

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: January 13, 2020**

**Date Updated:**

**Minister Responsible: Rob Fleming**

**Capstone**

### ADVICE AND RECOMMENDED RESPONSE:

s.13

**BACKGROUND:**

In December 2019, MLA Dan Davies wrote a letter to Minister Fleming asking that the requirement to create a Capstone Project be retracted for the graduation class of 2020. MLA Davies claimed the students have not had adequate time to prepare, thus the ministry is placing an unfair burden on them.

The Ministry of Education has not received any other complaints or concerns around the capstone project or its implementation.

Capstone is an activity where students demonstrate and reflect the knowledge and competencies that they have developed throughout their schooling through the creation of a project.

As part of the Graduation Requirements, all students must have either completed Graduation Transitions (prior to the 2019/20 school year), or Career-Life Connections (beginning in July 2019). Within Career-Life Connections students complete a Capstone Project.

The focus of capstone depends on the strengths and needs of the student. It may demonstrate their interest in an area they wish to pursue, showcase talents that they have acquired or explore a topic or area that they are passionate about. The Capstone can take many different forms, depending on student needs and interests and the opportunities available in local school communities.

Program Area Contact:	Greg Stone and Nicola Lemmer	
File Created:	January 13, 2020	



## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 22, 2017

Reviewed: June 9, 2020

Minister Responsible: Rob Fleming

## Low-Income, CommunityLINK and Food Programs

### ADVICE AND RECOMMENDED RESPONSE

s.13

Page 004 of 175

Withheld pursuant to/removal as

s.13

**BACKGROUND:**

Most B.C. public schools – about 71% - provide some form of a food program. Before COVID-19, 11 of 60 school districts operated a district-wide food program providing cost-free or reduced-cost breakfast, lunch or snacks on a daily basis.

Almost immediately after in-class learning was suspended, Districts used existing resources and worked with community organizations and local businesses to ensure students who normally received meals at school would continue to have those meals at home.

Teachers, education assistants, administrators and school support staff put together weekly grocery hampers for families, delivering food boxes and bagged lunches to homes and setting up designated hubs for meal pick-up. Some school districts also provided grocery store gift cards and vouchers, while others formed partnerships with caterers, non-profits, restaurants, local businesses and food banks to support vulnerable families. More than 16,000 families were receiving about 75,000 meals a week throughout the province.

Some examples -- The Surrey School District immediately implemented a meal pick-up and delivery program, with staff in various positions stepping up to help bring food to students. In the Cowichan Valley, the school district teamed up with Shawnigan Lake school, Nourish Cowichan, Rotary and other community partners to deliver meals to students and families. About 40% of families in Arrow Lakes were being supported by their school district with meals through a combination of hamper and food-box deliveries, food vouchers and partnerships with local caterers.

**New Priority Student Supplement**

The new \$23 million Priority Student Supplement will come from existing operating budgets.

Districts have called for these improvements because they are already providing extra supports for children and youth in care, children with mental health challenges and those in poverty. Recognizing these students for priority funding will ensure that the more than \$6 billion in operating funding is distributed in a way that better represents the number of vulnerable students in B.C. schools.

Students will be identified using reliable population data to automatically calculate and allocate funding to support

these priority students – no claiming process is required in advance. Because this data is readily available, this won't place additional burdens on school districts to count or assess students. Ministry staff are currently working with partners to determine what data will be used, and more information on the number of students will be available by March 13, 2020.

### CommunityLINK

CommunityLINK was formed in 2003/04 when a number of individual school-based programs and grants were brought together under one envelope.

The concept and funding allocation process was developed by MCFD with an advisory committee of stakeholders. Separate school-based funding initiatives (community school; school meal and inner city programs; child and youth workers; healthy schools, etc.) were combined into a single initiative to focus on increasing the educational performance of vulnerable students.

In 2012/13, the Ministry of Education added the Vulnerable Student Supplement (\$11.2 million) to address growth in districts deemed as having a higher vulnerable student population. Currently, 25 school districts receive the supplement. VSS is based on 2006 census data, and allocations continue to be unresponsive to socio-economic and demographic shifts over time.

CommunityLINK funding remained static until 2015/16, the Ministry of Education agreed to annual increases to reflect the additional costs resulting from local labour wage settlements.

School districts determine the most effective use of the funding provided and then provide the Ministry of Education with an annual report on CommunityLINK programs and results.

Estimates based on district reports suggest that more than 60,000 vulnerable students are served by CommunityLINK funded programs.

In Fall 2019, a UBCM resolution called for a universal food program:

*Therefore be it resolved that UBCM advocate to the provincial government for a Universal Healthy School Food Program that will enable all students in BC to have access to healthy meals at school, building on existing programs and including food education to serve culturally appropriate, local, sustainable food to the fullest extent possible.*

The ministry is also working with the Ministry of Health on a School Food Environment Scan to determine the general environment of food in schools and provide additional qualitative and quantitative information regarding student hunger.

Program Area Contact:	Danille Carter Sullivan Stacey Wilkerson ADM Jennifer McCrea	250 588-7012 250 882-5233 250 216-9102
File Created:	Aug. 22, 2017	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: February 7, 2020**

**Date Updated: June 17, 2020**

**Minister Responsible: Rob Fleming**

## Children in Care

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 008 of 175

Withheld pursuant to/removed as

s.13



### **BACKGROUND:**

In February 2020, the Ministry of Education announced the first stage of implementation of the funding model review, including the new priority student supplement. Recognizing these students for priority funding will ensure the more than \$6 billion in record operating funding is distributed in a way that better represents the number of vulnerable students in B.C. schools.

MCFD data will help us recognize children and youth in care – and there are currently 5,805 school-aged children or youth in care. Ministry of Health data will tell us how many school-aged students have interacted with a mental health professional. That number is currently around 30,000 school-aged children. To recognize the proportion of low-income families in each school district, Ministry staff are currently working with partners to determine what data will be used, and we will have information about number of students who will be recognized for this new supplement by March 13, 2020.

### **Indigenous CYIC Protocol**

The Indigenous CYIC Protocol was signed on May 26, 2020 between the Ministry of Education, the Ministry of Advanced Education, MCFD, FNEC and FNLC.

While approximately 12% of the student population in B.C. is Indigenous, about 67% of youth in care identify as Indigenous. Indigenous children and youth in government care experience poorer education outcomes than students in the general population. For example, the 2016-17 six-year public school completion rate for Indigenous students in government care in B.C. was 44.1%, while the public school completion rate for all students in B.C. was 83.7%.

## ADVICE TO MINISTER

Work on the Protocol will include easing transitions into the school system, from grade to grade, and out of the school system to post-secondary or the workforce. The protocol is also intended to ensure supports and services are tailored to the needs of each child and their specific circumstances, in a way that connects them to their language and culture.

### **How are we doing? Children and Youth in Government Care**

The Ministry of Education has finalized the report *How are we doing? Children and Youth in Government Care*. The report focusses on student outcomes of children and youth in care and was written in response to one of six recommendations laid out in the October 2017 RCY report *Room for Improvement: Toward Better Education Outcomes for Children in Care*. The Ministry's *How are we doing? Children and Youth in Government Care* report was released on May 6, 2019.

The *Room for Improvement: Toward Better Education Outcomes for Children Care* report examined what supports are available to help these students, in the province's Kindergarten to Grade 12 public school system. The RCY report included a number of promising, evidence-based practices and interventions that are public school-focused but could easily be extended to improve educational outcomes of all children and youth in care in both public and independent schools. The Ministry hopes to go further than the RCY's recommendations as ongoing work is focusing on all children and youth in care. The report outlined the following six recommendations for the government:

#### **Recommendation 1**

That the Ministry of Education allocate specific funding to each school district based on the number of children and youth in care, funding that would be dedicated to support the learning of these students. This should be a priority of the ministry as it undertakes a review of the K to 12 education system's current funding formulas.

*Response: EDUC reviewed the public school funding formula through an independent panel review to ensure funding is stable and equitable. The RCY's recommendation to provide additional funding and resources for children and youth in care is encompassed in the panel recommendation to create a new inclusive education supplement and is being discussed as a part of the Funding Model Review implementation.*

#### **Recommendation 2**

That the Ministry of Education strengthen its accountability to improve and monitor supports for children and youth in care across the province, as well as tracking and reporting out on educational outcomes for these students.

*Response: EDUC has completed its first annual report on educational outcomes of children and youth in care. The Ministry is also revising its accountability framework.*

#### **Recommendation 3**

That the Ministry of Education implement the Auditor General's 2015 recommendation that the ministry "collaborate with boards of education, superintendents, and Aboriginal leaders and communities to develop a shared, system-wide strategy with accountabilities to close the gaps between Aboriginal and non-Aboriginal student outcomes," and that this strategy includes specific actions to improve education outcomes of Indigenous children and youth in care.

*Response: EDUC is engaged in an ongoing work with First Nations Education Steering Committee on the strategy to ensure alignment with the new Tripartite Education*



## ADVICE TO MINISTER

*Agreement. Next steps will be development/implementation. The Ministry also worked with key partners to develop a strategic policy paper on indigenous education that was recently shared with the OECD and broader education partners. This includes the new Indigenous Children and Youth in Care Protocol.*

### **Recommendation 4**

That the Ministry of Education, school districts and MCFD work together to create positions dedicated to information-sharing, coordination and advocacy in support of education outcomes of children and youth in care.

*Response: The Indigenous CYIC Protocol was signed May 26, 2020 between the Ministry of Education, the Ministry of Advanced Education, MCFD, FNEESC and FNLC and commits the Province and First Nations to work together to improve the educational outcomes of Indigenous children and youth in care and former youth in care.*

*EDUC is also working with MCFD to ensure Child and Youth in Care contacts are identified at district level, and relevant cross-ministry agreements are in place to facilitate information sharing and coordination of services. MCFD and EDUC have drafted a inter-ministry Partnership Agreement, committing to continue working collaboratively on improving educational outcomes of CYIC. The Ministries have also drafted a Provincial Protocol Agreement for Information Sharing Regarding Children and Youth in Care, clarifying what information on CYIC can be shared between social workers and school staff. The Ministry of Education already has dedicated individuals for CYIC in each district. MCFD and EDUC will outline a process to disseminate contact information and promote best practices. The Ministry is also developing a graphic that will identify an escalation process if coordination and information sharing are not taking place.*

### **Recommendation 5**

That MCFD ensure that an evidence-based approach is used to assess trauma-related needs for all children and youth coming into care and that, based on assessed needs, supports for recovery from trauma are implemented consistently across all care settings, including schools.

*Response: MCFD is looking to establish a process to assess trauma and trauma related needs when a child or youth comes into care.*

### **Recommendation 6**

That MCFD facilitate by legislation or other means the authorization of caregivers to make decisions involving the participation of children and youth in care in age- and developmentally appropriate activities, including school activities that require written permission. This authorization should apply a reasonable and prudent parent standard and protect caregivers who follow this standard from liability.

*Response: MCFD has changed their regulations to delegate more authority to foster parents/caregivers to support CYIC in care.*

- In addition to addressing RCY recommendations, EDUC has delivered trauma informed practice training to school district representatives in March, 2018. Online resources are under development.
- The new report on education outcomes of CYIC includes a profile of CYIC students as well as the following outcome measures: completion rates, FSA participation and results, measures on human social development (sense of belonging), and career development and progression.

## ADVICE TO MINISTER

- The report findings illustrate the need for sustained cross ministry collaboration to improve educational experiences and overall success of CYIC.

Program Area Contact:	Patricia Kovacs Jennifer McCrea (ADM)	250 882-5233 250 896-3735
File Created:	Oct. 18, 2017	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug 22, 2017**

**Date Updated: Feb. 12, 2020**

**Minister Responsible: Rob Fleming**

# **Seclusion Rooms and Restraints in Schools**

### **ADVICE AND RECOMMENDED RESPONSE:**

s.13

**BACKGROUND:**

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

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

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

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



## ADVICE TO MINISTER

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

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

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

As of September 9<sup>th</sup>, 2019, 59 school districts have publicly available policies or administrative procedures that align with the 2015 Provincial Guidelines and include an internal reporting requirement. One school district – the CSF – has a draft policy and reporting requirement in place and has committed to having this policy approved by the Board by Fall, 2019 (date TBD).

Program Area Contact:	Cloe Nicholls ADM Jennifer McCrea	(778) 698-2963 (250) 896-3735
File Created:	Aug 22, 2017	
File updated	Feb 12, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 21, 2017

Date Updated: June 9, 2020

Minister Responsible: Rob Fleming

## Special Needs Assessments and Audits

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## BACKGROUND:

The funding model review panel found some families wait several months to several years for special needs assessments. Because of the long wait times, many parents or caregivers will spend up to \$3,000 out of their own pockets to have their children assessed privately.

The Inclusive Education Working Group partners also confirmed the Ministry needs to make it easier for parents and caregivers to understand their rights, how and why money is spent and how to appeal decisions, if needed.

To address the wide-spread confusion and misinformation about how inclusive education services are funded and delivered, the Ministry will:

- Rewrite inclusive education guidelines and policies – so everyone is on the same page about why, when, how and what is expected when it comes to funding services and supports.
- Create easy-to-follow guides for parents – available in their welcome packages – so they understand their rights, what to expect from their schools and how to appeal decisions, if needed.
- Ensure parents, caregivers and community members have early opportunities for input into the development of school district strategic plans before budgets are set.

As part of the funding model implementation, Government will also:

- Require boards to continuously monitor and publicly report on student outcomes, so gaps in student achievement are identified and services can be planned based on proven strategies.
- Ensure strategic plans and financial decisions are focused on improving student outcomes and meeting students' needs.

### Assessments:

School districts are responsible for providing special education supports and services according to ministry guidelines. Currently, supports and services are provided to students who have been designated and reported as special needs students. These guidelines and requirements have been in place since 1995.

A psychological assessment is part of a larger process to determine what supports a student requires:

1. Students' diverse learning abilities are often first recognized in the classroom by the classroom teacher.
2. If a teacher feels they need additional support to address the students learning needs, the teacher will consult with parents and school support staff to develop a support plan and coordinate resources, which may include preliminary assessments (using school-based services).
3. If the additional supports provided still do not address the student's needs, the support team may access other services and/or request an additional assessment (district-based services).
4. Then the psychological assessment takes place. The goal of a psychological assessment is to better understand the student's strengths and needs in order to plan more effectively for that student.

All decisions about planning and delivering supports and services for students are made by local boards of education and school district administrators. Psycho-educational and other assessments are coordinated by school

## ADVICE TO MINISTER

district staff, based on school-based team collaboration. Individual school district and Independent school authorities prioritize who and how often students are assessed based on the collaborative decisions of the district staff and school-based teams.

### **Audits:**

Audits are a routine process in the ministry and happen at a staff level - every fall, the ministry selects programs to be audited in public school districts and independent school authorities.

Compliance audits are done on programs like special education, K-12 enrolment, continuing education and distributed learning. Special Education Compliance Audits ensure special educational funding is being used with the ministry's special education guidelines. Audits make sure all districts are funded fairly – if a district is getting funding for ineligible claims (for example, where services are not being provided) it means other districts get less money.

Compliance audits have been conducted annually since 1996, and they started for independent schools in 2013/14. Compliance audits for special needs funding follow ministry guidelines to ensure services and supports for students with special needs are in place.

