

MINISTRY OF EDUCATION
MEETING NOTE

CLIFF: 248433
PREPARED FOR: Honourable Jennifer Whiteside, Minister
MEETING DATE: July 5, 2021
MEETING WITH: BC Confederation of Parent Advisory Councils (BCCPAC)
ATTENDEES: Andrea Sinclair, President, BCCPAC
John Gaipman, CEO, BCCPAC

MEETING PURPOSE: BCCPAC would like to discuss issues related to student appeals

BACKGROUND:

- BCCPAC has expressed concerns about board-level student appeals. BCCPAC conducted a survey of all districts in 2020 and shared a draft report in Spring 2020. (See Attachment 1.)
- Minister Fleming met with executive from BCCPAC in May 2020 on this matter.
- Under section 11(2) of the *School Act*, where a decision of an employee of a board significantly affects the health, education or safety of a student, the parent of the student, or the student, may (within a reasonable timeframe) appeal that decision to the board of education.
- Section 11(3) of the *School Act* requires every board to establish a bylaw outlining an appeal procedure.
- A board may make any decision it considers appropriate in respect to an appeal it receives, must render a decision within 45 days of receiving an appeal (*School Act*, sections 11(3), 11(6), 11(7)).
- The BCCPAC survey makes the following observations:
 - BCCPAC assists approximately 25 families per year launch board level appeals. The majority are resolved at the Assistant Superintendent/Superintendent level.
 - Appeal processes, timelines and terminology vary considerably between districts, and BCCPAC asserts that not all districts have appeal bylaws, as required by the *School Act*.
 - Information about appeals can be hard to find on district websites; some district websites do not have search functions.
 - Some board appeal processes are unduly onerous and confusing, which causes frustration and stress for parents.
 - Most boards hear appeals by way of written submission, which is a barrier for some parents.
 - Parents fear reprisal from boards if they engage in the board-level appeal process.
 - Many of the concerns BCCPAC hears from parents relate to students with diverse learning abilities accessing educational programs in their district.

DISCUSSION:

- The Ministry anticipates that boards adhere to their legislated obligations and has not previously played a role in ensuring compliance with appeal requirements.
- When the Ministry-level appeal process was introduced into legislation in 2009 the Ministry worked closely with BC School Trustees Association (BCSTA) legal counsel to communicate the need for every board to have an appeal bylaw.
- A brief survey of BCSTA's policy site shows that all districts appear to have appeal bylaws; however, this website is not external facing, and Ministry staff agree that information about appeals may not be readily accessible on some district websites.
- Board appeal requirements set out in the *School Act* are high-level. While boards are required to have appeal bylaws, they have considerable autonomy around local student appeal content and processes.
- Ministry staff met with BCCPAC and BCSTA executive in October 2020. Following that meeting, Ministry staff understood that BCCPAC planned to revise its report.
- The Ministry has recently engaged a consultant with respect to board-level student appeals, including identifying best practices and making recommendations for aligning policies, procedures and bylaws across districts and making board-level appeal bylaws and processes accessible and easy to understand for parents and students. It will be critical to have BCCPAC's input inform this work.

KEY MESSAGES:

- I appreciate the opportunity to discuss these issues and the work BCCPAC has undertaken.
- The Ministry recognizes the importance of ensuring board-level appeal bylaws and processes are accessible and easy to understand for parents and students. To this end, the Ministry has engaged a consultant to look into this matter. BCCPAC's input will be very important in this work.

Attachment(s)

1. 248433 MN-MJW Attachment 1_BCCPAC Student Appeals Report

Program ADM/Branch: Keith Godin/Governance & Analytics Division

Program Contact (for content): Nell Hodges, Director

Drafter: Nell Hodges, Director

Date: June 30, 2021



BC Confederation of
Parent Advisory Councils

BC Confederation of Parent Advisory Councils (BCCPAC)

Report Submission to
The Ministry of Education

on

The Appeals Process and Section 11

Submitted

Thursday June 3, 2020

Preamble

This report is a follow up to the meeting and discussion with Minister Fleming and Ministry staff on May 27, 2020. The BC Confederation of Parent Advisory Councils (BCCPAC) is thankful for the Minister's time and we are very keen to continue the dialogue, pursue insights from the Superintendent of Appeals and promote transformative change on this critical issue. We have made the conscious decision not to name or identify the school districts associated with our findings but they are contained in the raw data which we have also shared. This report is for Ministry internal use only at this time but our plan is to release a summary report to our members at a future date.

Executive Summary

Every child has the right to a free, high-quality public education and the provincial government has the responsibility to ensure this right. The [Universal Declaration of Human Rights](#) and the [United Nations Convention on the Rights of the Child](#) both affirm the responsibility of governments to ensure that all children—irrespective of race, religion, gender, ability or economic situation—have equal right to access an education directed to the development of their full human potential, respecting cultural, national and Aboriginal identities and for the perpetuation and furtherance of human freedom, equality, tolerance and environmental sustainability for all.

The preamble of [BC School Act](#) sets out the purpose of the provincial education system to “enable all learners—regardless of race, gender, ability or economic means—to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy”. Additionally, the [BC Statement of Education Policy Order](#) (Mandate for the School System) affirms the purpose and mission of education: “The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy”.

The School Act requires boards of education to establish bylaws, policies and procedures by which parents and/or students may pursue an appeal of a decision (or non-decision) which “significantly affect the education, health or safety of a student”. Under the School Act, every board must establish an appeal procedure. The Act contains specific procedures as to how bylaws should be passed by local boards of education and respects the autonomy of local boards by being silent on the development and content of district policies.

Parents and students deserve appeal processes which are accessible regardless of a family's economic status, educational background, ethnicity, geographic location, legal status, mental ability, national origin, physical ability, or familiarity with our education framework.

Unfortunately it grieves us to report that many parents continue to report to BCCPAC that they face tremendous challenges accessing and navigating their district's appeal process. In light of these continuing experiences, we have conducted a website review of the 60 public school districts in the province. Our findings are absolutely consistent with reports from families and BCCPAC's first-hand experiences while supporting families through the appeal process over the last few years.

We have grave concerns with the appeals processes across all 60 school districts; it is clear there is a need for a fulsome review and long-term increased oversight on standards and practices. We have identified wide-spread and significant issues related to accountability, alignment with legislation, consistency, accessibility and equity including, but not limited to, 12 school districts that do not have an appeal processes contained within a bylaw which creates serious doubt as to whether all 60 district's processes truly reflect the reality in schools; a lack of printable appeal forms and the reliance on written submissions from parents; difficulty ranging from simple and straightforward to essentially impossible to even locate the appeal process information on district websites.

When a school district's process allows for appeals to be decided solely on the basis of a written submission, which 2/3 of school districts do, it is a barrier to those with reduced language, education, and financial capacity to produce these documents. The appeal process should be accessible to those for whom English is not their first language, those who find communicating in writing difficult or impossible, and those who are so overwhelmed that it takes all their available resources to make it through each day. There are significant barriers which we believe lead to unequal and inequitable access across the province.

We make these recommendations for all 60 school districts to the Ministry that through their means and abilities:

1. Demand a fulsome review and update to all boards of education appeals processes to meet the requirements of the School Act and create a mechanism for regular review to ensure continued compliance with legislation.
2. Ensure that within the appeal process the concept of equality and accessibility among all parties involved including oral and written submissions and ensuring there are no reprisals before, during, or after an appeal.
3. Facilitate the creation of alternative processes where a ruling on a decision/non-decision is required in a shorter timeframe.
4. Articulate that district bylaws, policies, and procedures clearly lay out that an appeal to the board and an appeal to the Superintendent of Appeals are separate processes.
5. Ensure the incorporation of trauma informed practises and language within the appeal policies and procedures.

