | (\$68,075) | \$53,144 | (\$58,006) | (\$545,811) | \$31,449 | \$248,350 | \$69,886 | \$111,602 | \$7,972 | \$13,339 |
| 33 Chilliwack | (\$491,253) | \$248,786 | (\$194,825) | (\$1,833,233) | \$105,628 | \$325,447 | \$234,729 | \$522,451 | \$37,318 | \$62,445 |
| 34 Abbotsford | (\$459,769) | \$355,521 | (\$278,497) | (\$2,620,559) | \$150,993 | \$708,076 | \$335,539 | \$746,595 | \$53,328 | \$89,236 |
| 35 Langley | (\$564,569) | \$381,867 | (\$281,057) | (\$2,644,641) | \$152,380 | \$533,211 | \$338,622 | \$801,920 | \$57,280 | \$95,849 |
| 36 Surrey | (\$2,049,371) | \$1,329,313 | (\$1,014,916) | (\$9,549,990) | \$550,256 | \$2,088,566 | \$1,222,790 | \$2,791,556 | \$199,397 | \$333,657 |
| 37 Delta | (\$478,202) | \$281,485 | (\$229,217) | (\$2,156,845) | \$124,274 | \$521,943 | \$276,164 | \$591,118 | \$42,223 | \$70,653 |
| 38 Richmond | (\$278,630) | \$364,597 | (\$300,328) | (\$2,825,981) | \$162,829 | \$1,046,556 | \$361,841 | \$765,654 | \$54,690 | \$91,514 |
| 39 Vancouver | (\$2,327,127) | \$902,722 | (\$767,308) | (\$7,220,092) | \$416,010 | \$1,159,366 | \$924,468 | \$1,895,716 | \$135,408 | \$226,583 |
| 40 New Westminster | (\$154,103) | \$125,561 | (\$99,453) | (\$935,816) | \$53,920 | \$267,835 | \$119,823 | \$263,677 | \$18,834 | \$31,516 |
| 41 Burnaby | (\$1,272,690) | \$443,084 | (\$340,312) | (\$3,202,210) | \$184,506 | \$124,076 | \$410,014 | \$930,475 | \$66,463 | \$111,214 |
| 42 Maple Ridge-Pitt Meadows | (\$414,515) | \$268,840 | (\$205,969) | (\$1,938,097) | \$111,670 | \$428,516 | \$248,156 | \$564,564 | \$40,326 | \$67,479 |
| 43 Coquitlam | (\$630,050) | \$572,210 | (\$444,500) | (\$4,182,586) | \$240,994 | \$1,217,194 | \$535,542 | \$1,201,641 | \$85,831 | \$143,625 |
| 44 North Vancouver | (\$353,770) | \$278,071 | (\$217,522) | (\$2,046,804) | \$117,934 | \$557,022 | \$262,075 | \$583,949 | \$41,711 | \$69,796 |
| 45 West Vancouver | (\$246,969) | \$126,922 | (\$95,498) | (\$898,602) | \$51,776 | \$135,944 | \$115,058 | \$266,536 | \$19,038 | \$31,857 |
| 46 Sunshine Coast | (\$48,020) | \$58,481 | (\$58,685) | (\$552,205) | \$31,817 | \$255,604 | \$70,705 | \$122,811 | \$8,772 | \$14,679 |
| 47 Powell River | (\$39,299) | \$45,892 | (\$36,323) | (\$341,782) | \$19,693 | \$114,683 | \$43,762 | \$96,373 | \$6,884 | \$11,519 |
| 48 Sea to Sky | \$135,351 | \$92,674 | (\$71,580) | (\$673,540) | \$38,808 | \$430,970 | \$86,241 | \$194,615 | \$13,901 | \$23,261 |
| 49 Central Coast | \$20,584 | \$3,940 | (\$9,176) | (\$86,346) | \$4,975 | \$86,283 | \$11,056 | \$8,273 | \$591 | \$989 |
| 50 Haida Gwaii | (\$74,312) | \$7,949 | (\$17,440) | (\$164,102) | \$9,455 | \$48,932 | \$21,012 | \$16,693 | \$1,192 | \$1,995 |
| 51 Boundary | \$18,295 | \$22,005 | (\$26,297) | (\$247,442) | \$14,257 | \$169,053 | \$31,683 | \$46,211 | \$3,301 | \$5,523 |
| 52 Prince Rupert | \$41,004 | \$34,890 | (\$42,616) | (\$401,003) | \$23,105 | \$288,024 | \$51,345 | \$73,269 | \$5,233 | \$8,757 |
| 53 Okanagan Similkameen | (\$69,799) | \$43,133 | (\$40,552) | (\$381,583) | \$21,986 | \$130,484 | \$48,858 | \$90,579 | \$6,470 | \$10,826 |
| 54 Bulkley Valley | (\$164,019) | \$34,983 | (\$37,998) | (\$357,550) | \$20,601 | \$42,671 | \$45,781 | \$73,464 | \$5,247 | \$8,781 |
| 57 Prince George | (\$384,827) | \$235,352 | (\$208,111) | (\$1,958,250) | \$112,831 | \$594,001 | \$250,736 | \$494,238 | \$35,303 | \$59,073 |
| 58 Nicola-Similkameen | \$12,900 | \$38,701 | (\$41,594) | (\$391,383) | \$22,551 | \$237,719 | \$50,113 | \$81,273 | \$5,805 | \$9,714 |
| 59 Peace River South | (\$167,397) | \$65,378 | (\$70,692) | (\$665,188) | \$38,327 | \$216,098 | \$85,171 | \$137,293 | \$9,807 | \$16,410 |