Program Area Contact:	Patricia Kovacs	250 882-5233
	Caroline Ponsford and Kim Horn (audit info)	
	Cloe Nicholls	250 216-9102
	Jennifer McCrea	250 896-3735
File Created:	Aug. 21, 2017	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Feb. 2, 2018

Date Updated: June 12, 2020

Minister Responsible: Rob Fleming

## Student Mental Health

### ADVICE AND RECOMMENDED RESPONSE:

s.13



Page 021 of 175

Withheld pursuant to/removed as

s.13

### BACKGROUND:

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

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

- A mental health component of the Physical and Health Education curriculum
- Hosting the annual School Community Mental Health Conference
- Substance use and opioid overdose resources for teachers and schools
- The new \$23 million supplement for children and youth in care, those with mental health challenges and students in low income families.
- There is also supplemental inclusive education funding for students with serious mental illness
- Provincial Resource Programs provide education programs for students who cannot be in education settings (hospitals, treatment centres, custody)
- CommunityLINK and Vulnerable Student Supplement support social functioning of students and academic achievement through funding to public school districts for programs and services focused on vulnerable students
- Capacity building mental health grants for school districts and independent schools
- The ERASE (Expect Respect and a Safe Education) strategy
- School supports include counselling, prevention and intervention programs, and school-based health centres.

## ADVICE TO MINISTER

During the 2018/19 school year, ERASE was expanded to be a more comprehensive resource to better represent the issues facing youth and their communities today and now focuses on social media and online safety, mental health and wellness, substance use, gang prevention, and supporting students of all sexual orientations and gender identities (SOGI).

As part of the ERASE expansion, the ministry has hosted two School Community Mental Health conferences, one in May 2018 and one in Feb. 2019. There was a third conference to be held May 8, 2020 that was postponed because of COVID-19. The conferences bring together representatives of B.C.'s public, independent and First Nations schools, police, health authorities, and child and youth mental health workers focused on how to make life better for students struggling with mental health issues.

All of B.C.'s 60 school districts and independent schools have SOGI-inclusive codes of conduct in place and are part of the B.C. SOGI Educator Network, ensuring schools are safe and inclusive for students of all sexual orientations and gender identities. We've also invested \$350,000 to fund a new provincial SOGI education lead and expand the annual provincial SOGI Education Summit.

We're also helping students get off the path to gang life by investing over \$6 million in the Erase school-based gang and gun violence prevention program. Over 8,000 students, parents and educators have received training in gang awareness and prevention, and over 20,000 educators and community partners have been trained in violent threat risk assessment.

Supports in public schools include (FTEs – certified teachers in these positions only):

- 150 certified teacher educational psychologists;
- 725 certified teacher counsellors; and
- 2,085 special education resource teachers.

The Province is funding \$11.9 million total for SD mental health initiatives and grants spanning over 4 years.

- \$3 million was announced Feb 4 2019
  - included \$2.2 million in grants to all 60 SDs and Independent Schools for 18/19
- \$8.87 million over three years was announced Sept 4 2019
  - Included \$2 million in grants to all 60 SDs and Independent Schools for 19/20.

This funding is used to provide individual grants to all 60 school districts, as well as independent schools, to help them better support mental health for all children and for those with substance-use challenges. Grants can be used for different programs and supports, such as staff training, student workshops, family information nights, or to develop new resource materials for educators and families. Funding will also be used to support the professional development of leaders and educators to help school districts develop a co-ordinated and consistent approach to mental health in schools throughout the province.

Further resource supports for mental and sexual health education have been developed to support the implementation of the PHE curriculum. These elementary and secondary resource guides are now available on the curriculum website.

The new \$23 million supplement for children and youth in care, those with mental health challenges and students in low income families will support approximately 5,805 school-aged children or youth in care and around 30,000 school-aged children who have interacted with a mental health professional. Districts will distribute this funding based on their local needs, and dollars are intended for services and supports like trauma counselling, school breakfast or lunch programs, additional support in the classroom, transportation services or tutoring.

### Pathway to Hope

## ADVICE TO MINISTER

Information gathered at the 2018 conference helped inform Pathway to Hope - Roadmap for Mental Health and Addictions, launched in June 2019. The Roadmap is government's 10-year vision to integrate mental health services, so people can get help fast, no matter where they live. This includes three-year plan to take action in priority areas.

Government announced \$74 million to support this Roadmap mainly for children and youth mental health. An additional \$10 million is being provided to make counselling more affordable for British Columbians, especially in rural and remote communities. Other actions include:

- Increasing the number of Foundry centres from 11 to 19
- Expanding First Nations-run treatment centres
- Establishing two new intensive day programs for children and youth with severe mental health or substance use issues transitioning out of hospital care, and 20 new family home spaces with clinical care as an alternative to hospitalization
- Enhancing and expanding early intervention services and programs in child development centres and community-based organizations
- Implement the Mental Health in Schools Strategy across the province
- Creating integrated child and youth teams in five school districts. Maple Ridge-Pitt Meadows School District and Comox Valley School District are launching the first two integrated child and youth teams this school year, and three more school districts will follow suit over the next two years.

The funding was allocated by the Ministry of Health and is part of the Province's commitment to improve access to mental health and addictions services, announced in Budget Update 2017. The agreement provides \$262 million over five years for mental health and addiction services in British Columbia.

Program Area Contact:	Danielle Carter-Sullivan Angie Calleberg Emilie Hillier ADM Nicola Lemmer Stacey Wilkerson ADM Jennifer McCrea	250 588-7012 250 886-2892 250 886-4844 778 698-9768 778 974-2406 778 698-8955
File Created:	Feb 1, 2018	



## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: December 15, 2017**

**Date Updated: June 17, 2020**

**Minister Responsible: Rob Fleming**

# Indigenous Education

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 026 of 175

Withheld pursuant to/removal as

s.13



**Background:**

The Ministry of Education has been working towards completing the Truth and Reconciliation Commission's calls to action. Education Minister Rob Fleming's mandate letter calls for making substantial progress on implementing the new First Nations history curriculum, developing full-course offerings in Indigenous languages, and implementing the educational calls to action from the TRC. Working with Indigenous peoples and local communities to put the principles of UNDRIP into action will be the foundation for the Province's work on reconciliation.

**Curriculum**

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

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

One existing non-instructional day in each of the school years from 2019/2020 to 2022/2023 school years will be designated for enhancing Indigenous student achievement, and integrating Indigenous worldviews and perspectives into the classroom.

## **BC Tripartite Education Agreement**

The agreement is supported by the Government of Canada with \$100 million over five years (currently \$20 million per year) to support language and culture, adult education, and transportation capital. It also incorporates the High Cost Special Education program for on-reserve schools and outlines clearer roles and responsibilities for all parties. The original Tripartite Education Framework Agreement (TEFA) expired June 30, 2018 and a new five-year agreement is now signed. It will expire in June 2023.

## **Teaching Standards**

In June, 2019 we announced that the professional Standards for B.C. Educators – set by the British Columbia Teachers' Council (BCTC) – have included a commitment towards reconciliation. Under a new standard (Standard 9), all educators are expected to commit to respect and value the history of First Nations, Inuit and Métis in Canada, and to foster a deeper understanding of Indigenous histories, cultures and perspectives, integrating these worldviews into the classroom.

## **Indigenous languages**

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

Curriculum for Indigenous languages is developed through school district and First Nation community partnerships. Although the work of these partnerships is not directed or funded by the Ministry, Government provides support by reviewing and providing feedback to the curriculum documents as they are being developed before a final version is sent to the Minister for approval.

Post-secondary institutions and Indigenous institutes are working with the Ministry of Advanced Education, Skills and Training (AEST) in collaboration with FNEC and the Indigenous Adult and Higher Learning Association to develop an Indigenous Language Fluency Degree. Public post-secondary institutions in B.C. also offer a range of Indigenous language courses and programs – from certificates to Masters degrees. AEST also support offers language programs through the Aboriginal Community-Based Training Partnerships Program.

## **Teacher training**

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

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

- Nicola Valley Institute of Technology (NVIT)  
Indigenous teacher education – curriculum development  
Total funding: \$50,000
- University of British Columbia  
Indigenous teacher education – curriculum development  
Indigenous teacher education – piloting of community-based delivery for existing students  
Total funding: \$210,000
- Fall 2018: Vancouver Island University



## ADVICE TO MINISTER

15 news spaces Indigenous teacher education – intake fall, 2019  
Total funding \$65,000

The Ministry of Advanced Education, Skills and Training is investing \$2.7 million for Indigenous teacher education training, including:

- \$1.4 million towards teacher education seats.
- \$730,000 for two Master of Education programs at NVIT in partnership with UBC.
- \$6000,000 to integrate Indigenous knowledge and culture in the B.C. teacher education curriculum
- \$50,000 to eight institutions for B.C. public teacher education programs, and
- \$200,000 for the Association of B.C. Deans of Education to support coordination and collaboration across all institutions.

### CYIC Protocol

The Indigenous CYIC Protocol was signed on May 26, 2020 between the Ministry of Education, the Ministry of Advanced Education, MCFD, FNEC and FNLC.

While approximately 12% of the student population in B.C. is Indigenous, about 67% of youth in care identify as Indigenous. Indigenous children and youth in government care experience poorer education outcomes than students in the general population. For example, the 2016-17 six-year public school completion rate for Indigenous students in government care in B.C. was 44.1%, while the public school completion rate for all students in B.C. was 83.7%.

Work on the Protocol will include easing transitions into the school system, from grade to grade, and out of the school system to post-secondary or the workforce. The protocol is also intended to ensure supports and services are tailored to the needs of each child and their specific circumstances, in a way that connects them to their language and culture.

### Funding model implementation & targeted funding

Targeted funding for self-identified Indigenous students is meant to provide services and support for Indigenous students over and above anything that's already delivered in the classroom - whether that's extra literacy tutoring or transportation for extra-curricular activities.

Districts can't use this funding for any services and supports that are already expected in the classroom – such as including Indigenous perspectives into the new curriculum or having an Indigenous guest speaker.

Because the guidelines are not clear, sometimes this targeted funding hasn't been spent as intended. That's why the Independent Funding Model Review Panel recommended working together – government-to-government – with Indigenous education partners to update targeted funding guidelines so districts clearly understand how these dollars should be spent. As part of this collaborative work, there will be formal processes in place for Indigenous communities to provide input into the educational decisions that affect their children.

### UNDRIP

The new Act will require the government to ensure the laws of British Columbia are consistent with the United Nations Declaration on the Rights of Indigenous Peoples.

Program Area Contact:	Kaleb Child (Content) & Jennifer McCrea (ADM)	
-----------------------	---	--

File Created:	November 29, 2017	
---------------	-------------------	--

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug. 19, 2019**

**Date Updated: June 12, 2020**

**Minister Responsible: Rob Fleming**

# Menstrual Products in Schools

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## BACKGROUND:

As of February 6, 2020, 56 districts had confirmed that they are providing free menstrual products in school washrooms. The remaining four SDs had planned to install dispensers in March. However, with the pandemic, those plans were delayed and now the dispensers are expected to be in place by September 2020.

Women, girls and menstruating persons in poverty face additional isolation and financial burden each month when they experience their menstrual cycle. Period poverty is the widespread lack of access to menstrual products due to financial limitations that affects women, girls, and transgender people throughout the province.

These products are a necessity of life and people experiencing poverty or vulnerable situations should not face added stigma and challenges in accessing them.

Ensuring that people in need have easy, stigma free access to menstrual products can reduce vulnerability and isolation caused by period poverty, help people live with dignity, and create healthier and more inclusive communities.

### Ministerial order

One in seven students miss school due to their periods because they can't afford products. As well, when supplies aren't easily accessible in school washrooms students can feel uncomfortable having to go to an office to ask for them or miss a portion of class if they are kept in a location that isn't easily accessible.

On Friday, April 5, 2019, the Support Services for Schools Order was amended to require all B.C. public schools to provide free menstrual products for students in school washrooms by the end of 2019. The order states the following:

#### Provision of Menstrual Products

- 7 (a) Each board must establish, maintain and make publicly available a policy and procedures for the provision of menstrual products to all students who may require them.
- (b) The policy and procedures must:
  - i. Ensure menstrual products are provided to students of all gender identities or expressions in a manner that protects student privacy;
  - ii. Provide for barrier free, easily accessible menstrual products at no cost to students;
  - iii. Provide for consistent availability and supply of menstrual products in school washrooms; and
  - iv. Incorporate student feedback with respect to the provision of menstrual products.

An initial \$300,000 investment supported districts to ensure menstrual products are free and accessible to students in their schools.

The \$300,000 was provided to Focused Education Resources (formerly ERAC-BCEM society), a not-for-profit organization that services the K-12 education sector and provides coordinated support and



## ADVICE TO MINISTER

centralized purchasing services for B.C.'s 60 school districts.

The ministry worked with school districts throughout the spring and summer of 2019 to determine options for ensuring products are available for free in washrooms.

### New Westminster school district

In February 2019, the New Westminster School District became the first in B.C. to provide free menstrual products to students.

The motion was spearheaded by Vancouver professor Dr. Selina Tribe. After pushing for a coin-free pad and tampon dispenser to be installed at her daughter's school in Vancouver, Tribe made it her mission to have other Metro Vancouver schools follow suit. She reached out to other school districts and the New Westminster School Board was the first to respond.

### Period Promise and other Government initiatives

Period Promise, a United Way campaign, addresses the challenges of accessing basic necessities like pads, tampons, cups, and menstrual underwear for people living in poverty or in other vulnerable situations.

In March 2019, Parliamentary Secretary for Gender Equity Mitzi Dean launched the Period Promise campaign in the legislature and the subject was discussed during question period.

In addition, government provided a one-time grant of \$95,000 to support the United Way Period Promise Research Project, to fund menstrual products for up to 10 non-profit agencies and research into how best to provide services and products for people who menstruate.

The United Way funding builds on the work government is doing to reduce poverty in British Columbia. In March 2019, the B.C. government released TogetherBC, the Province's first Poverty Reduction Strategy which brings together investments from across government that will help reduce overall poverty in the province by 25%, and cut child poverty in half, over the next five years.

Program Area Contact:	Scott Beddall Reg Bawa ADM Jenn McCrea ADM Keith Godin ADM	250 514-4961 250-356-1883 778 698-8955 250 356-6760
File Created:	March 2019	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: March 13, 2020

Minister Responsible: Rob Fleming

## Preliminary Operating Grants 2020/21

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 035 of 175

Withheld pursuant to/removed as

s.13

## ADVICE TO MINISTER

s.13

### BACKGROUND:

The *School Act* requires the Minister of Education to provide operating grant allocations to boards of education for the coming school year on, or before, March 15. This year the Ministry is publishing the preliminary rates on March 12, 2020. School districts are required to submit their 2020/21 Annual Budget to the Ministry by June 30, 2020. These figures are estimates and will be adjusted in the fall to reflect actual enrolments.

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

Boards are projecting a full-year enrolment increase of 2,757 FTE in 2020/21, including enrolment counts at July, February and May. When you include all operating funding, including special grants, government provides \$10,749 on average per student, 13% higher than in 2016/17.