Background and Context

The School Act states that all school aged children are “entitled to enroll in an educational program” and provides the framework for education in this province. Regulations, Orders in Council and Ministerial Orders alongside the Act, govern the operation and administration of public education in our province. The Act makes clear the roles and responsibilities of all partners in education in this province. Local school boards with their elected trustees are co-governors within this system; trustees have the responsibility of establishing local bylaws and policies, while district administrators and staff have the duty of carrying out procedures in accordance with these bylaws and policies.

Despite having this right and many others, BCCPAC has heard and continues to hear from hundreds of parents that their children are not being allowed to attend school full time. In 2017, we issued a *Summary Report: Survey for Parents of Students who are denied a Full Day at School* based on a province-wide survey conducted to better understand the depth of the issue. This summary was released after the results of the survey and the data was shared with the Ministry at that time.

The BC government’s own *Policy on Diversity* clearly articulates that it is the government’s responsibility to ensure that “differences among learners do not impede their participation in school, their mastery of learning outcomes, or their ability to become contributing members of society”.

As part of its continued parent advocacy work, BCCPAC staff regularly hear from families via phone calls and emails from parents of diverse learners. Many families contact us for information regarding the funding formula or to learn more about the purpose and structures of an Individual Education Plan (IEP). Other families need information regarding a specialized program that is being recommended for their child. The majority of parents/guardians of diverse learners who contact our office do so because they are frustrated after having been told one of the following:

- Their child is being denied the right to attend school on a full-time basis;
- Their child is being kept out of school until testing can be completed and/or a specific program deemed necessary by the school district to address the needs of the child is put into place;
- Their child is being kept out of school because the school district says they do not have the resources/funds they deem necessary to support the child.

Too many children continue to be denied access to an education program and too many parents continue to be told their child cannot attend school full-time. As we mentioned during our meeting, it’s clearly a symptom of the issue when our CEO and the Ministry’s Superintendent of Appeals are in contact and busy with appeals on behalf of parents; the goal of the appeals process for school districts is that it shouldn’t be needed often if they are

fulfilling their mandate and requirements of students. This school year we have worked with dozens of families who have been denied a full day education for their child. Normally we think of children being excluded as being in older grades but we have two cases where both children are in grade one. When a parent contacts BCCPAC we begin our intake process with a review of the steps required to navigate the advocacy process effectively. We also educate parents on Section 11 of the School Act and their local school district's Appeal Bylaw.

Under the School Act, every board of education must, *by bylaw*, establish an appeal procedure. The Act contains specific procedures in Section 68 as to how bylaws should be passed by local school boards and respects the autonomy of local school boards by being silent on the development and content of district policies.

We note that a bylaw is different from a policy. A bylaw is a rule or administrative provision adopted by an organization for its internal governance and its external dealings. Policies are general principles by which an organization is guided in its management of public affairs. A bylaw requires specific procedures for adoption and simply using the term "bylaw" in a document does not make it a bylaw for the purposes of the Act.

Under Section 11 of the School Act, a parent or student may, within a reasonable time from the date they were informed of a decision made by an employee of the board, appeal the decision if it significantly affects the education, health or safety of a student. For the purposes of Section 11, the failure to make a decision may also be appealed. Section 11 merely imposes three requirements on local boards of education:

- establish by bylaw, an appeal procedure;
- render a decision within 45 days of receiving an appeal; and
- report its decision promptly.

The School Act unfortunately does not specify what should be included in a board's appeal bylaw and gives them the full and unchecked discretion to:

- refuse to hear an appeal unless the appellant discusses the decision under appeal with one or more persons as directed by the board;
- to establish one or more committees for the purpose of investigating appeals;
- to make any decision that it considers appropriate in the circumstances.

There is an important distinction to be made between an appeal made under Section 11 of the Act to a district and one made under Section 11.1 of the Act to the Superintendent of Appeals. Under the Act, parents or students may appeal to the board a decision (or non-decision) which "significantly affects the education, health or safety of a student". A parent or student may appeal a decision made by a board only under certain circumstances as outlined in Section 2 of Appeals Regulation 24/08. Subject to the specific rules contained in Section 11.1 and associated Regulations, the decision of the board is final.



We have assisted dozens of families launch appeals just in the last year. Every year our CEO works with 25+ individual parents; we have two to three dozen active cases assisting parents in their advocacy each and every year. Most of these have been resolved at the Assistant Superintendent or Superintendent level. We have presented appeals to three Boards of Education in the past three years and twice we have taken all the steps needed before ultimately submitting an appeal to the Ministry of Education's Superintendent of Appeals. Currently we have three cases sitting with the Superintendent of Appeals; there is a fourth one which is complete and will be submitted in June 2020.

In many cases, assisting parents as they navigate their school district's appeal process has been a truly frustrating process for both us and the families. Here are the details of one such case:

- A unique learner was suspended on the 17 of September. The parent contacted BCCPAC when they found out the suspension was deemed an *indefinite suspension*.
- We explained that the appeal process would take up to 45 school days to completion. The parent told us that she had been promised the *indefinite suspension* would be rescinded by the third week of November. The parent decided not to proceed to appeal at that time.
- When the third week of November arrived and the child was still not back in school, the parent started the appeal process with the school district.
- The appeal process took more than three months to complete at the district level.
- In this case, the appeal was brought to the Superintendent of Appeals who then appointed an adjudicator. The adjudicator ultimately determined the matter in favour of the family 10 months after the process had begun.

In addition to the numerous requests for guidance and assistance for parent advocacy, BCCPAC is increasingly being invited to speak to parent communities regarding advocacy. This year alone we have been asked to speak at seven conferences including the FNESC Parents Club Conference and numerous DPAC events across the province, including the Lower Mainland, Victoria, Port Hardy, Vanderhoof, Prince George, Kamloops, Nechako Lakes, Powell River, Cowichan, Sooke, Central Okanagan, Lillooet (T'it'q'et Nation), Gibsons, and Burns Lake.

1. Accountability & Alignment with Legislation

The School Act clearly states the roles and responsibilities of all partners in this province. Locally elected trustees are co-governors within this system and have the responsibility of establishing district bylaws and policies. District administrators and staff have the duty of carrying out procedures in accordance with these bylaw and policies.

Our research findings indicate:

- 30 School Boards have not established a bylaw using the procedures specified under Section 68 of the Act.
- 12 of 30 do not identify their appeal process documents as a "Bylaw";
- 22 School Boards did not include language stating a decision had to be made within 45 days;



- 13 School Boards did not include language stating a decision had to be reported promptly; and
- 9 School Boards did not identify that a failure of an employee to make a decision may also be appealed.
- Frequent interchanging of the terms bylaw and policy; in 15 instances it was found appeal process documents that had both terms (“Bylaw” and “Policy”) in their title;
- Appeal processes with reported revision dates going back to the 1990s but no indication or notation to suggest that the policy had been reviewed since that date nor that it was currently under review.

The use of broad language such as “reasonable”, “significant”, and “recommended” allow for necessary flexibility but can be subject to differing interpretations causing parents to abandon their appeal or resulting in their appeal to be arbitrarily dismissed.

Our review found inconsistent terminology in the naming of appeal related policies/procedures which may lead to misunderstanding by parents that these policies/procedures are not arbitrary and are actually tied to a bylaw. While use of terms such as, “Conflict Resolution”, “Parent Concerns”, and “Complaint Resolution” may have some benefit, inclusion of the word “Appeal” in bylaws/policies/procedures is an important and required link back to the School Act and the Appeals Regulation 24/08.

As with other aspects of K-12 education, there continue to be accessibility barriers within many of the district processes themselves, including the lack of printable appeal forms and the reliance on written submissions from parents. The absence of a printable appeal form may not seem like a significant accessibility issue however, requiring a parent to create a notice of appeal may actually be a burden many families are not able to circumvent. Further, written submissions are challenging and time consuming to prepare and are inequitable to many. When a school district’s process allows for appeals to be decided solely on the basis of a written submission, it is a barrier to those with reduced language, education, and financial capacity to produce these documents. The appeal process should be accessible to those for whom English is not their first language, those who find communicating in writing difficult or impossible, and those who are so overwhelmed that it takes all their available resources to make it through each day.