| 60 Peace River North | (\$266,721) | \$113,269 | (\$97,465) | (\$917,112) | \$52,843 | \$181,030 | \$117,428 | \$237,866 | \$16,990 | \$28,431 |
| 61 Greater Victoria | (\$216,154) | \$350,518 | (\$271,242) | (\$2,552,292) | \$147,059 | \$906,359 | \$326,798 | \$736,088 | \$52,578 | \$87,980 |
| 62 Sooke | (\$70,394) | \$200,568 | (\$138,951) | (\$1,307,477) | \$75,335 | \$431,100 | \$167,411 | \$421,193 | \$30,085 | \$50,343 |
| 63 Saanich | (\$268,258) | \$132,926 | (\$108,488) | (\$1,020,834) | \$58,819 | \$206,164 | \$130,709 | \$279,144 | \$19,939 | \$33,364 |
| 64 Gulf Islands | \$86,256 | \$26,213 | (\$33,533) | (\$315,532) | \$18,180 | \$284,966 | \$40,401 | \$55,048 | \$3,932 | \$6,580 |
| 67 Okanagan Skaha | (\$202,818) | \$102,710 | (\$91,589) | (\$861,823) | \$49,657 | \$231,003 | \$110,349 | \$215,690 | \$15,406 | \$25,780 |
| 68 Nanaimo-Ladysmith | (\$317,929) | \$258,413 | (\$197,416) | (\$1,857,609) | \$107,033 | \$487,507 | \$237,850 | \$542,668 | \$38,762 | \$64,862 |
| 69 Qualicum | (\$111,273) | \$76,541 | (\$68,011) | (\$639,959) | \$36,873 | \$209,915 | \$81,941 | \$160,735 | \$11,481 | \$19,212 |
| 70 Alberni | (\$84,713) | \$69,361 | (\$63,018) | (\$592,978) | \$34,166 | \$218,360 | \$75,926 | \$145,657 | \$10,404 | \$17,410 |
| 71 Comox Valley | (\$25,592) | \$158,460 | (\$122,191) | (\$1,149,772) | \$66,248 | \$478,138 | \$147,218 | \$332,765 | \$23,769 | \$39,773 |
| 72 Campbell River | (\$52,943) | \$99,924 | (\$84,360) | (\$793,800) | \$45,738 | \$328,008 | \$101,639 | \$209,840 | \$14,989 | \$25,081 |
| 73 Kamloops/Thompson | (\$450,878) | \$268,975 | (\$225,164) | (\$2,118,716) | \$122,077 | \$557,960 | \$271,282 | \$564,848 | \$40,346 | \$67,513 |
| 74 Gold Trail | (\$41,158) | \$19,597 | (\$33,653) | (\$316,660) | \$18,245 | \$181,757 | \$40,546 | \$41,153 | \$2,939 | \$4,919 |
| 75 Mission | (\$231,271) | \$111,639 | (\$89,555) | (\$842,680) | \$48,554 | \$153,666 | \$107,898 | \$234,441 | \$16,746 | \$28,021 |
| 78 Fraser-Cascade | (\$3,745) | \$29,798 | (\$32,442) | (\$305,263) | \$17,589 | \$172,961 | \$39,086 | \$62,576 | \$4,470 | \$7,479 |
| 79 Cowichan Valley | (\$228,445) | \$146,584 | (\$118,944) | (\$1,119,219) | \$64,488 | \$288,735 | \$143,306 | \$307,825 | \$21,988 | \$36,792 |
| 81 Fort Nelson | (\$2,079) | \$11,892 | (\$16,736) | (\$157,482) | \$9,074 | \$101,266 | \$20,164 | \$24,974 | \$1,784 | \$2,985 |
| 82 Coast Mountains | (\$340,038) | \$74,962 | (\$85,810) | (\$807,438) | \$46,523 | \$140,860 | \$103,385 | \$157,420 | \$11,244 | \$18,815 |
| 83 North Okanagan-Shuswap | (\$118,710) | \$114,672 | (\$103,831) | (\$977,015) | \$56,294 | \$379,279 | \$125,098 | \$240,810 | \$17,201 | \$28,783 |
| 84 Vancouver Island West | \$26,665 | \$8,467 | (\$13,463) | (\$126,681) | \$7,299 | \$113,647 | \$16,220 | \$17,781 | \$1,270 | \$2,125 |
| 85 Vancouver Island North | (\$122,390) | \$23,009 | (\$30,704) | (\$288,916) | \$16,647 | \$63,037 | \$36,993 | \$48,318 | \$3,451 | \$5,775 |
| 87 Stikine | (\$10,234) | \$2,697 | (\$9,394) | (\$88,398) | \$5,093 | \$61,705 | \$11,319 | \$5,664 | \$405 | \$677 |
| 91 Nechako Lakes | (\$73,798) | \$68,674 | (\$86,451) | (\$813,468) | \$46,871 | \$434,664 | \$104,157 | \$144,216 | \$10,301 | \$17,237 |
| 92 Nisga'a | (\$78,469) | \$6,916 | (\$13,805) | (\$129,896) | \$7,484 | \$16,902 | \$16,632 | \$14,524 | \$1,037 | \$1,736 |
| 93 Conseil scolaire francophone | (\$579,807) | \$110,683 | (\$127,078) | (\$1,195,762) | \$68,898 | \$133,527 | \$153,107 | \$232,435 | \$16,602 | \$27,781 |
| Provincial Totals | (\$16,329,159) | \$10,000,000 | (\$8,300,001) | (\$78,100,005) | \$4,500,000 | \$20,560,846 | \$10,000,001 | \$21,000,004 | \$1,500,004 | \$2,509,998 |