#### Provincial total – total public school operating grants

- 2016/17: \$4.932 billion
- 2017/18: \$5.046 billion (increase from 2016/17: \$114 million; 2.3%)
- 2018/19: \$5.230 billion (Increase from 2017/18: \$184 million; 3.6%)
- 2019/20: \$5.391 billion (Increase from 2018/19: \$161 million; 3.1%)
- 2020/21: \$5.536 billion (Increase from 2019/20: \$144.6 million; 2.7%) – 12.2% increase over 2016/17

#### Provincial total – full-year FTE enrolment

2019/20: 563,811

2020/21 (estimated): 566,568 (Change +2,757, 0.5%)

**SUPPLEMENTARY FUNDING ALLOCATIONS 2020/21**

<b>Supplement</b>	<b>2020/21 Rate Increase</b>	<b>2020/21 Rates</b>
Basic Allocation (excluding Distributed Learning)	92.00	7,560.00
Students with Special Needs – Level 1	600.00	43,000.00
Students with Special Needs – Level 2	200.00	20,400.00
Students with Special Needs – Level 3	50.00	10,300.00
English / French Language Learners	25.00	1,520.00
Indigenous Students	50.00	1,500.00
Non-graduated Adult Education	50.00	4,823.00
Student Location Factor (elementary)	4.47	270.93
Student Location Factor (secondary)	5.96	361.24
Small Community	N/A	N/A
Low Enrolment	N/A	N/A

Program Area Contact:	Jonathan Foweraker and Reg Bawa	
File Created:	May 13, 2020	
File Updated:		
File Location:		



## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: August 15, 2018**

**Date Updated: June 2020**

**Minister Responsible: Rob Fleming**

# School Supplies

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## ADVICE TO MINISTER

**BACKGROUND:**

## ADVICE TO MINISTER

As the 2019/2020 school year began there was some chatter on social media about parents having to purchase school supplies.

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

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

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

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

Under the legislation, school districts can charge fees:

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

Program Area Contact:	Kim Horn & Reg Bawa	
File Created:	August 15, 2018	
File Updated:	June 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: December 27, 2019

Date updated: Feb. 14, 2020

Minister Responsible: Rob Fleming

## Expenditure Per Student 2016/17

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## BACKGROUND:

On December 10th, Stats Canada will release 2016/17 data showing per student expenditures on education for all 10 provinces, as well as the national average. This data includes both capital and operating expenditure estimates for all students – public, independent and federally-funded.

The BCTF has commonly used raw Stats Canada data to claim that B.C.'s education system is underfunded, with their calculations showing an \$1,800 gap between B.C.'s per student spending and the national average.

The 2016/17 data will show a gap of nearly \$2,600 per student for B.C., compared to the national average. The 2015/16 data showed a gap of more than \$2,900 per student.

Based on all students in B.C., operating and capital funding has increased a total of almost \$1,600 more per student since this data was released. When counting just funded full time students in public schools, the increase is more than \$1,900 per student.

Based on standard Ministry calculations for average per-student funding (not including capital and other funding sources included in StatsCan's calculation of EPS), average per-student funding has increased by \$1,220 (13%) since 2016/17, to \$10,748 for public school students.

B.C.'s expenditure per student is projected to grow by 19% to 2019/20, relative to a national average growth of 5% as a result of increased public expenditure.

This data set is released as part of a broader Stats Canada report on education indicators, which includes education spending as a % of GDP, as well as information on salaries as a proportion of overall education spending, and teacher salary information.

The 2016/17 data will show that B.C. has the lowest education spending as a % of GDP in Canada, at 2.4% compared to a national average of 3.4%.

The data will also show that 65.9% of B.C.'s overall education spending goes toward teacher salaries, which is above the national average (65.3%) and 7<sup>th</sup> highest out of 13 provinces and territories.

Program Area Contact:	Keith Godin	
File Created:	December 27, 2019	



## ADVICE TO MINISTER

File Updated:	Feb. 14, 2020	
File Location:		

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Nov. 1, 2017

Date updated: June 17, 2020

Minister Responsible: Rob Fleming

# Library Funding

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## BACKGROUND:

In May 2019, the public library community initiated a campaign called “\$20 million in 2020” calling on government to add additional provincial funds for public libraries. The library community continues to seek further funding from government through 2020.

The campaign calls for:

- An increase of \$6 million in provincial operating grants for BC public libraries.
- Annual increases in provincial funding to account for inflation.
- Help to address the chronic under-funding, lack of increases for inflation and past government cuts.
  - \$3M of additional one-time funding to further support digital services and training for FY22

Libraries receive provincial funding through four grants:

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

Investments are also made through provincial service partners in strategic priorities/projects. Key outcomes include increasing access to services, programs and collections and supporting libraries in reducing their costs through shared purchasing. Provincial initiatives and programs support communities of all sizes in providing quality services for people.

## 2020 funding notes:

All 2020 funding for public libraries was allocated by March 31. Because 3/4 of grants are based on formulas/rates, libraries do expect some fluctuations from year to year. This year, however, it was decided to keep direct library grants amounts unchanged from 2019 as one way to ensure ongoing stability and that there would be no reductions from the previous year.

\$3 in one-time funding was announced to coincide with the release of the strategic plan for public library service. Libraries can use this new funding (\$1.2million) to provide enhanced digital and connectivity services by expanding Wi-Fi capabilities, offering community digital literacy training, enhancing online library programs and purchasing technology. Through the BC Libraries Cooperative (\$1.8 million), Libraries will work together to deliver a provinciewide collection of ebooks, magazines and other online services. Of these funds--- \$250K is set aside to work with libraries in enhancing local connectivity/broadband initiatives.

## ADVICE TO MINISTER

The Ministry's Service Plan shows a one-time reduction in 2020/21, as a result of re-profiling the timing of funding to public libraries. Funding for 2021 is expected to be allocated in June 2021. This return to a June timeline has been communicated to Library Directors and Boards.

Each calendar year, the Libraries Branch allocates \$14 million in funding to public libraries. The Libraries Branch, under the Director, is responsible for allocating and managing funding to public libraries. There are always some fluctuations from year-to-year due to the factors within the funding framework. This year the fluctuations are being managed within the distribution to strategic projects/grants to library partners. For example, BC Library Association and BC Library Trustees Association will receive smaller one-time grants this year (-\$2,500). Program operational funding to these partners remains stable.

Program Area Contact:	Mari Martin	250 886-2584
File Created:	November 1, 2017	
File Updated:	June 17, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: September 11, 2019**

**Updated: January 2020**

**Minister Responsible: Rob Fleming**

# Eligibility for Funding Ordinarily Resident

### ADVICE AND RECOMMENDED RESPONSE:

s.13



## be directed to the North Vancouver School District.

### BACKGROUND:

Under the funding system, if Boards of Education have determined that a student is eligible for a funded public education in accordance with the School Act and supporting Ministry policies, they can claim that student to the Ministry for funding.

Boards of education are responsible for student enrolment, including determining whether a student and the student's parent/legal guardian are "ordinarily resident."

The Ministry of Education's Eligibility of Students for Operating Grant Funding policy includes indicia that boards should consider when making a determination.

Immigration status is relevant, but does not determine ordinary residence.

In early September 2019, the North Shore News reported that a North Vancouver family filed a petition in B.C. Supreme Court asking a judge to overturn a decision by the North Vancouver School District that rejected their daughter for publicly funded schooling in North Vancouver. However, the matter was dismissed - a consent order was filed on Oct. 24, 2019 that dismissed the proceeding without costs to any party.

Program Area Contact:	Dave Deurksen, Kim Horn and Reg Bawa	
File Created:	September 11, 2019	
File Updated:	January 2020	

## ADVICE TO MINISTER

<b>CONFIDENTIAL ISSUES NOTE</b> Ministry of Education Date: Dec. 11, 2017 Date Updated: December 5, 2019 Minister Responsible: Rob Fleming	<b>K-12 2018/2019 Executive Compensation Disclosure</b>
--	---

### ADVICE AND RECOMMENDED RESPONSE:

s.13

### Background:

On, December 11, the executive compensation disclosure statements for executives in B.C.'s K-12 education system will be silently posted on the websites of all 60 school districts and the Public Sector Employers' Council Secretariat (PSEC Secretariat). Executive compensation administration in the K-12 public education sector is guided by the Public Sector Employers Act. The Compensation Management Plan is facilitated by the BC Public School Employers' Association, and the policy direction and guidelines are determined by government. Total compensation information must be released within six months of the employers' fiscal year end which is June 30 in the K-12 sector. The annual approach to this posting is that the BC Public

## ADVICE TO MINISTER

School Employers' Association (BCPSEA) notifies districts of the timing to ensure alignment and to prepare for any media requests regarding the compensation disclosed.

Each disclosure statement includes a summary compensation table that breaks out base salary, benefits (both taxable and non-taxable), perquisites, pension contributions, any bonus, incentive or holdback payments, and all other compensation paid in this fiscal year that may include retirement allowances, lump-sum severance payments or vacation payouts. As was the case last year, there have been no bonuses or incentive payments made to exempt or executive staff in the K-12 sector.

Each year, PSEC Secretariat updates and improves the guidelines and disclosure process.

Though boards of education are solely responsible for determining the terms and conditions of employment, as well as the total compensation package for the position of Superintendent and Directeur General (CSF), this information must be disclosed annually. Compensation guidelines are not imposed by the government for superintendents because boards of education are elected bodies and the trustees elected to these boards are held accountable to the public through elections. Compensation for all other excluded staff in the K-12 sector must be approved by the Minister responsible for the Act. Boards of education, in addition to setting standards for administration of vacation leave, sick leave, and termination of employment, must also comply with the annual compensation reporting requirements set out in the Act.

BCPSEA is responsible for coordinating exempt compensation administration system in the sector. In July 2015 there was a transition out of the management compensation freeze with potential increases to address cases of compression, inversion, and retention of high-performing middle management employees. Effective July 1, 2016, assistant superintendents and secretary treasurers were eligible for an up to 2% increase.

**Top 10 executives in the K-12 sector for fiscal 2018 (see next page)**



# ADVICE TO MINISTER

Name, Position, and School District	Rank 2018/19	Actual Base Salary	Total Compensation					Rank 2017/18	% Change to Total Comp	Student Enrollment (approx)	Notes
			Benefits	Pension	All Other Comp	2018/19	2017/18				
Jordan Tinney, Superintendent, School District 36 (Surrey)	1	\$274,657	\$8,954	\$33,636	\$33,268	\$350,515	\$346,550	1	1%	71,500	Actual base salary paid is 6% higher than last year, vacation payout half of what was reported last year, resulting in overall 1% increase. Has the largest vehicle allowance of any Superintendent in the amount of almost \$22K
Suzanne Hoffman, Superintendent, School District 39 (Vancouver)	2	\$244,627	\$11,327	\$29,994	\$30,596	\$316,544	\$146,380	238	116%	49,000	Annualized salary is the same as last year – noting that 2017/18 was a partial year (6 months).
Rick Ryan, Deputy Superintendent, School District 36 (Surrey)	3	\$191,423	\$7,307	\$23,477	\$87,007	\$309,214	\$248,486	16	24%	71,500	Actual base salary paid is 2% higher than last year, a vacation payout of approx. \$83K, contributing to the overall 24% increase in total compensation
Sherry Janice Elwood, Superintendent, School District 38 (Richmond)	4	\$232,209	\$9,812	\$28,438	\$27,459	\$297,918	\$265,499	9	12%	19,400	Actual base salary paid is 9.7% higher than last year, an approx. \$18K vacation payout, which explains the overall 12% increase
Patricia Gartland, Superintendent, School District 43 (Coquitlam)	5	\$243,469	\$12,552	\$29,795	\$5,480	\$292,296	\$266,453	8	10%	30,700	Actual base salary paid is 10.7% higher than last year, and the overall 10% increase to total compensation

Gina Niccoli-Moen, Superintendent, School District 41 (Burnaby)	6	\$233,179	\$9,053	\$28,918	\$18,158	\$289,308	\$288,345	3	0%	23,400	Actual base salary paid is 1.5% higher than last year, but is offset by other compensation decreases, resulting in essentially the same total compensation
Kevin Godden, Superintendent of Schools, School District 34 (Abbotsford)	7	\$222,886	\$11,183	\$27,337	\$14,577	\$275,983	\$282,506	5	-2%	19,600	Actual base salary paid is 2.4% higher than last year, but is more than offset by other compensation decreases, resulting in an overall 2% decrease in total compensation
Kevin Kaardal, Superintendent/CEO, School District 23 (Central Okanagan)	8	\$226,787	\$12,133	\$27,815	\$8,602	\$275,337	\$271,713	7	1%	22,700	Actual base salary paid is 1.9% higher than last year, which explains the overall 1.3% increase in total compensation
Doug Sheppard, Superintendent/CEO, School District 37 (Delta)	9	\$214,612	\$11,254	\$26,308	\$20,749	\$272,923	\$249,635	14	9%	15,400	Actual base salary paid is 7.8% higher than last year as well as an approx. \$21K vacation payout, which explains the overall 9% increase in total compensation
Mark Pearmain, Superintendent, School District 44 (North Vancouver)	10	\$207,862	\$9,119	\$25,902	\$23,658	\$266,541	\$232,062	25	15%	15,100	Actual base salary paid is 18.8% higher than last year, resulting in an overall increase of 15%

**Note:** Explanations for compensation lifts include:

- Severance
- The annualization of compensation following a partial year in 2018/19
- Addition of unused annual vacation to total compensation
- Movement through an approved salary range
- Newly appointed or recently promoted staff
- Increased costs associated with employee benefit provisions

Program Area Contact:	Keith Godin	
File Created:	Dec. 5, 2019	
File Updated:		

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug. 15, 2019**

**Date Updated:**

**Minister Responsible: Rob Fleming**

**Partnership model for  
before and after  
school care on  
school grounds and  
PEN at birth**

### ADVICE AND RECOMMENDED RESPONSE:

s.13



Page 053 of 175

Withheld pursuant to/removed as

s.13

## ADVICE TO MINISTER

s.13

### BACKGROUND:

s.12

#### **Partnership model:**

Waitlists currently exist for before and after school care spaces on school grounds. Many schools are at capacity and enrolment is increasing.

In support of the accessibility and quality pillars of the Childcare BC Plan, the ministry is drafting a Partnership Model Policy. The draft policy envisions school districts working with local child care operators to find or create space on school grounds to deliver before and after school care. Operators and schools would collaborate to develop a Partnership Agreement, outlining shared values, professional development, spaces and resources.

The ministry is making legislative changes to the School Act that protects publicly funded child care spaces on school grounds, and permits boards to operate before and after school care directly.

The ministry expects most districts to work with local child care operators rather than operate their own.

No K-12 funding will be used to subsidize child care spaces. As with other licenced child care operations, the Ministry of Children and Family Development and the Ministry of Health provide funding programs and regulatory oversight.

## ADVICE TO MINISTER

International evidence suggests that housing child care within schools improves outcomes for children.

### **PEN at birth:**

PEN was introduced in 1993 and is a unique nine-digit number, assigned to every child as they enter the school system – either a Strong Start program, or the public and independent K-12 school systems.

When considering how to expand the program to support child care, PEN was selected as the best option as it is well established, trusted, and already in use for Strong Start and all educational programs in B.C.

PEN data is used to: follow individual student outcomes from K to post-secondary; support public health programs; provide quality information for research and reporting; and, identify ways of improving student success.

Assigning PENs earlier will help the ministry gain a better understanding of the relationship between the early care and learning experiences of children aged 0-4, and their later outcomes in the K-12 and post-secondary systems, and help guide policy decisions.

The PEN will be linked to BC Services Cards.

Children's privacy will be maintained and all records will be secure. The change will result in a more secure process than what currently exists.

Legislative changes are also required to make this change.