The appeal process is intended to be used by parents and students and should be accessible to them. Through this review, some significant barriers were identified which we believe lead to unequal and inequitable access across the province

2. Consistency

As the School Act lays out the elements of an appeal process, there is a realistic expectation by BCCPAC and by parents that there should be a certain level of consistency throughout the province. This expectation is not unrealistic given that public education is a protected right and a provincial responsibility. It's reasonable and feasible that there is much greater consistency across all 60 districts as regards appeals; the experience for a family should not be so divergent and different from one city to another for public education. Our review found that locating information regarding the appeal process on district websites is difficult, making it even more challenging for families to navigate the process. Our research indicates:

- The level of detail and complexity which exists among processes throughout the province varied substantially without benefit to the parent or student
- Inconsistent terminology, with some school districts referring to the appeal process by terms other than appeal (e.g., parent concerns, conflict resolution);
- While some school districts have separate and distinct policies to address complaints, others included language within the appeal policy on steps required to be undertaken *before* launching an appeal and five school districts were entirely silent on this;
- 39 school districts have processes that impose a specific deadline to file an appeal. These timelines vary widely throughout the province. (e.g., "15 school days," "within 10 days of receiving a written decision" and "30 calendar days"); and
- The information upon which an appeal is based, and how/whether that information is shared with both the appellant and the respondent was found to vary widely. This ranged from being entirely silent on the requirements, to multiple steps, turn-around times, deadlines, and submissions among parties who have been involved since the appeal commenced. Again detrimental to the parent and student.

Our review of appeal procedures frequently found boards of education included language in their bylaws/policies which suggested grounds for appeal were limited to those cited in the Appeals Regulation 24/08. The inclusion of language such as this is inconsistent with Section 11(2) of the Act. The inclusion of a list within district policy/procedures of what can and cannot be appealed within the appeal process acts as a barrier; it gives the appearance of limiting a parent's or student's right to appeal where in fact, there are very few limits within the School Act.

The School Act is silent on what types of decisions would "significantly affect the education, health or safety of a student" and yet almost every bylaw contains language allowing the board to dismiss an appeal if the board, and in some districts their designate, deems the decision (or non-decision) does not significantly affect the education, health or safety of a student. While on the one hand that enables autonomy and for educators to make a decision in the best interest of the child, the reality is that there are no checks and balances or consequences to the districts

on these decisions and more egregious is that in reality the decisions are not in the best interest of the child but rather the school district.

The Act is also silent as to where in the process it can be ruled that an appeal will not be heard based on a determination that the decision (or non-decision) does not “significantly affect the education, health and safety of the student”. In a number of districts, the appeal processes allow an appeal to be dismissed without the parent ever being able to present their case to the board. This is unacceptable given the intent of the School Act and the appeals process. Further, bylaws and policies are typically silent on how much weight is given to the opinions of district superintendents/secretary-treasurers in comparison to appellant submissions; again unacceptable and severely lacking in equity for students and parents. This is particularly concerning when decisions are made by the secretary-treasurer who generally does not have a background in education.

Subsection 11(2) is less restrictive than appeals to the Superintendent of Appeals; under co-governance, boards of education are allowed to make decisions and are held accountable by the public for their governance choices through the trustee electoral process. It is essential that district bylaws, policies, and procedures clearly lay out that an appeal to the board and an appeal to the Superintendent of Appeals are separate processes, with an appeal to the Superintendent of Appeals occurring only when an appeal of a decision (or non-decision) has been rejected by the board and then only under the circumstances laid out by the Appeals Regulation 24/08.

BCCPAC has heard from many, many, families that there are districts where a decision to hear an appeal can be made before the parent and/or student has been given an opportunity to adequately and fairly access, review, and respond to the information being presented by the respondent and/or district staff. Since parents or students already start the appeal process in a disadvantaged position, these issues compromise the impartiality of what the board considers when reaching their decision.

3. Accessibility

Accessibility refers to the quality of being easy to use and being easily understood. Our findings indicate:

- Overall the online search to find the appeal process documentation and information was challenging requiring extensive searches throughout the district website;
- In <50% of school districts, a prospective appellant could easily find a district’s appeal process by entering the keyword “appeal” in the district website search bar;
- 7 school districts did not have a search function on their website;
- 12 school districts had a search function on their website but when used to search “appeal” did not produce results linking the user to the appeal process;



- 40 school districts have processes in place whereby a board may make a decision based solely on written submissions, effectively tying an appellants' ability to argue their case to their written communication skills;
- 38 school districts explicitly state within their processes that a prospective appellant may bring an advocate or some other provider of assistance;
- 13 school districts identify within their process an individual within the school district that prospective appellants can seek out to assist in filing an appeal;
- 27 school districts had printable appeal forms available online.

Parents and students enter the appeal process at a significant disadvantage, having little to no familiarity or training with how the process works or what to expect and unlike those employed by the school district, parents have no knowledge or insight into how the system works. This is further compounded by the issues with finding information on district websites. In most cases searches of the word "appeal" did not produce any clear link to a district's associated bylaw, policy, and/or procedures. Further, the location of links to the appeal bylaw, policy, and procedures were rarely found under the "Parent & Student Resources" toolbar menu tab which is the most logical place to find them given the appeal process is for parents and students.

Our review found significant differences across the province, including not finding an appeal bylaw in at least 12 school districts. This number may not be representative of the actual number of school districts without a bylaw as we found evidence that the terms bylaw and policy were sometimes used interchangeably; just because you call a document a bylaw does not make it a bylaw. Policies with less recent "Created", "Adopted", and "Reviewed" dates on a number of district websites clearly bring into question whether the written policies reflect what is happening in the district. This discrepancy again speaks to the lack of accessibility.

It is our strong belief, and we believe the Ministry would agree, that for decisions impacting a student's education program, consultation cannot exist when parents and students are not able to understand all aspects of the process, including their right to appeal both decisions and non-decisions; this must be clearly stated in all appeal bylaws, policies, and procedures.

4. Equity

Equity is the "quality of being fair and impartial" and is strongly tied to accessibility. Both are essential and important components to any process. Our review made several observations regarding the equity of the appeal processes in school districts.

As noted earlier, there is an important distinction between Section 11 and Sections 11.1 to 11.6 of the Act. Sections 11.1-11.6 refer to appeals made to the Superintendent of Appeals. Appeals Regulation 24/08, under the authority of the School Act, details what may be appealed to the Superintendent of Appeals. Section 11 and its seven subsections (separate and distinct from sections 11.1 to 11.6) refer to the right to appeal decisions made by an employee that significantly affect the education, health or safety of a student. None of these seven subsections provide any kind of threshold to determine what is "significant." Very few districts

recognize that what significantly affects the education, health or safety of a student is subjective. Highlighting the confusion between Section 11 appeals and appeals taken to the Superintendent of Appeals, 47 districts include in their processes what they deem to be “a significant decision” using language echoing the Appeals Regulation 24/08.

BCCPAC’s findings indicate:

- The use of broad language such as “reasonable”, “significant”, and “recommended” allow for necessary flexibility but can be subject to differing interpretations;
- Very few districts acknowledge the subjective nature of the term “significantly affects the education, health or safety of a student”;
- 46 districts include in their appeal processes what they deem to be “a significant decision” using language echoing the Appeals Regulation 24/08;
- 19 school districts included in their processes a section that spoke to protection from reprisals as a result of pursuing the appeal process;
- Variability existed between district timelines and content related to the sharing of information among all parties involved in the process. Some districts included shorter timelines in contrast to other districts which allowed significant lag times for responses. Some districts required full disclosures of all information related to the appeal process, while other required none, and still others required disclosure only from the appellant.