Description:

- In the 2019/20 school year, the interim operating grant (as at December 2019) is calculated at \$5.391 billion. In addition, more than \$700 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:

- 2018/19 year end results for the public education system are as follows:
 - Accumulated operating surplus decreased by \$17.6M to end the year at \$307.2M. The decrease in operating surplus was matched by the one-year increase in Local Capital (\$19.9M) to end the year at \$233M
 - Cash and s-t investments increased by \$124M to end the year at \$1.79B
 - Administration spending as a % of total operating expenses increased slightly, to 7.06% (7.02% in 2017/18)
 - For 2018/19, one district is in an accumulated operating deficit position – SD67 (Okanagan Skaha) \$240,980

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, 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 unfunded net cost pressure for 2019/20 is \$9.6M.
- BCASBO is also reporting Deferred Maintenance costs of \$399M for 2020/21.

Statistics (Continued):

- School districts collectively appropriated \$64M of accumulated surplus to balance their 2019/20 annual 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 7.06% – it's lean, and districts continue to maintain a very lean mindset around administration spending.

Key Facts (Continued):**Assessment of unfunded cost pressures for 2019/20:**

- There is no single source of agreed-upon information.
- 90% of school district costs are wages and benefits. These cost increases are fully funded through labour settlement funding and enrolment growth.
- The following pressures are generally considered “unfunded” by the sector (\$70.1M):
 - Cost increases for non-wage items are estimated at an incremental \$10M in 2019/20
 - NGN – an incremental \$21M in 2019/20
 - CPP, EI, and WCB contribution increases – incremental \$4.5M in 2019/20
 - Restructuring of exempt staff wage grids – approximately \$20.6M in 2019/20
 - Exempt compensation – approximately \$10M in 2019/20
 - Access Copyright and BCPSEA Chargeback – \$1.5M and \$2.5M respectively in 2019/20
- MPP and TPP rate decreases mitigate unfunded cost pressures – \$86.4M in 2019/20.
- 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.16; s.17

DEPUTY MINISTER'S OFFICE

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Corporate Planning and Intergovernmental Relations

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Description:

- The B.C.-Yukon Education MoU permits the Yukon's use of B.C.'s curriculum and the graduation program.
- The MoU ensures the jurisdictions work 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 assessments and 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 MoU benefits both jurisdictions because it extends the formal relationship and greatly enhances operational efficiencies.
- The MoU is not legally-binding and does not create 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:

- 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.
- The MoU and its appendices provide guidelines for the use of the MyEdBC service for Yukon students and enhance the potential for distance learning with B.C. school districts.
- The revisions to the MoU in 2017 aimed to address:
 - B.C.'s redesigned curriculum and the shift to personalized learning;
 - New approaches (in both jurisdictions) to Indigenous education and cultural knowledge;
 - New assessment systems and the advent of the new student information service - Aspen/MyEdBC; and
 - The increased focus on clear procedures for information security.
- Of note: in January 2017, Yukon officially announced its intention to use B.C.'s redesigned curriculum.

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:

- Briefings on School-age Care Model (previously known as “Partnership Model”) for before and after school care as part of Child Care BC strategy (June 2019)
- Multiple briefings on the K-12 funding review (most recently in January 2020)
- 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; the strategy “A Pathway to Hope” has been released. Education is supporting MMHA with implementation of the strategy and is the lead in the Mental Health in Schools Strategy. |
| 3. g: Recognize that education is about lifelong learning, and make post-secondary education more accessible and affordable | <ul style="list-style-type: none"> • Complete; announced in August 2017. • AEST is lead, included in their Mandate Letter. |
| i. Restore funding to Adult Basic Education and English Language Learning. 3. h: Fast track enhancement to K-12 education funding to restore faith in public schools after a decade and a half of government that shortchanged a generation of students. <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. | 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. CASA Secretariat and Green Caucus briefed at regular intervals • 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 supplies input on a regular basis. • Education has lead on School-age Care Model • HLTH and EDUC working on streamlining child-care licensing requirements for school-age care on school grounds |

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).
- The new Protocol agreement between P/Ts and the federal government was signed in late 2019.
- For more information about the latest agreement, 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 was chair of CMEC from September 2017 to August 2019 (with significant support from EDUC). The chair of CMEC and respective Ministry acted as the lead for day-to-day chair duties with the CMEC Secretariat.
- As chair, B.C. supported CMEC's ongoing pan-Canadian education priorities including global competencies, indigenous education and post-secondary education sustainability. B.C. also approved agendas for meetings and teleconferences with provinces and territories.
- B.C. education ministries work together to respond to ongoing CMEC requests and invitations.

Key Outcomes:

- As chair, B.C.'s legacy from 2017-2019 was to promote Indigenous education and to advance discussions on student well-being and mental health.
- B.C. hosted the 113th meeting of the Advisory Committee of Deputy Ministers of Education (ACDME) and the 107th CMEC Ministers' meeting in Vancouver July 4-6, 2018. In 2019, B.C. hosted the 114th ACDME meeting and 108th CMEC Ministers' meeting, on July 23-25 in Victoria.
- The Ministers' two-day meetings supported B.C.'s chair priorities – Indigenous education and student well-being – and included an Indigenous student panel at both Ministers' meetings in 2018 and 2019.
- During the 2018 Ministers' meeting, B.C. and CMEC hosted an 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.
- At the 2019 Ministers' meeting, Minister Fleming and Jo Chrona from FNEC presented about BCTEA.

Statistics:

- Approximately 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 2019/20 is approximately \$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 \$389,000.
- General membership contribution does not include consortia annual memberships.

MANDATE LETTER

updated February 12, 2020

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:
 - Make life more affordable
 - Deliver services people count on
 - Build a strong, sustainable, innovative economy.
- Includes eight key priorities directed specifically to the Minister of Education

Mandate Priorities:

| # | Priority | Status |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Fast-track enhancement to K-12 education funding. | COMPLETE – Since July 2017 Ministry of Education operating funding has increased by nearly \$1 .1 billion. |
| 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 – The Ministry continues to look for opportunities to fulfil this mandate commitment that are supported by Treasury Board. The ministry encourages School Districts to invest in supplies to ensure all classrooms are well-resourced. |
| 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 beginning in 2018/19. Currently in year 3. |
| 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 approval of seismic projects. From September 2017 to February 2020 the Ministry has approved 41 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. | COMPLETE – links to Mandate 5; 83 major Capital Project approvals across the province since Sept 2017 worth a total of \$1.8 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/IN PROGRESS/IN PROGRESS – Finalized the BC First Peoples 12 and Contemporary Indigenous Studies 12 curriculum (2018). Integrated Indigenous culture and perspectives throughout all curriculum areas (2019/20 school year). In 2019/20, completed jurisdictional scan of Indigenous Language Education in BC schools; approved Státýmets 5-12 IRP; and developing a standalone K-12 Indigenous Languages Education Policy with FNEC and a new Indigenous languages curriculum framework with education partners. Ministry secondees providing leadership capacity building on Indigenous histories and cultural competencies. A dedicated non-instructional day established for improving Indigenous student outcomes and implementing Indigenous worldviews and perspectives. |
| 8. | Implement B.C.'s new school curriculum and provide new technology, lab equipment, learning material and professional development support for teachers. | COMPLETE – new curriculum implemented IN PROGRESS - New Tech/Equipment: (linked to Mandate 1 and Mandate 3) IN PROGRESS – Learning Material: Resources have been developed, including supports for Physical and Health Education, and Indigenous Education. Additional resources are being collected and will be available through a new application, ShareEd BC. COMPLETE - 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. contributed its share (\$55K) of phase 1 under Canadian participation in OECD's Education 2030 Project, 2017-2019.
- PISA – see *Assessments fact sheet*

Delivery partners for work with OECD:

- CMEC and Statistics Canada
- 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:

- Data and Research
 - 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). The committee reviews data and research to inform policies.
- Future of Education and Skills 2030
 - 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 countries. B.C. joined the Canadian delegation for the meetings, which were held in Paris, France in May and October 2018.
 - B.C. and OECD worked together to plan the 9th IWG meeting in Vancouver in May 2019, which included the launch of the Education 2030 framework. At the same time, B.C. hosted an education conference to profile its education system, student success and work of some provincial education partner organizations.
 - B.C. is one of 12 Canadian jurisdictions to participate in Education 2030 (Yukon not participating). Phase 2 was launched in 2019 and work is expected to start in 2020.
- International Assessment Development and Administration (PISA)
 - Through CMEC, B.C. participates in PISA, which is an assessment by OECD that tests 15-year-old students from all over the world in reading, math and science (occurs every three years).
 - B.C. and OECD hosted a PISA stakeholder event in Vancouver in Oct. 2019 with educators and parents from the Lower Mainland.
- High-Performing Education Systems for Tomorrow
 - B.C. was selected by OECD and CMEC as Canada's representative to participate in the project to discuss how to prioritize and connect key education policies and strategies. Other high performing participating countries include Japan, Singapore, Finland, Korea, Hong Kong and Estonia.
 - Meetings have been hosted in Toronto (Oct. 2018); Helsinki (April 2019) and Hong Kong (Nov. 2019), and will be hosted in Estonia in May 2020.

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 Adjudication Panel members included Jim Cambridge, Judy Halbert and Linda Kaser.
- 2019 Judges Panel members included Kit Krieger and Chris van der Mark.
- 2020 Adjudication and Judging Panel members will be appointed by April 2020.

Funding:

- Award recipients receive a \$3,000 bursary for professional learning and a \$2,000 contribution to their school community for professional learning.
- New for 2020, runners up will receive a \$1,000 bursary for professional learning and a \$1,000 contribution to their school community for professional learning.
- Annual total budget of \$400k.

Statistics:

- In 2019, a total of 140 nominations were received
- In 2018, a total of 188 nominations were received

Key Facts:

- In April 2018, the inaugural event was announced as part of BC Education Week by Premier John Horgan.
- The 3rd annual program was announced on January 13, 2020, with nominations open until April 30, 2020.
- Winners are announced every October during an awards ceremony hosted by the Premier and Minister; the event date coincides with World Teachers' Day (in 2019 on Oct. 4; in 2018 on Oct. 5).
- A Photo Contest for middle and high school students will be held from February 12 to May 20, 2020. The theme of the contest is "*What Reconciliation Means to Me*". The winner will receive \$500 and the winning photograph will be printed, framed and presented to the winners of each category at the ceremony in October.

Categories of Awards & Eligibility:

- There are 10 categories for the program:
 - Community Engagement
 - District Leadership
 - Extracurricular Leadership
 - Indigenous Education
 - Outstanding New Teacher
 - 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)
 - Outstanding Team Collaboration
 - School Leadership
 - Social Equity and Diversity
- Changes from the 2019 program include:
 - The Technology and Innovation category has been replaced by Outstanding Team Collaboration.
- 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.