Program Area Contact:	Tim Winkelmans Eleanor Liddy ADM Jennifer McCrea ADM Sally Barton	250 217-6643 250 508-1119 778 698-8955 TBD
File Created:	Aug. 15, 2019	
File Updated:		

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 24, 2017

Date Updated: Sept 24, 2019

Minister Responsible: Rob Fleming

## Catchment Areas

### ADVICE AND RECOMMENDED RESPONSE:

s.13

### BACKGROUND:

With many school districts experiencing increasing enrolments, some boards of education have had to examine their catchment areas.

#### Vancouver School District

The Vancouver School District has placed a hold on its review of proposed changes to some elementary school attendance area boundaries VSB was proposing changes to the Mount Pleasant, Kitsilano and Downtown catchment areas in order to shorten wait lists at certain schools. In 2018, District staff held open houses and solicited feedback on the proposed changes, 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.

#### Greater Victoria School District

On June 25, 2019 the Greater Victoria School District voted to approve changes for school catchments that will start for students in the 2020/2021 school year. The most controversial of the catchment changes will see Cloverdale Traditional School and South Park Family School become regular catchment schools. Both schools currently offer alternative education programs that will end at the conclusion of the 2019/2020 school year.

#### Nanaimo-Ladysmith School District

In June 2018, the Nanaimo Ladysmith School District announced a moratorium on out-of-catchment placement for the 2018/19 school year in a letter to parents.

#### North Vancouver School District

From March to May 2019, the North Vancouver School District undertook two catchment reviews to determine the feasibility of changing catchment areas to balance enrolment between schools. After receiving community feedback and analyzing suggestions and concerns, both proposed catchment changes will be implemented for the 2020-21

school year. Impacts Capilano Elementary School and Norgate Community Elementary School. The catchment change will move a small portion in the south-west section of the current Capilano Elementary School catchment area into the Norgate Community Elementary School catchment area.

Program Area Contact:	Keith Godin	
File Created:	Aug 24, 2017	
File Updated:	September 25, 2019	



## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: July 31, 2019

Updated: June 20, 2020

Minister Responsible: Hon. Rob Fleming

## International Student Health Fees

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## BACKGROUND:

Government is charging a health fee for international students because it was determined with the elimination of Medical Services Plan Premiums that some individuals may not be contributing to the publicly-funded health care system.

In late November 2019, the Maple Ridge News ran an article saying the Maple Ridge School District had been forced to absorb \$150,000 in MSP coverage for international students this year. Irena Pochop, with Maple Ridge SD, said the money used to absorb the cost was not earmarked for any other projects or equipment. There are currently 525 international students in the school district, but only around half of them are in the district on a study permit and would need to register and pay for MSP, said Pochop. Going forward, she added, the district will be registering international students who need to be enrolled in the plan, but the cost will be covered by an increase in tuition fees.

The article mentions that in November 2019, the B.C. School Trustees Association wrote Health Minister Adrian Dix and asked that the requirement for international students to enroll in the MSP this year be delayed until the 2020/21 school year. In the letter the BCSTA said, "enrolment in the plan this year has put school districts across the province in a very awkward and expensive position, because the parents of these students have already signed contracts for the provision of educational services, homestays and other services that include emergency medical coverage. It simply is not possible to amend previously signed contracts and payments."

The letter then reads, "Significant concerns regarding gaps in coverage and eligibility have also been brought forward. Time will also be needed to fully understand and address these issues."

These changes were announced in August 2019 by Minister Dix.

The health fee applies to minors and adults at the rate of:

- \$37.50 per month, per student, from September 1, 2019 to December 31, 2019
- \$75.00 per month, per student, effective January 1, 2020.

Post-secondary international students also now pay their MSP premiums of \$37.50 as of September 1, 2019 to December 31, 2019 which will be on a separate invoice from the health fee.

The fee is mandatory to all international students including international students registered in public and independent K-12 schools with a valid study permit enrolled in MSP.

The health fee will be a payable a monthly invoice issued by Revenue Services of BC and will be sent to the address on file with the MSP system. The health fee will start on the first day of the month when MSP coverage begins, generally after the three-month waiting period occurs.

The Ministry of Education will assist Boards of Education in informing international students and their parents/guardians of this new fee through letters, public announcements and online postings.

School Districts have expressed some concerns about having to inform students about these new fees when most had already set their international fees and generally included a component for health insurance coverage in those fees. International fees are often set and charged in advanced and

## ADVICE TO MINISTER

generally cannot change without 12 months' notice.

The new fee system was introduced in two phases:

**Phase 1:** September 2019-December 2019: Minors and post-secondary students will pay a \$37.50/month health fee. Ministry of Health and Health Insurance BC will identify the international students that are enrolled in MSP. Billing and collection will be managed by the Ministry of Finance and Revenue Services of BC.

**Phase 2:** January 2020: The health fee increased to \$75.00/month for all international students enrolled in MSP.

**Post-secondary students will also have to pay this new fee. This fee is separate from the MSP premiums that international students over the age of 19 are currently paying. In January 2020, those premiums were eliminated.**

In 2016, the previous government brought in new rules (that came into effect in 2017) removing MSP premiums for all children – including international students in B.C.'s K-to-12 school system.

The Ministry has worked with RSBC to facilitate Health Fee Group Invoices:

<https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/strategic-partnerships/revenue-services-of-british-columbia/how-to-pay/health-fee-group-invoices>

Group invoices can be set up by schools and school districts to pay the Health Fee on behalf of their international students.

Schools and school districts can set up Health Fee Group Billing by calling Health Insurance BC.

Students with temporary permits that expire and no longer have MSP coverage may be provided temporary MSP coverage (to July 31, 2020) if:

- They are currently living in B.C.
- They were previously enrolled in MSP as a deemed resident
- Their MSP has expired

Program Area Contact:	Reg Bawa	
File Created:	July 17, 2019	
File Updated:	June 20, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug. 22, 2017**

**Date Updated: January 2020**

**Minister Responsible: Rob Fleming**

# Offshore Schools

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 062 of 175

Withheld pursuant to/removed as

s.13



## ADVICE TO MINISTER

s.13

### BACKGROUND:

BC currently has 47 certified offshore schools operating in 8 countries.

The Ministry will implement an enhanced inspection process for the 2019/20 inspection cycle for all offshore schools that will consist of a combination of new virtual inspections, onsite inspections, unannounced inspections and follow-up “check-ins” with schools throughout the school year.

The decision enables the Ministry to modernize its inspection process by leveraging the latest technology, reducing travel costs and government’s carbon footprint, and improving quality assurance within the sector.

The enhanced inspection process has been informed through consultations with offshore school inspectors and school representatives.

In 2017 and 2018 there were several offshore schools that received media attention (see below). The Ministry conducted an internal administrative review of the offshore school program and has taken actions to strengthen the program through both the addition of requirements to the certification agreement and operating manual as well as updates to internal processes and procedures.

Stories critical of the BC Offshore School Program have appeared in the media:

The Globe and Mail (June 20, 2017) [B.C.-certified schools in South Korea face visa crackdown](#)

The Tyee (July 10, 2018) [Offshore School Changes Don't Go Far Enough, Say Teachers](#)

### Post review actions:

Action	Status of implementation
Requiring annual verification of government authority to operate a B.C. program.	Completed
Discontinuing biennial inspections.	Completed
Increased Ministry-led participation in inspections.	Completed
Hiring of a Deputy Inspector of Inspections.	** Hired Director of Offshore Schools instead
Requirement to have an offshore school representative (OSR) that is distinct from the role of the Principal (i.e., principal cannot also be the OSR).	Completed
Emergency planning requirements and protocols for unplanned closures.	Completed
Real time info on inventory of B.C. certified teachers employed at schools (with departures for any reason reported within 24 hours).	Completed
Risk management framework that mitigates unintended financial and other impacts to teachers and students.	Completed

Program Area Contact:	Alan Schroeder and Marnie Mayhew + Keith Godin	(250) 361-5514
File Created:	August 22, 2017	
File Updated:	January 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug 22, 2017**

**Date Updated: August 23, 2019**

**Minister Responsible: Rob Fleming**

# Independent Schools

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## BACKGROUND:

In June 2019, a poll by Research Co. regarding public opinion about government funding of independent schools received some media attention. The pollsters claimed four-in-five British Columbians (78%) oppose providing taxpayer funds for elite or preparatory private schools in the province, with a total of 60% being strongly opposed to the idea. Government funding for religious or faith-based schools is opposed by 69% of British Columbians with 51% feeling strongly against the idea. And two-thirds (66%) oppose public funding for secular private schools with 44% in strong opposition.

Government funds independent schools based on a formula that was introduced in 1989.

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

For 2018/2019 estimated total grants to independent schools is \$426.3 million.

Designated Independent Special Education Schools offer specialized education options for students with a range of special educational needs. This includes, learning disabilities, students who are deaf or hard of hearing and students with mental illness/requiring behavior supports.

There has been steady growth in independent school enrolment over the last 10 years - from 69,467 in 2009/10 to 86,080 in 2018/19. Likewise, the proportion of students in independent schools relative to all K-12 students in BC, has increased steadily from 10.9% in 2009/10 to 13% in 2018/19.

In the 2018/2019 school year, there were 367 independent schools in B.C. under four groups:

Group 1: 244

Group 2: 77

Group 3: 23

Group 4: 23

Total: 367

**Group 1:** Must be not-for-profit, deliver the B.C. curriculum, employ B.C. certified teachers. Students earn a Dogwood. They are funded at 50% of the local public district they are located in.

**Group 2:** Same as Group 1. Students earn a Dogwood. They are funded at 35% of the local district they are located in.

**Group 3:** Are not required to deliver B.C.'s curriculum, or employ B.C. certified teachers. Students do not earn a Dogwood. In keeping with the principle of parental choice, some parents may choose for personal reasons to enrol their child in an educational program that does not

## ADVICE TO MINISTER

deliver the approved B.C. curriculum or employ B.C. certified teachers. However, these schools are still inspected for safety purposes and must maintain ministry required records. These schools receive no funding.

**Group 4:** 50% or more of students must be international. These schools can be for profit but must deliver the B.C. curriculum, or employ B.C. certified teachers. Students earn a Dogwood. They receive no funding.

Program Area Contact:	Marnie Mayhew	(250) 361-5514
File Created:	Aug 22, 2017	
File Updated:	August 23, 2019	



## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: September 2018**

**Date Updated: January 2020**

**Minister Responsible: Rob Fleming**

# Student Achievement

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Program Area Contact:	Jeremy Higgs and Keith Godin	(250) 387 8037
File updated:	January 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: September 12, 2018**

**Date Updated: September 25, 2019**

**Minister Responsible: Rob Fleming**

# **Foundation Skills Assessments -- BCTF Withdraw Letter**

### **ADVICE AND RECOMMENDED RESPONSE:**

s.13

## **BACKGROUND:**

In September 2019, Global News called asking for comment on a letter sent home with students (from teachers and the BCTF) urging parents to excuse their children from taking the FSA.

Each year, the BCTF lobbies against FSAs.

According to the BCTF website:

- This test does not help students learn or teachers teach. It takes valuable time and much needed resources away from the classroom learning and undermines the ability to provide meaningful learning experiences for all students.
- The FSA results are misused by a private organization to rank schools based on a very narrow measure. The FSA tests do not result in any additional funding or support for students.

Here are the relevant provisions from the School Act that apply to FSA:

School Act, section 168 (2)(d.1)

The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make orders

(d.1) preparing a process for measuring individual student performance, and requiring a board or a francophone education authority to cause its schools to participate in the process for the purpose of assessing the effectiveness of educational programs,

The Student Learning Assessment Order applies to provincial and international assessments including the FSA. Section 3 (b) of the Order states in part

3. For the purpose of section 2, a teacher, principal, vice principal or director of instruction or other person designated by the minister or board or francophone education authority, must

## ADVICE TO MINISTER

(b) ensure that the assessments are administered and completed, and that the data collected from the assessments are transmitted to the minister, in accordance with the assessment protocols, instructions and invigilation procedures sent to the board or francophone education authority by the minister with each assessment

Research indicates students who do not perform well on FSA in grades 4 and 7 are less likely to graduate. Research also indicates one of the top drivers of successful student outcomes is effective feedback and assessment of performance.

The redesigned Foundation Skills Assessment (FSA) is aligned with the redesigned curriculum and reflects the recommendations from the Advisory Group on Provincial Assessment (AGPA).

The FSA has a focus on collaboration, communication, critical thinking, and the foundations of literacy and numeracy.

The Foundation Skills Assessment is an annual province-wide assessment of all B.C. students' core academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with important information on how well students are progressing in the foundation skills of Reading, Writing, and Numeracy.

Program Area Contact:	Keith Godin	
File Created:	September 12, 2018	
File Updated:	September 25, 2019	



## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug 22, 2017**

**Date Updated: June 10, 2020**

**Minister Responsible: Rob Fleming**

# French Programs Supply and Demand

### ADVICE AND RECOMMENDED RESPONSE:

s.13

**Background:**

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

Families who don't have minority-language educational rights but wish for their children to become bilingual can enroll their children in a French Immersion program. Since French Immersion is a program of choice, school districts have the authority to establish enrolment methods and make decisions to limit or cancel a program.

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

In the 2019/20 school year, there are:

- 6,198 students in the Francophone Program, or 1.1% of the B.C. student population;
- 54,416 students in French Immersion, about 9.4% of the B.C. student population.

## ADVICE TO MINISTER

Over the last 10 years, the number of Francophone students has increased by 39% and the number of French Immersion students has increased by 21%. Nationwide, the number of students enrolled in French immersion programs jumped by 72,156 between 2011/2012 – 2015/2016 [Stats Can].

Given this increased demand, there is currently a shortage of available French Immersion seats in B.C. A report commissioned by Canadian Parents for French (released in September 2014) shows the most problematic issue for school districts was already a shortage of qualified French Immersion teachers, with 85% of school districts saying it was challenging or very challenging to find qualified applicants. This information was corroborated by a survey the Ministry conducted in April 2018: 73% of school districts indicated that staff recruitment and retention is their biggest challenge for French education programs.

The 2017 Memorandum of Agreement on class size and composition between the government and the B.C. Teachers' Federation has added some pressure to the already existing challenges regarding French teacher recruitment.

Since February 2018, the Ministry of Education, jointly with the Federal government, has funded 91 additional seats for French teacher education programs in B.C.:

Announced	# of seats	Institution(s)	Investment	Start Date
Feb 2018	37	SFU, UBC	\$245,000	Sept 2018
Sept 2018	37	SFU, UBC Okanagan	\$265,000	Sept 2019
June 2020	17	SFU	\$161,500	Sept 2020

- We worked with the B.C. Public School Employers' Association, school districts and a provincial stakeholder advisory committee to develop a multi-year provincial French teacher recruitment and retention strategy.
- On May 13, 2019, the Government of Canada announced it would provide SFU with \$3 million in funding to help extend the reach of its courses and programs in French.

Program Area Contact:	Yael la Rose	778 698-9732
File Created:	September 18, 2018	
File Updated:	June 10, 2020	
File Location:		

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug. 22, 2017**

**Date Updated: June 18, 2020**

**Minister Responsible: Rob Fleming**

**Conseil scolaire  
francophone de la  
Colombie-Britannique  
(CSF)**

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 077 of 175

Withheld pursuant to/removed as

s.13



## ADVICE TO MINISTER

s.13

**BACKGROUND: (SUBJECT TO SOLICITOR-CLIENT PRIVILEGE)**

s.13; s.14

Page 079 of 175

Withheld pursuant to/removed as

s.13; s.14

Page 080 of 175

Withheld pursuant to/removed as

s.14; s.13

Program Area Contacts:	Joel Palmer & Reg Bawa + Dave Duerksen	(778) 974-3460
File Created:	Aug. 22, 2017	
File Updated:	June 18, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Date Updated: June 26, 2020

Minister Responsible: Rob Fleming

# School Closures

### ADVICE AND RECOMMENDED RESPONSE:

s.13

### BACKGROUND:

Since 2001, 267 public schools have been permanently closed due to declining enrolment.