Only 19 school districts address the issue of reprisals in their procedures. It is a very real and common fear by parents and students that appealing a decision (or non-decision) will result in some form of retaliation. Particularly concerning, we have heard from parents that it has even been suggested by district staff that if they pursue an appeal the outcome may be harsher than the decision being appealed. Again the expression of this sentiment to parents is unacceptable and in the districts best interest without any thought for the child.

The School Act states that an appeal should be undertaken within a “reasonable time of being notified” of the decision (or non-decision) being appealed. Unfortunately the School Act does not define “a reasonable time” to file an appeal and timelines (when specified) vary broadly throughout the province. (e.g., “15 school days,” “within 10 days of receiving a written decision” and “30 calendar days”)

There is a difference between processes intended to resolve conflicts and processes which act as blockades and barriers. Some districts require parents and students participate in preliminary “resolution” processes before they can proceed with formal appeal procedures. Having processes requiring multiple submissions and/or meetings can be onerous and create hardships for families who, unlike their district staff counterparts, is not part of their day job. Districts must allow for the opportunity to resolve issues at a school level but without unduly preventing parents and students from their right to appeal.

Timelines represent another significant equity issue associated with navigating the appeal process and we question whether the timelines stated in district appeal procedures allow for student-centered decisions. Consider the case where a parent or student wants to appeal a two week suspension. A two week suspension is not likely to have too detrimental of an impact to the educational outcome of an elementary student; unlike a secondary student enrolled in a semester system, where as a two-week suspension would likely result in them failing some, if not all, of the courses in that Term. Under Section 11 of the School Act, a board of education must render a decision within 45 days of receiving the appeal and report its decision promptly. Assuming the 45 days are in-session days and not calendar days (another area the Act is silent on), a decision may not be rendered for nine weeks, a full seven weeks after the suspension would have been served. A 45-day process to appeal a two week suspension is not equitable and unacceptable.

Conclusion

Parents are key stakeholders in the district and students are the constituents. The student must be at the center of decisions and policies/bylaws which affect their education. Per the School Act, it's the parent's right to appeal to the board of education a decision, or failure to make a decision, by a school board employee that significantly affects the education, health, or safety of their child.

BCCPAC respects and recognizes that diversity and inclusion are critical considerations to making child-centered/child-focused decisions that are fair, reasonable, and defensible. We support appeal processes which create level playing fields of access where the balance of power is equally held and shared by the interested parties making decisions affecting the education of a student. Every student is unique and has educational needs which merit consideration by all parties and it is this that must be at the forefront of decisions regarding students.

BCCPAC supports the use of collaborative processes whenever possible and advocates for accountability and transparency in the processes, systems and decisions made within public education. Bylaws and any associated policies should be developed to comply with legislation and should be cognizant that these decisions shape the educational experiences and outcomes for students.

We know from our advocacy work and anecdotal stories from parents across the province that the reality at school doesn't always match what is written in policy and procedure. The situation is made worse and magnified when bylaws, policies and procedures are inaccessible, inequitable, unclear and unfair and do not put the student first. The appeal process, as prescribed in the School Act, is intended to be used by and benefit parents/guardians and students and should be both equitable and accessible to them.

It is our strong belief, and we believe the Ministry would agree, that for decisions impacting a student's education program, consultation cannot exist when parents and students are not able

to understand all aspects of the process, including their right to appeal both decisions and non-decisions; this must be clearly stated in all appeal bylaws, policies, and procedures.

Change is required to support the true intent of the appeals process as articulated in the School Act. Change is required to ensure there is greater accountability for boards of education. Change is required to enshrine administrative justice, fairness and equity for the benefit of parents and students.

Recommendations

We ask that the Ministry, through its means:

1. Demand a fulsome review and update to all boards of education appeals processes to meet the requirements of the School Act and create a mechanism for regular review to ensure continued compliance with legislation.
2. Ensure that within the appeal process (across all 60 school districts) the concept of equality and accessibility among all parties involved including oral and written submissions and ensuring there are no reprisals before, during, or after an appeal.
3. Facilitate the creation of alternative processes (across all 60 school districts) where a ruling on a decision/non-decision is required in a shorter timeframe.
4. Articulate that district bylaws, policies, and procedures clearly lay out that an appeal to the board and an appeal to the Superintendent of Appeals are separate processes.
5. Ensure the incorporation of trauma informed practises and language within the appeal policies and procedures (across all 60 school districts).

Appendices—Methodology

BCCPAC conducted searches within each of the 60 school district websites based on a list of guiding questions to record what any parent would find if they were trying to access the Appeal process and Bylaws of their local school district. We recognize websites are not static; it is both understood and expected that school districts update the content of their websites on a regular basis. These guiding questions were developed using the experiences of parents and BCCPAC staff who have gone through appeal processes in different districts.

Accessibility

As a parent or a student:

- How easy would it be to find information on a school district's website regarding appeal process?
- How accessible was the information provided by the district's website?
- Was a contact provided if the website user needed help/assistance navigating the website or the process?

Procedural Structures

The School Act and Appeals Regulation 24/08 have specific requirements. Questions related to procedures focused on specifics:

- Was the document identified as a Policy or a Bylaw including the date of adoption/amendment of the appeal process?
- Were appellants required to follow any process/procedure before entering into the district's appeal process?
- Did the school district had any other supporting policies within the district to help avoid cases of appeal?

Facilitation/Process

A third area of review looked at the mechanics of a school district's appeal process from the perspective of a parent or student:

- Did the district identify a contact person to provide guidance with the appeal process?
- Was there an Appeal Form available online and was it printable?
- Were time limits for submissions and responses clearly identified?
- Did districts state the appellant could bring an advocate to meetings?
- Would an appellant be given an opportunity to present their case in before the Board of Education or were only written submissions allowed?

Related Policies/Procedures

As a supplement to the review of appeal processes, a prefatory review was conducted to locate and identify district policies on suspensions and inclusive education.

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: July 7, 2021
CLIFF: 248407

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: History of BC K-12 public school spending

PURPOSE: Summary of a recent paper on K-12 public school spending in BC from 1970-2020

BACKGROUND:

- Funding for K-12 education has been a high-profile issue in BC for several years, with the BC Teachers' Federation (BCTF), school districts and the public frequently voicing their concerns over perceived underfunding of the public school system.
- Dr. Jason Ellis, an Associate Professor in the Department of Educational Studies at the University of British Columbia, recently published a paper on K-12 public school spending in BC over the last 50 years (see Attachment 2). The paper provides historical context in terms of the impact of government policy and the evolution of the BCTF on education expenditures in the province.
- The paper analyzes trends in student enrolment and education spending over the 1970 to 2020 period using data from Statistics Canada (1970-2001) and EDUC's operating grant tables (2001/02 onwards). Special purpose grants were excluded from the analysis.
- Both current and inflation-adjusted dollar estimates for education expenditures are presented. Canada's inflation rates were used as BC Consumer Price Index (CPI) data is unavailable prior to 1979. However, Canada and BC typically show similar trends in annual changes in the CPI.

DISCUSSION:

- There are inherent data comparability issues when constructing a 50-year time series on education expenditures. In general, annual Statistics Canada estimates cannot be directly compared to EDUC's operating grants as there are slight measurement differences.
- As the author notes, the Statistics Canada data used for 1975-2001 includes capital expenditures, which accounted for 9% of total spending during this period. Including these expenditures does not appear to impact the overall trends or conclusions presented in the paper. In addition, an analysis of historical EDUC operating grants shows a similar trend when compared to the Statistics Canada estimates net of capital expenditures.
- Enrolment growth declined significantly in the second half of the 1970s and throughout the first half of the 1980s, mainly the result of a drop in birth rates. Enrolment began to increase in the late 1980s until the late 1990s, followed by several years of enrolment decline.

- By the 2014/15 school year, there were approximately 87,000 fewer students in BC public schools than 1997/98. Since the 2015/16 school year, enrolment has been increasing by almost 1% per year. In 2019/20, student enrolment was only 12% higher than it was 50 years earlier.
- Controlling for inflation, BC's K-12 public education spending increased by approximately 150% from 1970 to 2020. During the 1970s and early 1980s, spending increased considerably as the number of teachers in the system grew (due in part to the provincial government's policy to reduce class sizes), an increase in the number of teachers at higher pay grades on the salary grid, and general wage increases. Historically, teacher costs represent 80-90% of total operating expenditures.
- Although spending was curtailed during the mid-1980s, spending increases returned later in the decade. In 1987, the BCTF was granted labour union status and gained the right to bargain class size and composition language and the right to strike. Many BCTF locals were able to secure class size limits and significant salary increases. This factor, combined with strong enrolment growth, led to an increase in operating grants provided to districts during the late 1980s and throughout most of the 1990s.
- The 1998/99 school year marked the beginning of a long period of enrolment decline and the number of students fell in that year and nearly every year thereafter for the next decade and a half. Although operating grants were generally still increasing in current dollar terms, growth was relatively flat in constant (2020) dollar terms.
- Since the 2015/16 school year, the declining enrolment trend has been reversed and operating grants in both current and constant dollar terms have been steadily increasing.

CONCLUSION:

- BC's K-12 public school spending has increased in most years over the past five decades with annual decreases recorded only 17 times, mainly corresponding to the period of enrolment decline.
- Controlling for inflation, public school spending in 2020 was 2.5 times higher than it was in 1970. On a per-student basis, annual growth in EDUC operating grants has exceeded the rate of inflation over the past 15 years (see Attachment 1).
- Education expenditures have been driven by teacher hiring and salary increases, and gains by the BCTF in terms of control over class size and composition limits as part of the collective bargaining process.

Attachments:

1. Growth in EDUC Operating Grants per Student Headcount vs. Canada CPI, 2001/02 – 2019/20
2. A Short History of K-12 Public School Spending in British Columbia, 1970-2020

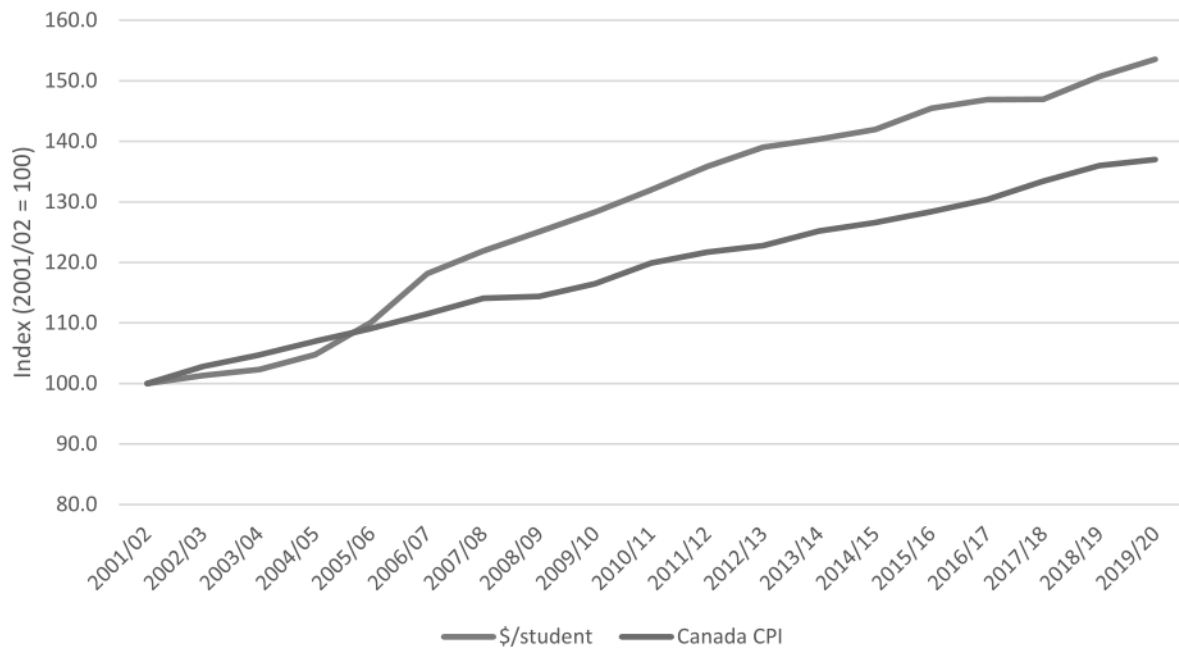
Program ADM/Branch: Reg Bawa, Resource Management Division

Program Contact (for content): Tim Jah

Drafter: Neal Dobinson

Date: July 7, 2021

Attachment 1: Growth in EDUC Operating Grants per Student Headcount vs. Canada CPI, 2001/02 – 2019/20



A Short History of K-12 Public School Spending in British Columbia, 1970-2020

Jason Ellis
University of British Columbia

Copyright

Page 021 of 152 to/à Page 041 of 152

Withheld pursuant to/removed as

Copyright

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: July 6, 2021

CLIFF: 248315

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Health data

PURPOSE: Overview of the health data available to EDUC

BACKGROUND:

- The Independent Panel for the Funding Model Review (FMR) recommended using student population data to allocate Inclusive Education funding.
- The FMR recommended using health/mental health conditions data (50% weighting), the number of children and youth in care (20%), the number of students in low-income households (20%), and students requiring English/French language support (10%) (Recommendation 6).
- The FMR recommended that students with special needs (SSN) requiring high cost supports (i.e. Level 1) continue to be identified and claimed for funding and the category expanded in scope. Level 1 represents only 4% of total special needs (SN) funding.
- The current operating grant SSN supplemental funding relies solely on annual school district funding claims based on medical diagnoses and assessments of students.
- Districts have estimated almost 35,000 Level 1, 2 and 3 SSN (6% of the student population) for the 2021/22 school year. Level 2 SSN claims have increased by approximately 5,000 students since the 2017/18 school year and represent nearly three-quarters of the SSN population (see Attachment 1 for SSN Levels and funding amounts).

DISCUSSION:

- Currently school districts must identify as many SSN as possible to maximize funding. The BCTF is also motivated to identify as many SSN as possible as it impacts workload, collective agreements, class size and composition, and funding from the Classroom Enhancement Fund.
- This process creates long wait-times for assessments and funding inequities as access to these specialized assessments is not consistent across the province.
- In addition, the FMR heard that supports and services for students are sometimes delayed until after their designation has been completed and funding generated for the district.
- The population-based health data includes the medical diagnoses of over 100,000 students who have health conditions that impact their learning needs.
- Mental health needs can be further recognized by incorporating data on non-clinical mental health supports being provided to students outside of the provincial medical system through the Ministry of Children and Family Development.

- In 2019, the Governance and Analytics Division (GAD), through the government's Data Innovation Program, entered into an agreement with Population Data BC (PopData¹) to obtain access to comprehensive provincial health data maintained by the Ministry of Health, including:
 - Medical Services Plan (MSP) data on physician interactions and diagnoses based on International Classification of Diseases (ICD) codes;
 - PharmaNet data on prescriptions; and
 - Birth records from Vital Stats.
- A student's Personal Health Number can be anonymously linked to their Personal Education Number allowing the occurrence of medical conditions by school district to be determined. Approximately 95% of students have a health record at some point, and over 80% of students access the health care system each year.
- The health data follows the student as they move around the province and are enrolled in school districts.
- Given the sensitive nature of health data, any personal identifiers are replaced with a unique study ID. The data is accessed through a secure environment and can only be exported in aggregate form, and all results must be approved by a privacy specialist prior to export from PopData.
- GAD staff were required to undertake privacy training and sign confidentiality agreements and are currently the only EDUC staff who have access to PopData's secure environment.
- As the data requests need to be reviewed by PopData prior to release, it can take 1-2 weeks before GAD is provided access to the approved datasets.
- A population data-based approach aligns with and supports EDUC's new Inclusive Education Policy to provide the appropriate supports and services to the student as soon as they are needed.
- In 2019, EDUC engaged with the education sector on the FMR's Recommendation 6 through the Inclusive Education Working Group. A review of specific prescriptions and medical diagnoses was undertaken to determine those that would provide the best coverage for the current SSN population.
- The Working Group raised questions regarding the appropriateness of using medical prescription data for funding purposes, citing cultural "stigmas" around prescription drug use and other socio-economic factors that may influence whether a student is prescribed a medication.
- Learning Division and GAD identified specific ICD codes (medical diagnoses) that align with the current SN designations and represent health conditions that would most likely require additional student supports (see Attachment 2).
- As of the 2018/19 school year (the most recent data available), approximately 99% of the SSN population and 98% of the Indigenous student population is represented in the MSP data demonstrating excellent alignment between current SSN claims and the data.