Since September 2018, two schools have been closed in B.C. – Sea Island Elementary in Richmond School District



is closed temporarily for the 2019/20 school year, as not enough students were projected to enroll in September 2019 to operate the school; and Windsor House School, an alternate school located in North Vancouver but operated by the Gulf Islands School District, which decided it was no longer feasible to operate a school outside of its jurisdiction.

Section 73 of the *School Act* provides that a board of education has the authority to "open, close or reopen a school permanently or for a specified period of time." While that authority is limited by the power of the minister to make orders, the decision whether to close a school still rests with the board.

Section 168 of the *School Act* outlines the jurisdiction of the minister. Subsection 168 states that the minister may make orders "respecting the opening and closing of schools under section 73 (1) (a)." A resulting ministerial order may describe the way a board goes about exercising its decision to close a school, however the minister does not have the ability to overturn that decision.

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

In 2019, the Richmond School District voted to close Sea Island school due to very low enrollment.

Program Area Contact:	Joel Palmer, Capital Management Branch Kim Horn, Funding and Financial Accountability Branch	250 216-4627 250 896-3680
File Created:	Aug. 22, 2017	
File Updated:	June 26, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Feb. 25, 2019**

**Date Updated: June 26, 2020**

**Minister Responsible: Rob Fleming**

**VSB Capital**

### **ADVICE AND RECOMMENDED RESPONSE:**

s.13

## **BACKGROUND:**

The Vancouver School Board released a draft [Long-Range Facilities Plan \(LRFP\)](#) in May 2019. 17 recommendations within the plan were approved by the VSB trustees on May 29, 2019. Previously a draft LRFP was released on Feb. 22, 2019 that included the potential closures of 28 Vancouver schools that need seismic upgrades and are under-utilized.

The LRFP has not been passed in a vote by the current elected board.

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

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

District staff drafted the LRFP

## ADVICE TO MINISTER

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

Currently, there are about 10,000 empty seats throughout the district, although some schools are operating over capacity while others are well under capacity.

No actions would immediately result from approval for the District's LRFP. The LRFP would then inform the District's annual capital plan submissions to the Ministry.

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

### LRFPs:

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

Program Area Contact:	Joel Palmer + Reg Bawa	250 356-6760
File Created:	Feb. 25, 2019	
File Updated:	June 26, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Feb. 10, 2020**

**Updated: June 17, 2020**

**Minister Responsible: Rob Fleming**

# Burnaby North

**KEY MESSAGES:**

s.13



## ADVICE TO MINISTER

s.13

### BACKGROUND:

Originally approved with an \$80-million budget, the estimated cost for the seismic replacement Burnaby North Secondary School later rose to \$108 million, including \$2.8 million from MCFD for childcare space.

The Burnaby North replacement project includes building a new, 1,800-seat school that includes a Neighbourhood Learning Centre with childcare spaces.

Seismic replacement projects have traditionally been fully funded by the Ministry when they are the lowest cost option, as was the case for Burnaby North when it was approved in October 2018.

When the Burnaby School District designed the replacement school, it included a conference centre to be used by the district and paid for with school district capital funding. This scope is outside of the budget for the seismic replacement and was not part of the original approved scope.

Given the substantial increase in the cost of the project from the original approved amount, and that Burnaby School Board has funds available in reserve, government is requiring that the Board contribute 20% of the overall \$26.1-million budget pressure, or \$5.8 million.

## **ADVICE TO MINISTER**

The project is now underway and scheduled to be complete in 2022.

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: November 26, 2018**

**Date Updated: June 26, 2020**

**Minister Responsible: Rob Fleming**

**Edith Cavell**

### **ADVICE AND RECOMMENDED RESPONSE:**

**s.13**

Page 091 of 175

Withheld pursuant to/removed as

s.13

## ADVICE TO MINISTER

s.13

### Background:

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

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

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

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



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

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

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

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

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

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

Board approval of the District's LRFP would then initiate much engagement with school communities throughout Vancouver. No actions would immediately result from approval.

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

Program Area Contact:	Joel Palmer & Reg Bawa	Dec. 11, 2018
File Created:	Nov. 26, 2019	
File Updated:	June. 26, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: December 13, 2018**

**Updated: September 13, 2019**

**Minister Responsible: Rob Fleming**

# VSB – Hamber Secondary

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 095 of 175

Withheld pursuant to/removed as

s.13

## ADVICE TO MINISTER

### Background:

The seismic replacement project of Eric Hamber Secondary went through a number of changes after concerns arose from the school community after the announcement. This included a smaller school, and a lack of an auditorium. The project now has a total value of \$105.2 million – the largest seismic project in VSB history – to provide safe seats to 1,700 students.

Construction is scheduled to begin in fall 2020, and the new Eric Hamber Secondary is expected to welcome students in fall 2023.

Total funding is \$93.5 million from the Province, \$8.2 million from the City of Vancouver, and \$3.5 million from the VSB (to be used for an auditorium).

### Timeline

- **In June 2018**, the Province approved up to \$79.3 million to fully replace Eric Hamber Secondary — the largest seismic project in Vancouver's history. After the announcement, there were concerns from the school community that the replacement school would be built smaller than the original school (due to Ministry area standards), and that it wouldn't contain an auditorium or sufficient space from some of its programming, such as fine arts and fashion design programs.
- **In April 2019**, after the VSB's planning process, it was found that the cost to rebuild the school will be higher than what was originally approved due to higher than expected inflation of construction costs in Vancouver.
- **In July 2019**, the Province approved an increase of \$22.5 million to the project budget for a total of \$101.8 million. This includes \$8.2 million from the City of Vancouver for a childcare facility. The total Ministry funding for this project is \$93.5 million. The increase was strictly to fund the base project, not any additional features.
- **In September 2019**, the Province approved an additional \$7 million for Neighbourhood Learning Centre space, with the understanding that this would be used for an auditorium. The Province and the VSB will each provide \$3.5 million and the VSB is responsible for cost overruns. The auditorium is expected to be significantly smaller than the one at the current school.
- **In Spring 2020**, a **Design Build Agreement was signed for the construction of the new school.**

### Neighbourhood Learning Centre

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

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

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

Program Area Contact:	Joel Palmer & Reg Bawa	
File Created:	December 7, 2018	
File Updated:	June 11, 2019	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Sept. 14, 2019**

**Date Updated: Jan. 30, 2020**

**Minister Responsible: Rob Fleming**

# Queen Elizabeth Annex

### ADVICE AND RECOMMENDED RESPONSE:

s.13



## **BACKGROUND:**

In Fall 2019, the Vancouver School Board decided not to move forward with the closure of the Queen Elizabeth Annex in favour of a long-term lease to the Conseil Scolaire Francophone (CSF) following a staff recommendation at its Sept. 23, 2019 board meeting.

QEA is the annex of nearby L'Ecole Jules Quesnel (LJQ), both of which are French immersion schools owned and operated by the VSB. All QEA students (about 75) are K-3 and transition to L'Ecole Jules Quesnel for grades 4-7. LJQ is a K-7 school with about 380 students and has space to accommodate all students and, as a District Choice program, enrolment levels could remain stable. LJQ is also seismically safe after an upgrade in 2011, and has nominal capacity for 440 students.

Following a 2016 Supreme Court ruling, the Province is obligated to assist the CSF in acquiring suitable sites and facilities in certain communities, ideally with long-term tenure. The CSF has a need for about 500 seats west of Main Street in Vancouver and this proposal would help satisfy part of that requirement from the judgement. It would also generate significant revenue for the VSB, which it could then use for capital priorities such as contributing additional funding for seismic upgrade projects.

The closure process for QEA would have required the VSB to first consult with the public.

QEA and LJQ are both located on Crown Street and the distance between the two schools is 1.2 km. Students enrolled at QEA transition to LJQ for grade 4. As a District Choice program, many families transport their children to QEA. VSB enrolments falling while CSF and independent school enrolments in Vancouver went up.

The number of Vancouver resident students attending independent schools within the City of Vancouver is around 18% (the ministry looked at postal codes of where kids live and compared to where they attend school).

## ADVICE TO MINISTER

2004/05 to 2018/19

School Year	Number of Students in CSF	Number of Students who has a Vancouver Postal Code and attends CSF	Percent	Number of Students who does not have a Vancouver Postal Code and attends CSF	Percent
2004/2005	644	496	77%	148	23%
2005/2006	699	567	81%	132	19%
2006/2007	711	590	83%	121	17%
2007/2008	714	607	85%	107	15%
2008/2009	760	643	85%	117	15%
2009/2010	771	625	81%	146	19%
2010/2011	851	681	80%	170	20%
2011/2012	892	748	84%	144	16%
2012/2013	916	765	84%	151	16%
2013/2014	979	818	84%	161	16%
2014/2015	1,033	856	83%	177	17%
2015/2016	1,079	887	82%	192	18%
2016/2017	1,090	901	83%	189	17%
2017/2018	1,119	928	83%	191	17%
2018/2019	1,147	950	83%	197	17%

Program Area Contact:	Joel Palmer + Reg Bawa	
File Created:	Dec. 19, 2019	
File Updated:	Jan. 30, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Sept. 26, 2018

Date Updated: June 17, 2020

Minister Responsible: Rob Fleming

## Rutland Middle School

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## **BACKGROUND:**

In the 2020/21 capital plan submission, the Central Okanagan School District requested ministry funding for a 375 capacity addition to Rutland Middle School (RMS). Previous capital plan submissions have requested the replacement of RMS by renovating the existing Quigley Elementary School (QES) to become a new, 650-student Grade 6-8 middle school and distributing the current Quigley students to surrounding schools. RMS would then be demolished. The request was to fund the project through the ministry's School Replacement Program.

The previous government invited the district to move forward with planning for a replacement school with a specific proposed budget, however the district submitted plans that were well beyond that budget. No further plans are currently expected.

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

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

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

## **Media Attention**

In May 2017, [local media reported](#) that the Province had supported the District to move forward ahead with the plan



## ADVICE TO MINISTER

to demolish RMS and renovate QES with provincial funding of \$14.5 million. A year later, in May 2018, media reported that plan had been delayed, due to the ministry's preference to not give up an elementary school for a new middle school. In September 2018, district chair Moyra Baxter told media that the ministry had indicated its current mandate was to provide new, rather than replacement schools, and that a replacement for RMS could be 10 to 15 years away.

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

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

Program Area Contact:	Joel Palmer	250 216-4627
File Created:	Sept. 26, 2018	
File Updated:	June 17, 2020	



## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: January 12, 2018**

**Date Updated: June 8, 2020**

**Minister Responsible: Rob Fleming**

# **Kamloops- Thompson Capital**

## **CAPITAL REQUESTS - KEY MESSAGES:**

s.13

## **BACKGROUND:**

The Kamloops-Thompson School District has been actively campaigning for more capital investments in their district.

In April 2019, the Ministry approved a \$36.2-million addition to Valleyview Secondary School, adding 525 seats to the school to bring its capacity to 1,200 and eliminate the need for portables once completed. The District provided \$1.75 million toward the total budget of the project.

The school district also re-opened Westsyde Elementary School in September 2019 to further reduce space pressures in Kamloops.

In February 2019, Kamloops & District Realtors Association president Doren Quinton wrote to Minister Fleming advocating for more capital investments in the district, noting crowded schools negatively affects property values and deters business from Kamloops. The letter asks government to share a plan that addresses this immediate need and outlines a strategy to ensure temporary fixes are not going to continue to be the solution to a permanent issue moving forward. Opposition MLAs were cc'd on this letter.

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

The District would like to see South Kamloops Secondary replaced but it has no structural, foundational, or hazardous materials issues. There is also no mold, no dry rot, etc. It is difficult to justify tearing it down and spending >\$60M for a new one.

The district wide utilization is 75% which means about 4478 available seats across all grades/all schools. According to enrolment projections there are several schools in South Kamloops that are full or close to full – for example: Valley View Secondary being at 137% capacity with 6 portables Westmount Elementary being at 136% with 4 portables.

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

## ADVICE TO MINISTER

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

Program Area Contact:	Reg Bawa and Joel Palmer	250 882-3699
File Created:	Jan 12, 2018	
File Updated:	June 8, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: September 6, 2019**

**Date Updated: June 11, 2020**

**Minister Responsible: Rob Fleming**

# Parkcrest Elementary Fire

### ADVICE AND RECOMMENDED RESPONSE:

s.13

**ADVICE TO MINISTER****BACKGROUND:**

On the second day of the 2019-2020 school year, a fire broke out at Parkcrest Elementary School in Kamloops and destroyed the school. The fire appeared to be coming from the roof near the middle of the school. Parkcrest elementary had approximately 360 students in 2018. The Acting Fire Chief confirmed that everyone got out safely, but the school was a



## ADVICE TO MINISTER

complete loss. The cause of the fire has not been determined but on September 10, the RCMP said the fire was not set on purpose.

During a press conference that followed the fire, school district officials said the school didn't have a sprinkler system. SD73 secretary treasurer Kelvin Stretch said 26 schools of the district's 45 have sprinkler systems, leaving 19 that do not, as they were built before such systems were required to be installed. Stretch said that, in speaking with the fire department, a sprinkler system may have been useful, but it wouldn't have saved the school.

The school is insured by the Schools Protection Program (SPP). This is a Government self-insurance program for the public K-12 education system, administered by Risk Management Branch, Ministry of Finance, and funded from the Ministry of Education capital budget.

SPP provides property coverage, including loss and damage due to fire, on all board-owned property used for educational purposes. Claims less than \$250,000 are funded from a Property Risk Pool which is funded from school district operating funds. Claims over \$250,000 may be funded as an emergent project in the Ministry's annual capital plan. Building demolition and site remediation are typical costs for SPP projects involving a fire loss. The Ministry makes the decision whether a damaged school will be repaired or replaced.

A long-term solution may take several years to be implemented. The Ministry has supported the district to develop a Project Definition Report to provide a long-term solution for Parkcrest students, which will include an option to replace the school.

On September 9, SD 73 presented the following Parkcrest Recovery Plan:

- All Parkcrest students and staff have been relocated to George Hilliard Elementary as of September 16. The Big Little Science Centre will be relocated from Happyvale Elementary. The Big Little Science Centre is looking for an appropriate location for their program, this location has yet to be confirmed.
- Childcare programs being offered at Happyvale Elementary will be transitioned to available space within the Pacific Christian private school.
- The relocation of Four Directions and TREC students and staff has made George Hilliard Elementary available for Parkcrest students.
- Four Directions students and staff will be temporarily relocated to a commercial spaced leased by the district for a period of three months while Happyvale Elementary is prepared to accept this program.
- The Twin Rivers Education Centre (TREC) students and staff will be temporarily relocated to NorKam until Happyvale Elementary is prepared to accept this program.
- District staff have identified a need for six portables at Happyvale to manage current enrolment within these programs.
- District staff have identified a need for two portables at Hilliard to manage current enrolment.