¹ PopData is a multi-university data and education resource facilitating interdisciplinary research on the determinants of human health, well-being and development based at the University of British Columbia.

- Using this data, the proportion of a district's student population with the selected health conditions can be determined.
- Districts with a higher percentage of their student population with selected health conditions can then be allocated the appropriate percentage of Inclusive Education funding.
- GAD presented an overview of the health data project at the June 10, 2021 Funding Equity Committee (FEC) meeting. FEC members raised questions regarding the coverage of the health data, specifically for Indigenous students and those in rural communities, and more analysis is being completed to answer these questions.
- GAD is currently undertaking a research project using health and socio-economic datasets to develop a Kindergarten Index to determine the factors that impact a student's educational outcomes. There is an opportunity to incorporate some of these indicators (such as birth weight) into the population-based funding model (see Attachment 3).

NEXT STEPS:

- GAD will present an overview of the datasets used in the Kindergarten Index at the July FEC meeting to gain feedback on future opportunities to use the data for funding.
- The First Nations Education Steering Committee will be engaged on the health data coverage for Indigenous students.
- s.13

•

Attachments:

1. Special Needs Students – Levels and Funding
2. List of Identified Medical Diagnoses (ICD-9)
3. Kindergarten Index Model Summary

Program ADM/Branch:	Reg Bawa, Resource Management Division
Program Contact (for content):	Jonathan Foweraker / Brett Wilmer
Drafter:	Neal Dobinson
Date:	July 6, 2021

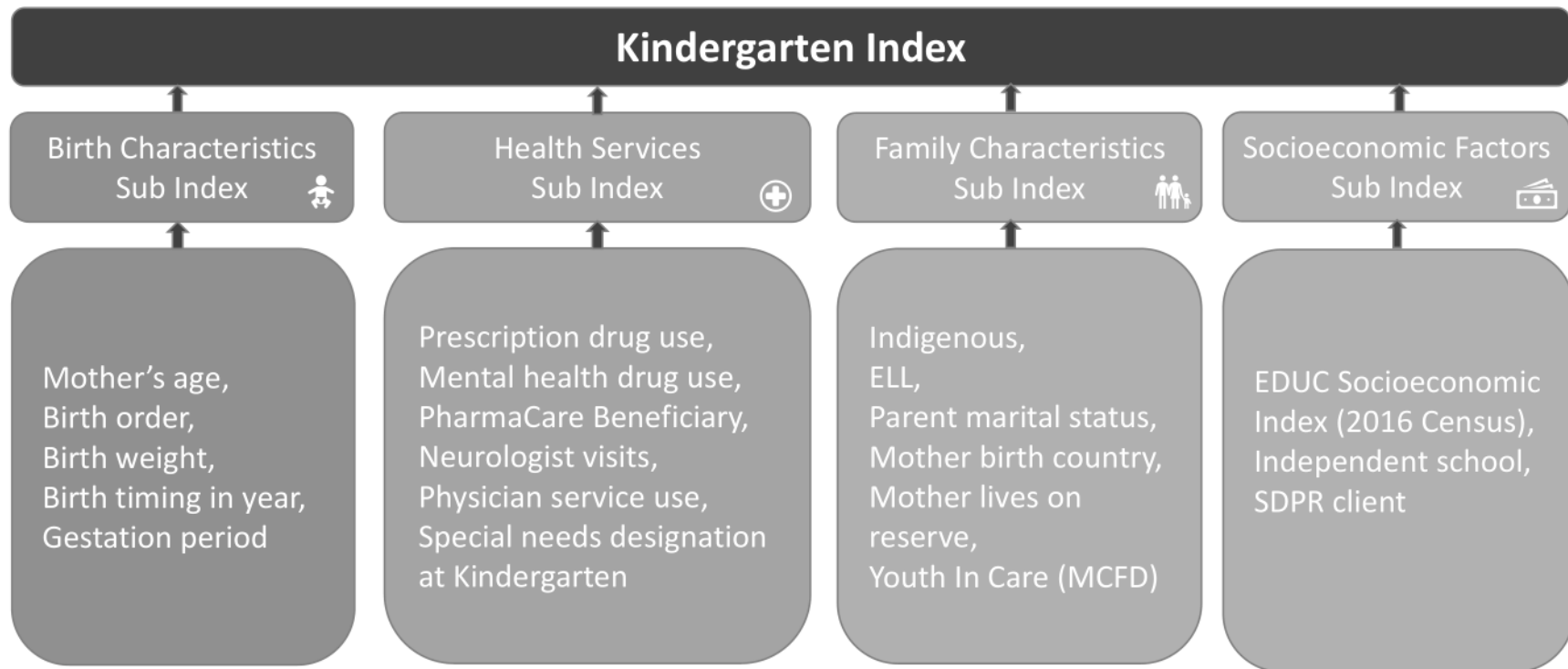
Attachment 1: Special Needs Students – Levels and Funding

	2021/22 per student
TABLE 4a – SPECIAL NEEDS STUDENTS	
☒ For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$44,850
☒ For each Level 2 headcount student (includes students identified as Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder)	\$21,280
☒ For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$10,750

Attachment 2: List of Identified Medical Diagnoses (ICD-9)

ICD-9 Code	Description
250	Diabetes mellitus
292	Drug psychoses
295	Schizophrenic psychoses
296	Affective psychoses
297	Paranoid states
298	Other nonorganic psychoses
299	Psychoses with origin specific to childhood (includes infantile autism)
300	Neurotic disorders
301	Personality disorders
307	Special symptoms or syndromes, not elsewhere classified
308	Acute reaction to stress
309	Adjustment reaction
311	Depressive disorder, not elsewhere classified
312	Disturbance of conduct, not elsewhere classified
313	Disturbance of emotions specific to childhood and adolescence
314	Hyperkinetic syndrome of childhood
315	Specific delays in development
317	Mild mental retardation
343	Infantile cerebral palsy
344	Other paralytic syndromes
345	Epilepsy
348	Other conditions of brain
356	Hereditary and idiopathic peripheral neuropathy
358	Myoneural disorders
359	Muscular dystrophies and other myopathies
361	Retinal detachments and defects
362	Other retinal disorders
369	Blindness and low vision
389	Deafness
737	Curvature of spine
741	Spina bifida
742	Other congenital anomalies of nervous system
743	Congenital anomalies of eye
744	Congenital anomalies of ear, face, and neck
756	Other congenital musculoskeletal anomalies
758	Chromosomal anomalies
759	Other and unspecified congenital anomalies
760	Fetus or newborn affected by material conditions which may be unrelated to present pregnancy
784	Symptoms involving head and neck
787	Symptoms involving digestive system

Attachment 3: Kindergarten Index Model Summary



MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: June 22, 2021
CLIFF: 248304

PREPARED FOR: D. Scott MacDonald, Deputy Minister – **FOR DECISION**

SUBJECT: Indigenous Education

PURPOSE: To request decision on Reciprocal Tuition Agreement changes which support the implementation of First Nations jurisdiction over education.

BACKGROUND:

- The federal government is responsible for funding the K-12 education of First Nation students living on reserve, whether those students attend First Nations schools or schools operated under the authority of the Province.
- Historically, when First Nations students who lived off-reserve chose to commute to First Nations schools on-reserve, First Nations provided their education without remuneration from the Province.
- To address this inequity, a Reciprocal Tuition Agreement was developed in 2009 by the Province and the First Nations Education Steering Committee (FNESC). The Agreement sets out the conditions under which the Ministry of Education compensates First Nations for educating First Nations students who would normally fall under the responsibility of the Province for funding.
- Reciprocal tuition was an action pledged in the Education Jurisdiction Framework Agreement (2006), recently extended to July 2022.

s.12; s.13; s.16

- The current Reciprocal Tuition Agreement states in Section 10.03 the Agreement is terminated if the First Nation becomes a Participating First Nation as defined in the First Nations Education Act, SBC 2007, c.40.

s.12; s.13

DISCUSSION:

s.12; s.13; s.14

OPTIONS:

Option 1: Approve changes to the Reciprocal Tuition Agreement.

s.13

FINANCIAL IMPLICATIONS:

It is not expected that there will be additional funding implications because of changes to the Reciprocal Tuition Agreement.

RECOMMENDATION:

Option: 1



Approved/Not Approved
Scott MacDonald
Deputy Minister of Education

July 9, 2021

Date Signed

Attachment:

1. 248304 DBN-MJW Attachment 1_Reciprocal Tuition Agreement (Interim Solution)

Program ADM/Branch: Jennifer McCrea, Learning Division

Program Contact (for content): Angie Calleberg

Drafter: Francis Recalma

Date: June 22, 2021

Page 051 of 152 to/à Page 063 of 152

Withheld pursuant to/removed as

s.13

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: July 7, 2021
CLIFF: 248318

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: School District No. 43, Coquitlam, Burke Mountain Middle/Secondary School.

PURPOSE: The inclusion of a Neighbourhood Learning Centre space at Burke Mountain Middle/Secondary School and alignment with childcare mandate.

BACKGROUND:

- School District No. 43, Coquitlam (the District), is developing a 2-stage business case for a new Burke Mountain middle/secondary school (Burke Mountain).
- The District is proposing a new 1,000 capacity middle/secondary school with a Neighbourhood Learning Centre (NLC).

s.12; s.13

- The District's PDR will further define the scope, schedule, and budget, including a refinement of the composition of the NLC space.
- The Concept Plan proposes a joint project between the District and the City of Coquitlam (City) where the City will provide the Burke Mountain community with a turf field adjacent to the new school.
- The early proposal for the NLC space identifies an area of approximately 840 m², that will be used to support the community and the recreational amenities the City is providing.
- To date, the District has not explored using the NLC space for childcare; however, nearby elementary schools (Smiling Creek and Sheffield) have been designed with NLC space for childcare.

s.12; s.13

DISCUSSION:

- EDUC's NLC policy states that during a supported project's business case development, school districts will be required to provide a rationale for the inclusion of an NLC space, including how this space will benefit the community.
- EDUC's business case process has two stages: Stage 1, Concept Plan and Stage 2, PDR. EDUC does not require school districts to explore NLC space at Stage 1 as this stage focuses on establishing the need for investment and ruling out non-capital solutions.
- The Stage 2, PDR, directs school districts to complete an in-depth exploration of NLC space including:
 - establishing the requirement and community benefit;

- identifying any partnerships and funding agreements; and,
- outlining the public consultation process.
- The NLC policy is not prescriptive in the definition of what constitutes NLC space but does identify that Ministry staff must approve of the proposed use, and that government's mandated priorities should be a primary consideration.
- The NLC policy outlines that childcare space funded by EDUC may only be used for before and after school care space for school age children. Childcare space for children 0-4 can be integrated into the NLC space, but additional funding must be identified from Ministry of Children and Family Development (MCFD) or other funding partners.
- The NLC policy stipulates that funding partners, such as MCFD, are to be identified and the funding reserved prior to receiving final funding approval from government.
- Childcare in NLC space is most often designed in an elementary school, and often takes the form of before and after school care programming. Before and after school care programming at Middle/Secondary schools is less common and may not be a high priority for this age group.
- NLC space for 0-4 years old childcare can be explored as part of the PDR development. This type of childcare space can be designed to be accessed separately from other programming in the school facility, and the District can work with MCFD to acquire childcare funding.
- EDUC has supported recent projects with 0-4 childcare in middle and secondary school projects, for example,
 - Eric Hamber Secondary: No EDUC NLC funding for the childcare, but the scope of the project includes a childcare facility for 69 infant/toddler spaces, solely funded by the City of Vancouver (\$8.23 million).
 - Burnaby North Secondary: EDUC provided funding for the NLC which included 900m2 for a childcare facility for 69 infant/toddler and 54 before and after school care spaces. Contributions included: MCFD \$2.2 million and the City of Burnaby \$664,000.
 - Victoria Secondary: No EDUC NLC funding for the childcare. MCFD and City provided funding for 36 infant toddler spaces in a modular building on the school grounds.
- The NLC at the new Burke Mountain can be designed to include childcare as well as space that augments the new turf field. The inclusion of both requirements will be explored during the Stage 2, PDR development.

CONCLUSION:

In July 2021, the District will begin the development of Stage 2 of the business case, PDR, for the new Burke Mountain school. The District will be directed to explore providing before and after school care and 0-4 childcare, as part of the NLC space.

Attachment:

1. Neighbourhood Learning Centre Capital Funding Guidelines

Program ADM/Branch: Reg Bawa / Capital Management Branch

Program Contact (for content): Francois Bertrand

Drafter: Mora Cunningham

Date: July 6, 2021

Appendix B: Neighbourhood Learning Centre Capital Funding Guidelines

Program Objectives

Capital funding for Neighbourhood Learning Centre (NLC) space may be included where supported in major capital projects to promote strong school-community partnerships that utilize school facilities to meet the needs of children, youth, families and the greater community.

When a school district is supported to proceed to business case development for a project the Ministry will inform the school district if their project is eligible for NLC funding. Through the business case development, the district will identify NLC uses based on the needs of the surrounding community. Eligibility for NLC funding is always determined on a case-by-case basis through discussions with the Ministry. It is understood that the total area of NLC space constructed will vary between projects, being dependent on the type of NLC uses.

This guideline applies to all school districts undertaking a new school or replacement school project, or in some cases, significant partial replacement, renovation or addition projects.

Needs Determination:

NLC space use should be developed locally through a collaborative approach that reflects the unique needs of each school, the surrounding community, and First Nations. All proposed NLC use is subject to review by the Ministry during business case development to determine eligibility for NLC capital funding. Government's mandated priorities must be a primary factor when planning NLC use.

Establishing NLC use, future demand, and potential partner organisations should be considered when developing Long Range Facilities Plan (LRFP). The request for NLC should reference the Community Use section of the District's LRFP, or other community planning documents, to support the proposed facility and demonstrate how it meets long-term community needs, including First Nations.

A key requirement of any NLC space is for the use to be clearly identifiable and for it to be accessible to the community. The NLC budget is inclusive of supporting areas such as design and mechanical space.

During the business case development of the project, the school district will be required to provide rationale for the NLC and show how it will functionally provide the community benefit. NLC funding may be used to create additional multi-purpose space or larger gym if it will be used outside of school hours for community purposes, including before and after school care in support of Government's commitment to creating new child care spaces.

While NLC funding is only inclusive of community use space outside of school hours, where 0 to 4 year old child care is an identified community need, school districts are encouraged to work with the Ministry of Children and Family Development to seek joint funding to accommodate 0 to 4 year old spaces during the business case development.