Program Area Contact:	Rob Drew, Joel Palmer and Reg Bawa
-----------------------	------------------------------------

## ADVICE TO MINISTER

File Created:	September 11, 2019	
Updated:	June 11, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Oct. 7, 2019

Date Updated: June 11, 2020

Minister Responsible: Rob Fleming

## Central Okanagan Portables

### ADVICE AND RECOMMENDED RESPONSE:

s.13

### BACKGROUND:

The Central Okanagan School District reported to media that it had the highest number of portables per-student in

B.C., and that it added 430 new students for the 2019-20 school year, which was larger than expected. There are about 112 portables in the district (the district purchased five new portables for the school year, and moved five others). The District has estimated that they will need to purchase an additional 10 portables for the start of the 2020/21 school year.

The district's growth is mostly centered around West Kelowna and Central Kelowna north to Lake Country.

In Lake Country, Government announced \$40.4 million in February 2018 for a new, 600-seat middle school that will be ready for students in September 2021. The district is contributing \$5.3 million toward the total, and the project includes a Neighbourhood Learning Centre that will be used for childcare.

In West Kelowna, the Ministry formally supported the district in March 2019 to develop a business case for a new, 1,100-seat secondary school. The District is working to acquire a site for the new school and has begun a Concept Plan for the school.

The new 750-seat Canyon Falls Middle School also opened in September 2019 in Okanagan-Mission, eliminating the need for about 32 portables.

Central Okanagan superintendent Kevin Kaardal also told media that offering students transportation is a challenge, with over 7,000 requests for transportation.

The district received funding for 15 new school buses in 2018, 7 new school buses in 2019 and 7 new school buses in 2020. through the Ministry's Bus Acquisition Program,

Program Area Contact:	Joel Palmer	
File Created:	Oct. 7, 2019	
File Updated:	June 11, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: August 24, 2017

Date Updated: June 17, 2020

Minister Responsible: Rob Fleming

# Daycare Space Pressures

## ADVICE AND RECOMMENDED RESPONSE:

s.13

## BACKGROUND:

Due to the Ministry's 2017 Memorandum of Agreement with the BC Teachers Federation on class size and composition, some childcare providers operating within schools, or in portables on school grounds, have had to



close or relocate due to more classroom space being needed by schools.

In September 2017, about 10 childcare facilities were known to be affected – the majority of which were for school-aged childcare spaces. These closures and relocations meant that a total of 174 childcare spaces were lost in September 2017.

Three school districts and four cities were affected:

- SD 43 Coquitlam (3 facilities in Coquitlam, 2 facilities in Port Moody)
- SD 61 Greater Victoria (2 facilities)
- SD 42 Maple Ridge-Pitt Meadows (3 facilities in Maple Ridge)

In September 2019, some school-based pre-school and before/after school care programs in Surrey were required to vacate their space in order to accommodate the growing student population in the district.

The purchase and operation of portables are the responsibility of school districts. While funding associated with the MOA did provide assistance for school districts to operate portables in 2017/18, the Ministry does not have capital funding for portables moving forward.

Additionally, provincial grant funding for childcare spaces is available through the Ministry of Children and Family Development's (MCFD) ChildcareBC New Spaces Fund, which will invest \$221 million to support the creation of 22,000 new child care spaces in B.C. This is the single-largest investment to improve access to child care in B.C. history.

Program Area Contact:	Joel Palmer	
File Created:	Aug. 24, 2017	
File Updated:	June 17, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: July 18, 2019

Date Updated: March 6, 2020

Minister Responsible: Rob Fleming

## Olympic Village School

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 115 of 175

Withheld pursuant to/removal as

s.13

## ADVICE TO MINISTER

### BACKGROUND:

A group of parents living in Vancouver's Olympic Village neighbourhood are campaigning for the Province to fund a new elementary school in their community to meet the growing demand for student space. [The group has created a website advocating for the school.](#) The website notes that Premier John Horgan visited the group's protests and listened to their concerns.

The VSB has submitted an Olympic Village school as its top priority for provincial funding in its 2020/21 capital plan. The Ministry reviewed the districts plan, and is responding with a letter on March 6, 2020, indicated that no new major capital projects are supported to move forward in the district. The Ministry requires that boards of education maintain an up to date Long Range Facilities Plan (LRFP) to support school district capital plan submissions.

The VSB is currently developing its Long Range Facilities Plan. The board had planned to finalize the LRFP prior to the end of the 2018/19 school year, however the board delayed that when new Provincial guidelines introduced in April 2019 came in to effect, removing the requirement for Ministry staff to concur with districts' LRFPs. The proposed site for a new school is at [Hinge Park](#), a waterfront property owned by the City of Vancouver. A temporary modular school has also been proposed by parents as a short-term measure.

Many students in the Olympic Village catchment are currently attending Simon Fraser Elementary, which is in the Mount Pleasant neighbourhood, 1.7 kilometres away, and is currently operating at about 159% of its capacity and that 65 in-catchment kindergarten students were denied entry to Simon Fraser this year. Parents have expressed concern that there is no school bus to Simon Fraser, and that the route is not realistic for young children to walk or bike to school.

However, there are two other elementary schools within two kilometres of Olympic Village – Crosstown Elementary and Florence Nightingale – which both have available space. Crosstown is operating at 69% capacity, and Nightingale is operating at 66% capacity, with a total of 356 empty seats. Olympic Village children, however, are not in catchment for those schools due to VSB boundaries.

Olympic Village parents report that there are about 165 elementary students in the neighbourhood.

Schools in Vancouver have a total of about 10,000 empty student seats spread across the district, with some schools operating over 100% capacity, and other schools well under capacity. Once the VSB finalizes an LRFP and better distributes its students, the Ministry will be in a better position to fund needed expansion projects in Vancouver.

There is an opportunity to move the 68 Queen Elizabeth Annex students to the available space at the nearby L'Ecole Jules Quesnel Elementary, and to lease the annex to the Conseil Scolaire Francophone (CSF) so it could help meet the need for public education space for local Francophone students. All or most QEA students go on to attend L'Ecole Jules Quesnel when they enter grade 4.

Beginning in Dec. 2017, the ministry began to work with the CSF and the VSB to find sites, like an underutilized elementary annex, on the west side of Vancouver to be leased or transferred to the CSF. This was in response to a 2016 B.C. Supreme Court ruling that obligated the Ministry to provide the CSF with adequate school facilities or continue to be in breach of the Charter of Rights and Freedoms, as it pertains to official languages and education. The courts set out that, failure by the Ministry to assist the CSF with the majority school district in this process would constitute an unjustifiable infringement of section 23 of the charter.

This opportunity could have also provided the VSB with new funding help to build expansion projects that the board deems a priority.

However, the VSB decided against this proposal in late October 2019.

Program Area Contact:	Joel Palmer	250 356-6760
File Created:	July 18, 2019	
File Updated:	June 8, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: April 24, 2018

Date Updated: Aug 6, 2020

Minister Responsible: Rob Fleming

## Class sizes

### ADVICE AND RECOMMENDED RESPONSE:

s.13



Page 118 of 175

Withheld pursuant to/removed as

s.13

### **BACKGROUND:**

With the announcement of the back to school plan and learning cohorts there has been a number of questions with regards to class sizes and physical distancing as the BCTF has been calling for smaller class sizes.

2019/20 class size data was posted online on May 15, 2020.

This information has been requested by independent journalist s.22

### **Key Data – 2019-20 school year:**

There were 77,015 classes in B.C. public schools – 0.26% more than the year before, and 14.7% more than there were in 2015/16.

Students in special needs categories made up 11.8% of the total student population – 0.4% higher than the year before.

82% of all K-12 classes included at least one student with a designated special need.

The majority of K-12 classes included between 1 and 3 students with a designated special need, maintained from the previous school year (54% in 2019/20 compared to 55% in 2018/19 and 52% in 2016/17).

The percentage of K-12 classes that include between 4 and 7 students with a designated special need has been consistent over the past several school years (28% in 2019/20 compared to 26% in 2018/19 and 25% in 2016/17).

Only 7% of all classes included seven or more students with a designated special need, unchanged from last school year, and a 1% decrease from 2016/17. The majority of these classes are in grades 5 to 12, and most are special education or applied learning skills classes

that are specifically catered to students with diverse needs.

47% of all K-12 classes included at least one ELL student, compared to 48% last school year.

The number of classes with more than 30 students decreased by 40% compared to 2015/2016 – the last full school year before the Memorandum of Agreement was signed with the BCTF. It is important to note that in some cases, it is beneficial to have a larger class size, for example in Music, Physical Education, or Drama classes. As a result of the Memorandum of Agreement, some of these class sizes have been reduced.

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

School Year	Grade K	Grade 1-3	Grade 4-7	Grade 8-12
2015/16	19.7	21.8	26.0	23.4
2016/17	19.1	20.4	24.5	22.9
2017/18	17.8	19.4	23.3	22.0
2018/19	18.0	19.9	23.9	22.1
<b>2019/20</b>	<b>18.0</b>	<b>19.5</b>	<b>23.3</b>	<b>22.4</b>

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

School Year	Total Number of Classes	Number of Classes with more than 30 Students	Percent of Classes with more than 30 Students
2015/16	67,107	1,343	2%
2016/17	70,620	1,385	2%
2017/18	74,998	757	1%
2018/19	76,815	812	1%
<b>2019/20</b>	<b>77,015</b>	<b>915</b>	<b>1%</b>

Here is the number of Classes with Assigned Education Assistants

School Year	Total Number of Assigned Education Assistants
2015/16	19,800
2016/17	21,153
2017/18	25,329
2018/19	27,198
<b>2019/20</b>	<b>28,882</b>

### MOA and Class Size and Composition

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

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

## ADVICE TO MINISTER

average class size 19.9

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

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

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

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

Program Area Contact:	Shelaina Postings and Keith Godin	
File Created:	Aug 24, 2018	
File Updated:	May 5, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

**Ministry of Education**

**Date: February 21, 2018**

**Date Updated: December 27, 2019**

**Minister Responsible: Rob Fleming**

## Letters of Permission

### ADVICE AND RECOMMENDED RESPONSE:

s.13



## BACKGROUND:

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

There has been an increase in independent school applications due to a large number of independent school teachers leaving the sector to take advantage of the increased (often better-paying) opportunities in the public system following the MOA.

Program Area Contact:	Keith Godin	
File Created:	Jan 2018	
File Updated:	December 27, 2019	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug 24, 2017**

**Date Updated: June 16, 2020**

**Minister Responsible: Rob Fleming**

# Hiring and Task Force

**DRAFT**

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 125 of 175

Withheld pursuant to/removed as

s.13

## ADVICE TO MINISTER

### BACKGROUND:

School districts continued to fill positions as the 2019/20 school year was underway. There are some acute pressures that are longstanding, such as for French immersion, Indigenous education and special education.

In 2017, the Minister's Task Force on Immediate Recruitment and Retention Challenges was charged with verifying the extent of the current educator workforce challenges and making recommendations for immediate actions to address those specific challenges. The Recruitment and Retention Task Force Report provided six recommendations in December 2017. Five of the six recommendations have been actioned.

The only recommendation not actioned at this point is support for teacher mentorship. The Ministry offered to provide one-year funding for the New Teacher Mentorship Program in the 2017/18 school year which was declined by the BCTF. In calls at the time with School Districts, only 5 of the 60 identified the theme of mentorship related to recruitment and retention challenges.

Recommendation	Action taken to Date
✓ Establish a province-wide recruitment fund	<ul style="list-style-type: none"> <li>The Recruitment and Retention Workforce Sustainability Fund (RRWSF) was established as a one-time fund in 2017/18. Each district was allotted \$35,000. To date, \$1.347 million has been spent.</li> <li>The report recommended a further 2 to 3 year commitment of this fund.</li> <li>It is unclear what impact the one-time investment had on improving recruitment and retention. Further ~80% of school districts indicated no significant recruitment/retention pressures this school year 2017/18.</li> </ul>
✓ Regional profiles and recruitment strategies	<ul style="list-style-type: none"> <li>BCPSEA has worked with the Sustainable Workforce Steering Committee to identify recruitment challenges affecting each region. It created focussed marketing materials, including regional videos, outlining the characteristics and nature of each region to assist with recruitment efforts.</li> </ul>

✓ Increase support and capacity for school districts' human resources	<ul style="list-style-type: none"> <li>The development of training related to recruitment was developed and rolled out in the spring of 2018. These offerings have been further expanded since.</li> <li>The Make a Future portal has been expanded to include employer best practices to enhance capacity of HR front line practices.</li> </ul>
✓ Increase the number of graduates in positions under pressure	<ul style="list-style-type: none"> <li>In February 2018, government invested \$831,000 to train more than 100 new specialist teachers in the highest-demand fields.</li> <li>In September of this year, government committed an additional \$600,000 for 72 new teacher education program seats for French, special education, and Indigenous teacher training.</li> </ul> <p>**full break-down of seats below</p>
✓ Promote rural practica placements	<ul style="list-style-type: none"> <li>The Ministry committed \$150,000 to BCPSEA to develop and implement a coordinated national and international teacher recruitment plan (that includes marketing) for specialized and regional positions and promotes rural practica placement.</li> <li>The Ministry worked with BCPSEA and post-secondary institutions to provide bursaries for out of province student-teachers to be placed in BC rural schools (six bursaries at \$2,500/each) and support a community-based delivery of a four-year indigenous teacher education program in Quesnel (20 students).</li> </ul>

To meet this demand, Government has directly funded \$3.5 million to create about 250 new seats in teacher education programs.

- Feb 2018 investment - \$831,000 for 107 seats (50 special education, 20 secondary math and physics, 37 French)
- September 2018 investment - \$600,000 for 72 seats (20 special education, 37 French, 15 Indigenous training)
- AEST's June 2019 announcement of \$1.4 million towards teacher education seats for Indigenous students + \$730,000 for NVIT to run two Master of Education cohorts in partnership w/ UBC. (about 70 seats)

The total teacher workforce in the BC public system is meeting demand by increasing 15% since 2013/2014.

Program Area Contact:	Linda Bedouche, Shelaina Postings and Keith Godin	
File Created:	Aug 24, 2017	
File Updated:	June 16, 2020	



## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: February 4, 2020

Date Updated: June 15, 2020

Minister Responsible: Rob Fleming

# TTOCs (Teachers Teaching on Call)

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 129 of 175

Withheld pursuant to/removed as

s.13

## ADVICE TO MINISTER

s.13

### BACKGROUND:

Teachers Teaching on Call would typically be known as substitute teachers in the classroom.

In February 2020, the Tyee made a media request regarding Teachers Teaching on Call and teacher vacancies. The reporter cited anecdotal reports of incidences where schools could not fill teacher vacancies with TTOCs. The reporter also seemed to be insinuating that uncertified teachers are a common occurrence in B.C.'s schools, but this is not the case. This is also a common misconception on social media. Based on a workforce survey the Ministry conducted in December 2019, there were 158 individuals teaching without a teacher certificate and waiting to receive a letter of permission at that time.

The ministry's workforce survey from December 2019 did show that some districts do have some unfilled TTOC positions, but most have filled their hiring requirements. The largest proportion of unfilled TTOC positions are in the following districts: Vancouver Island West, Quesnel, Stikine and Fraser-Cascade. Some districts in the lower mainland also have unfilled TTOC positions: Langley, Surrey, Delta, Vancouver and Richmond all appear to have higher levels of unfilled TTOC positions compared to other districts.

B.C.'s TTOCs are the highest paid in Canada. They earn an average of \$340 per day before benefits.

Program Area Contact:	Linda Beddouche + Keith Godin	
File Created:	February 4, 2020	
File Updated:	June 15, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

**Ministry of Education**

**Date: February 18, 2020**

**Date Updated:**

**Minister Responsible: Rob Fleming**

# Budget 2020

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 132 of 175

Withheld pursuant to/removed as

s.13



## ADVICE TO MINISTER

### BACKGROUND

The ministry's total operating budget for fiscal 2020/21 is \$6.70 billion, a \$128 million increase from fiscal 2019/20. This includes \$166 million lift for public and independent schools and a reduction of \$38 million for transfers to other partners and executive and support services. The operating budget is forecast at \$6.76 billion in 2021/22, and \$6.77 billion in 2022/23.

Over the life of the fiscal plan (three years), Budget 2020 provides an additional \$546 million in operating funds. This includes:

- o \$205M for actual and projected enrolment growth in public schools;
- o \$218M for the Sustainable Services Negotiating Mandate (SSNM)
- o for school district CUPE support staff;
- o \$98M in funding under the Classroom Enhancement Fund (CEF);
- o \$36M for independent schools;
- o \$2M Sustainable Services Negotiating Mandate (SSNM) and
- o Employee Benefit Chargeback lift (ministry allocation);
- o \$2M for the Teachers Act Special Account; and
- o (\$15M reduction) in Executive and Support Services and Transfers to Other Partners for ministry administration savings.

The ministry's capital budget for 2020/21 is \$880 million, up from \$788 million (restated estimates) for 2019/2020. The capital budget is forecast at \$885 million in 2021/22 and \$705 million in 2022/23. In all, the total three-year capital budget in Budget 2020 is \$2.47 billion (provincial contributions), up \$760 million from Budget 2017. This includes:

- o \$996 million for expansion and replacement projects;
- o \$925 million for the Seismic Mitigation Program;
- o \$534 million for asset rehabilitation and maintenance (routine capital); and
- o \$15m for the Playground Equipment Program.

#### Budget comparisons:

Year	Operating* (\$000)	Capital^ (\$000)
2013/14	5,365,750	469,054
2014/15	5,386,605	438,217
2015/16	5,498,443	392,109
2016/17	5,608,854	454,385
2017/18	6,099,997	523,657
2018/19	6,340,751	483,205
2019/20	6,568,898	788,189
2020/21	6,696,903	880,192

\*For year over year comparative purposes, includes Special Accounts (BC Training and Education Savings Program and Teachers Act).

^ Provincial contributions only, excludes other taxpayer supported capital contributions.

GCPE Contact:	Craig Sorochan	
Program Area Contact:	Tamara McLeod + Reg Bawa	
File Created:	February 17, 2020	

Page 134 of 175 to/à Page 141 of 175

Withheld pursuant to/removed as

s.13

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: April 18, 2018

Date Updated: Feb. 5, 2019

Minister Responsible: Rob Fleming

## AEDs in Schools

### ADVICE AND RECOMMENDED RESPONSE:

s.13

**BACKGROUND:**

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

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

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

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

**Per the CBC:**

"Swain said the incident underscores the need for schools to have these devices. Right now, several B.C. school districts have defibrillators in all their schools, including West Vancouver, Coquitlam, Fraser-Cascade and Sunshine Coast. New Westminster is in the process of installing AEDs at all its schools. But schools within the Vancouver School Board don't have AEDs for public use unless a child has a medical condition and a physician asks to make one available."

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

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

## ADVICE TO MINISTER

that AEDs can prevent death or brain damage.

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



## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug. 22, 2017**

**Date Updated: Jun. 18, 2020**

**Minister Responsible: Rob Fleming**

# **ERASE Strategy (Expect Respect and a Safe Education)**

### **ADVICE AND RECOMMENDED RESPONSE:**

s.13

## **BACKGROUND:**

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

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

Since its launch in 2012, ERASE has been delivered through a partnership with Safer Schools Together and the North American Centre for Threat Assessment and Trauma Response. The partnership provides provincial experts in the fields of student safety, violence, threat risk assessment and trauma response that directly support districts and schools.

Safer Schools Together provides schools and districts with:

- strategies for promotion of school safety
- prevention of school violence, interventions and protocols for response to school violence
- subject matter expert guidance and support in response to high profile critical incidents occurring at school sites or during school trips abroad
- comprehensive social media and digital threat assessment services
- support plans for the targets and perpetrators of school violence
- communications planning
- training in threat risk assessments (including digital threats) and enhancing school connectedness

To date, Safer Schools has trained thousands of people on school safety in B.C. including:

- Over 22,000 educators and community partners, including child and youth mental health workers, and police partners
- 80 social media education sessions delivered to over 3,500 parents
- 219 online safety education sessions across B.C. reaching over 26,000 students.

The Ministry has also partnered with Safer Schools on our anonymous online Report It tool, which any student can use to report safety related concerns. These reports are automatically directed to the designated safe school contacts for that particular school district or independent school, for action. Approximately 1,800 incidents have been reported through the tool since 2012.

Categories that have generated the most tips in the 2019/20 school year are:

- Bullying/Cyberbullying: 176
- Drugs or Alcohol: 45
- Harassment: 44
- Concerns About Adults: 39

## ADVICE TO MINISTER

s.13

Program Area Contact:	Scott Beddall Stacey Wilkerson ADM Jennifer McCrea	250 514-4961 250 213-2757 778 698-8955
File Created:	Aug. 22, 2017	
File Updated:	Jun. 17, 2020	

## ADVICE TO MINISTER

### CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Feb. 21, 2019

Date Updated: September 10, 2019

Minister Responsible: Rob Fleming

## Measles and Vaccinations

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 149 of 175

Withheld pursuant to/removal as

s.13



### BACKGROUND:

As of September 2019, parents and guardians are expected to provide public health units with immunization records for students enrolled in the provincial school system. This decision created some media / social media attention as some parents were uncertain of what was required for the start of the school year.

A measles outbreak, starting February 2019, raised concerns that B.C. students who have not been immunized are at risk. The measles outbreak affected three schools in Vancouver as a result of international travel (École Rose-des-Vents, École Jules-Verne and École Anne-Hébert – as reported by the CBC, <https://www.cbc.ca/news/canada/british-columbia/father-vancouver-measles-outbreak-1.5022891>).

As of July 10, 30 confirmed cases of measles have been reported in 2019 amongst B.C. residents. (<http://www.bccdc.ca/resource-gallery/Documents/Measles%20BC%20epi%20summary%202019%20YTD.pdf>). These include: 9 cases in the Fraser Health region, 11 in the Vancouver Coastal Health region, 8 cases in the Island Health region and 2 in the Interior Health region.

Given the global situation, we expect there could be more imported cases in B.C. in the coming months.

The Ministry of Health is responsible for any healthcare issues involving B.C. schools. The ministry announced the Vaccination Status Reporting Regulation (<https://news.gov.bc.ca/releases/2019HLTH0079-001366>) based on consultations with the Provincial Health Officer and immunization experts. The regulation will help ensure the public health system is prepared in the event of an outbreak. With up-to-date records, public health can reach out to families with children behind on their immunizations and provide an opportunity to catch them up, as well as discuss any concerns with parents.

Currently, regional public health units receive updated student information from MyEd BC four times per year (or as need in case of a disease outbreak) through a centralized, automated process.

This information is used by Public Health to cross reference to existing health and immunization records, and quickly identify vulnerable students/populations within schools and districts.

### **Government action to prevent measles and increase immunization rates**

On March 20, Minister of Health Adrian Dix launched a measles immunization catch-up program to help B.C. families ensure their children were protected from measles.

The program ran from April through June 2019.

The catch-up program is the first step in government's two-phase plan to educate people about the importance of immunization and help them become aware of their immunization status. Offering the measles immunization catch-up program now will also help prepare parents for the mandatory reporting of vaccination status, which is planned for the fall of 2019.

- Since the beginning of the program (April 1 to June 30, 2019):
  - 590,748 immunization records have been reviewed
  - 941,933 general letters were sent to families notifying them of the catch-up campaign and 140,404 targeted letters to those families with missing or incomplete immunization status records to request information and to promote measles vaccines and proposed clinic locations.
  - 1,053 school-based clinics held
  - 3,584 public health unit and community immunization clinics held
  -

For more information, visit - <https://www.healthlinkbc.ca/vaccination-status-reporting>

Program Area Contact:	Dave Duerksen Jennifer McCrea Sally Barton	778 974-3460 778 698-8955 250 413-7993
File Created:	Feb. 21, 2019	
File Updated:	September 10, 2019	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date Created: April 2019**

**Date Updated: June 9, 2020**

**Minister Responsible: Rob Fleming**

# Seatbelts on Buses

### ADVICE AND RECOMMENDED RESPONSE:

s.13



**BACKGROUND:**

Federal Minister of Transport, the Honourable Marc Garneau, [announced on Feb. 14, 2020](#) that the Government of Canada is launching pilot projects introducing seatbelts in some school buses in SD68 Nanaimo-Ladysmith (2 buses) and SD78 Fraser-Cascade (1 bus) and in the District of Sudbury, Ontario.

The pilot projects will involve a limited number of new school buses, equipped with three-point seatbelts that follow the latest federal safety standards.

The Ministry's Bus Acquisition Program provides \$13 million per year to school districts for the purchase of new school buses. Only 44 out of 60 school districts maintain their own bus routes and fleets. The rest contract their bussing services out to private companies.

BC school districts have approximately 1,200 school buses in their fleets, with a further approximately 500 owned mainly by private contractors and some independent schools. Adding seatbelts to a new school bus increases the purchase price by approximately \$15,000 per bus, or about \$1.5 million per year (about 12% of the annual Bus Acquisition Program budget).

Retrofitting an existing bus to include seatbelts is not possible on the basis that the integrity of the bus structure after-market is too difficult and costly to assess, rendering the manufacturer unable to certify the safe anchorage of new seatbelt-equipped seats.

There are unknown costs associated with additional insurance requirements and liability issues for bus operators with buses equipped with seatbelts. There are also unknown costs associated with additional bus operator training, and potentially additional staffing requirements to act as seatbelt monitors on routes.

**Task Force**

Following a 2018 CBC investigation on school bus safety, the Federal Transport Minister announced a review of Transport Canada's position regarding seatbelts on school buses in January 2019. This included forming a task force to look at effective measures to increase safety for passengers on school buses.

B.C. has been a member of this task force since its inception and has been participating with other provinces and territories in working with Transport Canada on this issue.

Recommendations to improve safety in and around school buses were presented in February 2020 to the Council of Ministers Responsible for Transportation and Highway and Safety.

The Task Force found that the greatest risks to school children are outside the bus, either from the bus itself or from passing motorists (79% of school aged fatalities involving a school bus occur outside the bus, in or near school bus loading zones).

The report has four recommendations to support the school bus safety: 1) Infraction Cameras; 2) Extended Stop Arms; 3) Exterior 360° Cameras; 4) Automatic Emergency Braking.

## ADVICE TO MINISTER

**The Task Force did not recommend the mandatory installation of seatbelts on school buses.**

Advancing pilot projects to refine the Guidelines for the Use of Seatbelts on School Buses (Winter-Fall 2020) was also included in the report.

In November 2019, Laurie Throness MLA for Chilliwack-Kent, introduced an amendment that would require seatbelts on all new school buses in B.C. after September 2021. However, the amendment did not become law.

SD78 (Fraser-Cascade) is choosing to have all future school buses equipped with 3-point seatbelts. The Ministry has funded the district for three Type D Rear Engine buses for 2019/20 (\$175K each) and according to the bus manufacturer the district is exercising the option of seatbelts on these buses. Additional cost of this option for these buses is approximately \$16,000 to \$20,000 per bus, which the school district is paying for themselves. The school district is also assigning a dedicated school bus monitor/chaperon on each bus to make sure kids are buckled up, allowing the bus driver to focus solely on driving.

Program Area Contact:	Michael N., Joel P. + Reg B.	
File Created:	November 29, 2018	
File Updated:	June 9, 2020	

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug. 22, 2017**

**Date Updated: January 27, 2019**

**Minister Responsible: Rob Fleming**

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

**ADVICE AND RECOMMENDED RESPONSE**

s.13



Page 156 of 175

Withheld pursuant to/removed as

s.13

## **BACKGROUND:**

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

All 60 school districts and several independent schools are part of a network for educators interested in SOGI-inclusive education – the B.C. SOGI Educator Network.

The B.C. SOGI Educator Network was formally launched as a pilot project at the beginning of the 2016-17 year by ARC Foundation. In just over two school years, it has grown from nine to 60 districts.

SOGI 123 is a resource that provides schools and teachers with ready-to-use, grade-level appropriate materials that align with B.C.'s new curriculum. It was developed by the ARC Foundation in collaboration with the Ministry of Education, BCTF, and other provincial K-12 education partners, the University of British Columbia's faculty of education, school districts and local, national and international LGBTQ community organizations.

In May 2019, the ministry signed a new three-year memorandum of understanding with the ARC Foundation, committing to continue to work together to provide provincial leadership to support SOGI-inclusive education, help schools to build inclusive cultures and provide educators, students and parents with K-12 tools and resources.

### **Provincial K-12 SOGI Collaborative**

The collaborative has outlined three key priorities for the next three years to create learning environments that are safe, acceptable, respectful and welcoming for all B.C. students:

- Develop provincial K-12 SOGI Guidelines
- Support student voice and leadership in SOGI-inclusive education
- Facilitate creation and dissemination of Indigenous and intercultural SOGI resources and supports

Members include: B.C.'s Ministry of Education; ARC Foundation; B.C. Confederation of Parent Advisory Councils; B.C. Principals and Vice-Principals Association; B.C. School Superintendents Association; B.C. School Trustees Association; B.C. Teachers' Federation; Canadian Union of Public Employees; First Nations Education Steering Committee; First Nations Schools Association; Federation of Independent School Associations; and the BC Association of School Business Officials.

This group will support the development of new SOGI resources, will offer professional development and training opportunities to administrators, educators, trustees and parents, and will facilitate information sharing on best practices between schools and school districts for the benefit of all B.C. students.

### **New investment in SOGI-inclusive education**

In September 2019, Minister of Education Rob Fleming announced that government is investing \$350,000 to improve SOGI-inclusive education in B.C. schools. The funding is part of \$8.87 million in new funding over the next three years previously announced by Judy Darcy, Minister of Mental Health and Addictions, and Fleming.



The SOGI funding helped to enhance the SOGI Education Summit, presented by the ministry and the ARC Foundation. Held for the last two years, the summit brings together representatives of school districts and independent schools that are participating in the B.C. SOGI Educator Network. The event provides an opportunity for SOGI leads to learn about new approaches and resources, share successes and challenges, and provide input to help inform provincial initiatives. Last year's summit was held in Richmond in October 2019.

The new funding is also being used for a provincial SOGI education lead position to provide training, resources and supports to school districts and independent schools. As well, the funding will support the development of provincial guidelines for SOGI-inclusive education in B.C. K-12 schools and provide facilitation and secretariat support for the Provincial K-12 SOGI Collaborative.

### **Anti-SOGI 123**

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

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

### **Chilliwack School District trustee Barry Neufeld**

Since the 2017/18 school year, media and social media have continued to focus on controversial school trustee Barry Neufeld and his anti-SOGI rhetoric. On two occasions, Minister Fleming has issued a joint statement with education partners in support of inclusion in schools. He has also called for Neufeld's resignation. A number of other groups have taken action against him, including CUPE, the Chilliwack Teachers' Association, the Chilliwack School Board and the B.C. Teachers' Federation. In October 2018, Neufeld filed a defamation lawsuit against Glen Hansman, former president of the BCTF, for his criticism of Neufeld's stance on SOGI. Hansman successfully used the Province's new anti-SLAPP legislation to counter Neufeld's claim, which saw Neufeld's case thrown out of court in November 2019.

### **Laura Lynn Tyler-Thompson**

She unsuccessfully ran for school trustee in Burnaby in Fall 2018, as a candidate in the Burnaby South federal byelection in February 2019, and as a candidate in the fall federal election in the Alberta riding of Red Deer-Lacombe. She was involved in a series of dual protests held in support of and against SOGI 123 in the Lower Mainland and Victoria. For example, in late-April 2018, there were protests held in Victoria by groups for and against the resource. Two people were taken away by police from the protest. In Vancouver, there was a pro-SOGI rally in front of the BCTF's office.

### **Jenn Smith**

In May 2019, transgender speaker and political critic Jenn Smith hosted an event in Oak Bay called *The Erosion of Freedom: How transgender politics in school and society is undermining our freedom and harming women and children*, to protest SOGI 123. Victoria was the event's final Vancouver Island stop after hosting in Campbell River, Duncan and Nanaimo. Hundreds of LGBTQ allies and supporters showed up in support of SOGI 123. The night ended with Oak Bay Police shutting down the event as arguments escalated to a point of pushing and shoving. Smith threatened to press criminal charges against Greater Victoria School Trustee Ryan Painter, who organized the pro-SOGI 123 rally (See: <https://www.vicnews.com/news/anti-sogi-speaker-allegedly-presses-criminal-charges-against-school-trustee-ryan-painter/>)

Smith had several planned events cancelled across the Lower Mainland, including at Douglas College in New Westminster and Trinity Western University in Langley; however, his event at the University of British Columbia went through, despite attempts by different groups and thousands of UBC staff to have it cancelled. It resulted in the Vancouver Pride Society banning the University of British Columbia from participating in this year's event.

## Soldiers of Odin

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

Program Area Contact:	Scott Beddall Stacey Wilkerson Jennifer McCrea	250 514-4961 778 974-2406 250 896-3735
File Created:	Aug. 22, 2017	
File Updated:	January 27, 2019	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Dec. 20, 2017**

**Reviewed: Jun. 11, 2020**

**Minister Responsible: Rob Fleming**

# Water Quality and Lead

## ADVICE AND RECOMMENDED RESPONSE:

s.13



Page 161 of 175

Withheld pursuant to/removed as

s.13

## ADVICE TO MINISTER

s.13

### BACKGROUND:

Media routinely request water testing results that are provided by school districts to the ministry each Spring. Water testing results from April. 1, 2018 to March 31, 2019 were published in Summer 2019 onto Open Information in response to a FOI request submitted by a media outlet.

On June 12, 2019, the Provincial Health Officer's report "Clean, Safe, and Reliable Drinking Water: An Update on Drinking Water Protection in BC and the Action Plan for Safe Drinking Water in British Columbia" was released. The report covers 2012/13 – 2016/17 and offers 32 recommendations to further advance the protection of drinking water across BC. The Ministry of Education is named as a co-lead in **one** of the recommendations relating to lead in drinking water in schools

**Recommendation 19:** *Lead in Drinking Water 19a. (Schools): Establish a consistent sampling and reporting protocol for lead in drinking water for schools to follow. Continue to develop plans to implement measures to effectively reduce lead in school drinking water. Leads: Ministry of Health, Ministry of Education, and the regional health authorities.*

The Ministry has already instituted actions related to the recommendation. The test results in the report were released publicly two years ago. All water sources in the report above the maximum levels of lead would have been mitigated, as of the March 2019 results reported to EDUC by school districts.

In Spring 2019, a FOI request was published that consisted of results that were submitted for March 2018. These results are not new and have already been scrutinized in previous media reports.

In March 2019, Health Canada lowered the maximum acceptable concentrations of lead by approximately half. This means school districts will now be re-testing facilities to these new acceptable levels. In March 2019, districts submitted their latest sample results including mitigation actions and strategies. The most significant change since those submissions is the reduction of the maximum

allowable concentration (MAC) of lead in drinking water, from 0.01 mg/L (set in 1992) to 0.005 mg/L.

In fall 2018, a story ran in the Times Colonist about the Victoria school districts decision to install new water fountains with filters in every school. The district began removing older fountains in January and completed the project over the summer, installing 47 new fountains and 63 bottle fillers.

On Sept. 26, 2016, the Ministry of Education issued a new policy on testing school drinking water for lead content. Under this policy, districts are also required to report annual water testing results to the Ministry.

Program Area Contacts:	Michael Nyikes + Joel P. + Reg Bawa	250 356-2588 250 356-1883
File Created:	December 20, 2017	
File Updated:	June 11, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: April 11, 2019**

**Date updated: Jan. 23, 2019**

**Minister Responsible: Rob Fleming**

# Vaping

### ADVICE AND RECOMMENDED RESPONSE:

s.13

**BACKGROUND:**

Vaping continues to be an issue during the 2019/2020 school year. Vaping is already banned on all



## **ADVICE TO MINISTER**

school property in B.C. and schools and districts are actively engaging students on vaping and associated harms. The Ministry of Education is currently doing a scan of all School Districts for an update on current policies and/or practices around vaping.

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 new regulations will define nicotine as a dangerous substance under the Public Health Act, allowing the province to restrict the amount of nicotine in vapour pods and liquid and require nicotine content information on vapour product labels. They'll also restrict where vapour flavours that are attractive to youth can be sold or advertised, prohibiting advertising and sale of those flavours outside age-restricted shops. These regulations will come into force April 1, 2020 following stakeholder engagement and education – including with vendors and businesses that sell vapour products.

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 was been piloted in some schools and made available on BCLA's website in time for the start of the 2019/20 school year. The toolkit provides information for educators, parents and youth to use when having discussions and making choices about vaping. The toolkit is being expanded to meet demand. Work has started on the creation of an additional classroom presentation – this time for older students in high school grades. This module will also be pilot tested in BC classrooms prior to launch, and will be available later in 2020.

The Province's successful quit smoking resource, 'QuitNow' will also be expanding to develop and offer new quit vaping resources for youth and adults addicted to nicotine-containing vapes.

Legislation will be introduced later this month to increase the provincial sales tax (PST) rate on vaping products from 7% to 20%, making British Columbia the first province in Canada to introduce a dedicated vaping tax rate. The legislation will also include increasing the tobacco tax rate by 2 cents.

School districts are taking a variety of approaches in dealing with this issue. For example, in Vancouver, any student caught vaping will be brought to the office, have their device confiscated and parents informed. Students choosing to vape at school may be suspended and they may also be jeopardizing scholarship awards, and permission to play on school athletic teams, attend sporting events, and/or participate in school-related field trips. In Revelstoke, the high school has initiated a vape buyback program. In Vernon, at W.L Seaton School – the first-time students are caught vaping, the vape will be confiscated and returned to the parent. The second time, the student will be suspended, and the school will give the vape to the RCMP.

### **Media Coverage**

On October 16, Chief Medical Health Officer Bonnie Henry confirmed B.C.'s first potential case of a vaping-related illness. Henry says there are several other investigations underway that may also meet the case definition of probable or confirmed vaping-related illnesses in the near future.

On October 12, Central Okanagan School District outlined how it is working to curb the use of e-cigarettes by students in a letter to parents. The school district says it has met with local municipal governments to encourage the development of bylaws to prevent advertising and targeting sales to minors. It also says it supports proposed new provincial regulations. School staff are focusing education on middle-school students and will continue to enforce a "no-vaping zone" on school property. If staff see vaping products on school property, they may confiscate them and turn them over to the RCMP. Concerns about vaping from Sooke SD and VSB were also mentioned in media reports.

In September 2019, the United States based Center for Disease Control issued warnings that vaping was causing some people to experience lung illnesses. This created some chatter online regarding the

needs for tougher rules around vaping in B.C.

On September 30, 2019, two 18 year olds filed a lawsuit in the B.C. Supreme Court Sept. 30, 2019 against popular vape brand Juul alleging they suffered "adverse health conditions" after using the company's e-cigarettes beginning in 2018.

On April 11, 2019 a private member's bill was introduced by Kamloops-South Thompson MLA calling on the government to do more to protect young people from the harmful effects of vaping. Called the "The Vulnerable Adolescents Protection from E-Cigarettes Act" it would ban the sale of flavoured vapour products, introduce stricter retail controls and enact tougher penalties for non-compliance.

Throughout the 2018/19 school year, there were several media stories regarding vaping in schools.

**Provincial Vaping Prevention Toolkit includes:** <https://bc.lung.ca/how-we-can-help/vaping/vaping-prevention-toolkit>

A PowerPoint presentation

- To raise awareness among youth in grades 5 to 7 on vaping products
- To provide information to help youth make an informed decision with regards to vaping products
- To prevent youth from vaping
- Information for school newsletters
- Strategies to engage youth in dialogue and action,
- Strategies for prevention and cessation

Program Area Contact:	Jennifer McCrea	
File Created:	April 11, 2019	
File Updated:	January 23, 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: September 16, 2019**

**Updated: June 2020**

**Minister Responsible: Rob Fleming**

# VSB - Student Racism

### ADVICE AND RECOMMENDED RESPONSE:

s.13

Page 169 of 175

Withheld pursuant to/removed as

s.13



## ADVICE TO MINISTER

### BACKGROUND:

In November 2018, a video surfaced of a student from VSB making vile and racist threats online aimed at people who are black. The incident did receive some media attention at the time. Details of the district's disciplinary actions were not publicly released. The ministry worked closely with the district's Safer Schools team to ensure the threats were dealt with appropriately. s.22

s.22 The VSB has worked closely with the ministry and the provincial expert on school safety in making decisions and putting in place support plans.

s.22

Previously, in mid-September 2019, the BC Community Alliances issued a news release announcing a meeting on September 16 about the matter. The release said, "The meeting is being held to address concerns about growing racism, student safety issues and school policy. We are hoping to provide information, hear impact statements from the parents (and possibly one of the students) and create some change in the short- and long-term approaches to these issues."

The meeting was attended by:

s.22

- Five community advocates
- Two reps from the VPD Youth Services (Michelle Davey + one)
- Three reps from the VSB (Janet Fraser, Suzanne Hoffman and Jennifer Ready)
- Two staff from the City of Vancouver (Mary Claire Zak and April Sumter Freitag)
- One staff from the new Office of the Human Rights Commissioner (Haida Antolick)

s.22

In December 2019, the Vancouver School Board voted in favour of two motions put forward following criticism of the racist incident. The board approved a suggestion to create a strategic plan with actions to address racism and discrimination in schools. Trustees suggested the plan include supports, and asked that students of colour be involved in its creation. They also approved a motion which the VSB described on Twitter as informing "how acts of discriminatory student conduct can be improved, including consideration of impacts on students and restorative justice."

A human rights complaint was officially filed in November 2020 against the Vancouver School Board for its handling of the incident. Marie Tate, co-founder of the BC Community Alliance (BCCA) — which filed the complaint — says the VSB's response to the video was inadequate, and the board has not shown a willingness to ensure similar incidents are dealt with more effectively.

The BC Community Alliance (BCCA) alleges Vancouver School Board (VSB) and the Ministry of Education (MOE) discriminated against black students in BC (as a Class) in the area of service and facility on the grounds of race, colour, place of origin and ancestry.

The complaint focuses on Lord Byng Secondary School's and the VSB's response to a student posting a racist video and sharing it with others at the school. BCCA alleges Lord Byng and the VSB failed to appropriately address the incident of racism and failed to safeguard the students threatened by this racism. BCCA alleges the Class has



experienced adverse effects as a result, including the creation of a tense learning atmosphere, interruptions to their learning, and feelings of despair.

The Human Rights Tribunal initially screened out the complaint against the MOE because the allegations were insufficient to ground a complaint against an MOE.

In the addendum to the Complaint, the BCCA clarifies that it named the MOE because the Ministry should have done more to address the incident once it became aware of it; and references a newspaper article that indicates that the MOE stepped in to investigate an incident of hate speech at an independent school in Vancouver. BCCA alleges further that the MOE's "erase" platform fails to address racism in the education system.

The School district filed an application to have the Tribunal reconsider allowing this complaint to proceed as a representative complaint. This was based mostly on the existence of a separate individual complaint, which the District says is duplicative. In the alternative they have asked that the complaint scope be narrowed and deferred pending the outcome of the individual complaint.

The Complainant has until May 8 to respond to the Application. He has asked for an extension and to get documents from the individual complaint.

The Tribunal and the District have not yet responded this request. The Tribunal is seeking input into whether the parties are prepared to attend an Early Settlement Meeting (ESM).

Keith Evans is the Barrister supporting the file at the AG.

Program Area Contact:	Dave Dureksen + Jennifer McCrea	
File Created:	September 16, 2019	
File Updated:	June 2020	

## ADVICE TO MINISTER

**CONFIDENTIAL  
ISSUES NOTE**

**Ministry of Education**

**Date: Aug. 22, 2017**

**Date Updated: June 15, 2020**

**Minister Responsible: Rob Fleming**

# Curriculum Resources

### ADVICE AND RECOMMENDED RESPONSE:

s.13

## **BACKGROUND:**

### **New curriculum**

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

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

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

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

The new, modernized K-12 curriculum is focused on giving students opportunities to use technology as part of their learning, and developing the communication, collaboration and critical thinking skills that will prove valuable in every career.

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

### **New curriculum teacher supports to date:**

2015/16:

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



## ADVICE TO MINISTER

- Travel support was available to rural school districts to support teachers attending local learning sessions. (Approx. cost \$100,000)

### 2016/17:

- Five hours of non-instructional time for public school teachers.
- One existing professional development day designated to new curriculum training.
- \$10.5 million Supplement for the Education Plan. These funds were provided to help districts support educational transformation in the areas of curriculum, assessment and reporting, deepening the work already occurring locally.
- Over 30 instructional samples were produced and posted on the Ministry website.

### 2017/18:

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

### 2018/19:

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

### 2019/20:

- Starting in 2019/20, at least one professional development day for teachers per school year for the next five years will be focused on enhancing Indigenous learning for students.
- \$10.7 million [Curriculum and Learning Support Fund](#). Boards were asked to leverage these with other existing structures and initiatives to support activities such as, curriculum implementation, developing modern assessment practices, and acquiring resources.
- The Ministry website currently has over 50 instructional samples available and will continue to work with teachers to identify and develop instructional samples and other resources.
- Ministry of Education worked with teachers and key education partners to create resources to help teachers in delivering the redesigned Physical and Health Education curriculum with guides for elementary and secondary teachers.

On Aug. 27, 2019, the ministry announced that in partnership with the First Nations Education Steering Committee, Métis Nation BC, and the BC Teachers' Federation, the ministry is also working on new resources for teachers to support increased integration of Indigenous knowledge, perspectives, and content in K-12 classrooms, as well as suggestions on how to

work collaboratively with their local Indigenous community to create resources and bring local Indigenous knowledges and perspectives into the classroom.

### **Criticism regarding lack of resources**

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

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

Program Area Contact:	Nick Poeschek Greg Stone Rob Hicks Emilie Hillier ADM Melanie Stewart	250 886-1718 250 480-6804 250 213-5314 250 886-4844 250 213-8764
File Created:	Aug. 22, 2017	
File Updated:	June 15, 2020	
File Location:		