Funding Partners:

School districts may work with other partners to secure joint funding to supplement the NLC funding provided by the Ministry. Examples of funding partners include municipalities, local business, local industry, and other government agencies such as the Ministry of Children and Family Development. Any third-party funding must be confirmed when the business case is finalized, before the Ministry seeks final project funding approval from Treasury Board. The scope, schedule and budget associated with NLC space, and any space funded by a third party, must be included as part of the overall capital project.

Budget Determination and Approval:

NLC capital funding is allocated by the Ministry based on school type and design capacity (including Kindergarten for Elementary schools) and is included within the Supplemental Items in the project's capital budget during business case development. Again, any provision of NLC funding for a project will be based on the school district submitting a business case demonstrating the demand for the proposed facility, identifying the users and operators, and how the NLC use will benefit the community.

The NLC Capital Budget Allocation Table (Fig 1.1) is generated in the same manner as capital funding for school areas with the same factors, rates, and allowances, except for the Equipment Allowance and Equipment Freight Allowance. The NLC budget allocation is an all-inclusive cash allowance and is not subject to escalation; but is multiplied by the location factor to account for district specific costs.

Fig 1.1 NLC Capital Budget Allocation Based on School Type and Design Capacity

	Design Capacity*	Budget (Millions)**
(K + E) Elementary	100-175	1.0
	180-325	1.5
	330-425	1.8
	430-600	2.1
	605-800	2.4
Middle	200-350	1.6
	375-550	2.0
	575-800	2.3
	825-1,000	2.6
Secondary	750-900	2.6
	925-1,200	2.9
	1,225-1,600	3.2
	1,625-2,100	3.5
	2,125+	3.8

* To determine budget allocation for a capacity not listed, please contact your Capital Planning Officer

**Budget based on Schedule B Companion Document, Allowances Rates and Costing Factors. Apply school district Project Location Factor to determine total budget.

NLC capital funding may only be used for the intended purpose of creating the NLC space itself and may not be used to enhance a school's educational space, design space, or other non-educational spaces already funded as part of a capital project budget (e.g., additional classrooms, increased circulation space, increased administration space). NLC funds are carried in Supplemental Items and are released upon review by the Ministry, typically post-tender, when costs are better understood. This review ensures that approved NLC capital funds will be used in compliance with the stated intentions of these guidelines.

The Ministry does not provide any operating funds for the NLC space that has been constructed as part of a capital project. Ongoing operating costs are the responsibility of a school district, which may be recovered through rental agreements with parties utilizing NLC space.

NLC Examples:

Supported uses for NLC by facility type include, but are not limited to:

Elementary	before and after school care, Indigenous or cultural spaces, children and family resources
Middle	before and after school care, Indigenous or cultural spaces, children and family resources, community/seniors' centres, libraries, community kitchen, expanded gymnasium
Secondary	before and after school care, public health centre, Indigenous or cultural spaces, post-secondary collaborations, expanded gymnasium

Summary:

- Eligible project types include new schools, replacement schools or, in some cases, a partial replacement, significant renovation or addition
- Budget allocation will be provided by school type and design capacity
- Districts must demonstrate the need for NLC space, including proposed uses and potential operators
- NLC space must be clearly identifiable and accessible to the community
- NLC funding must not be used to enhance the educational space (e.g., classrooms), design space (e.g., circulation), or non-instructional space (e.g., administrative offices) of the school
- Government's priorities must be a primary consideration when applying for NLC funding and designing NLC space
- NLC Childcare space funded by EDUC may only be used for before and after school care space for school age children.
- Childcare space creation for children 0-4 years old can be integrated in NLC space, but funding must be committed from MCFD or other funding partners.

Supporting Documents:

- Schedule B Companion Document:
https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/current-resources/schedule_b_companion_document.pdf
- Ministry of Education Capital Planning:
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning>
- Ministry of Children and Family Development:
<https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/childcare-new-spaces-fund>

MINISTRY OF EDUCATION
MEETING NOTE

CLIFF: 248607
PREPARED FOR: Honourable Jennifer Whiteside, Minister

MEETING DATE: Tuesday, July 13, 2021

MEETING WITH: Parliamentary Secretary Grace Lore

ATTENDEES: PS Lore and staff

MEETING PURPOSE: PS Lore to share results of consultation on non-consensual distribution of intimate images (NCDII), and the Gender-based Violence (GBV) action plan.

BACKGROUND:

- GBV Action Plan:
 - From PS Lore's mandate letter: *With support from the Minister of Public Safety and Solicitor General, lead work to develop an action plan to end gender-based violence, including minimum standards for sexual assault response, more training for police, crown council and justices, and establishing core funding for sexual assault centres.*
- NCDII:
 - s.13
 - NCDII, sometimes referred to as 'revenge porn', is the sharing or online distribution of nude, near-nude, or sexual photographs/videos without the consent of those in the images.

DISCUSSION:

- PS Lore has requested a meeting with Minister Whiteside to share information she has received through consultation on both the GBV Action Plan and NCDII legislation.
- On June 11, PS Lore made a presentation (Attachment 2) to Ministry of Education staff and Key Stakeholders on the proposed NCDII legislation. Attendees included staff from the Learning Division, BC Confederation of Parent Advisory Councils (BCCPAC), Safer Schools Together (SST). and Carol Todd.
- s.13

KEY MESSAGES:

- s.13
-

- s.13

Attachments:

1. s.13
2. 248607 MN-MJW Attachment 2_NCDII Engagement Session PPT

Program ADM/Branch: Jennifer McCrea
Program Contact (for content): Stacey Wilkerson
Drafter: Stacey Wilkerson
Date: July 11, 2021

Page 072 of 152 to/à Page 073 of 152

Withheld pursuant to/removed as

s.13

Non-Consensual Distribution of Intimate Images Legislation for British Columbia

Summary of Potential Statutory Framework for B.C.

Through the **second form of recourse**, a survivor could file a **claim for damages** (compensatory, punitive, aggravated) for the distribution or threatened distribution of an intimate image without consent. Under this track:

- The survivor/claimant would not need to prove harm. They would declare that they are in the image, and the defendant has shared it without consent or is threatening to distribute it. Not requiring a survivor to prove harm or that consent was not given are important provisions to protect against re-traumatization;
- Defences available to the defendant in this second form of recourse could include proving they did not intend to share the image, that they honestly and reasonably believed that the person in the image had provided consent, or that the distribution was made in the public interest such as to aid law enforcement; and
- In addition to compensation, the remedies available under the faster-track option would also be available to a survivor who files a claim for damages.

Other important features of a potential B.C. NCDII statute:

- Survivor orientated - criminal response, controlled by police and crown counsel, mandates consequences for the perpetrator of the offense. In contrast, a civil response, controlled by the survivor, focuses on compensation/remedies for the survivor of the conduct;
- Defines “intimate image” to include altered images e.g. “deep fakes” and does not require the individual to be identifiable to a third party; and
- Publication ban on survivor’s name is the default to minimize harm, protect their safety and privacy.

We are seeking your input.

- What are your views on B.C. introducing this type of legislation?
- What are your thoughts on the scope and substance of these possible measures to support people who have been victimized in this manner?
- Are there other features that could minimize harm, support a trauma-informed approach to addressing NCDII as a form of gender-based violence?
- Manitoba’s legislation also provides non-court options to help survivors, including a designated agency that can assist in resolving the situation by approaching the person who has circulated an image, or is threatening to post. What are your views on a B.C. statute providing a similar dispute resolution mechanism?
- Do you have additional suggestions regarding establishing and implementing such a statute in B.C.?
- What supports or information would help people access this civil process if it were to be adopted?
- What are your views of how best to inform people of these changes if they were to come into effect?

Non-Consensual Distribution of Intimate Images

Engagement on Possible Civil Legislation

Overview

- ❖ Non Consensual Distribution of Intimate Images (NCDII)
- ❖ Increased Risk of NCDII Linked to COVID-19
- ❖ Criminal and Civil Legislation
- ❖ Possible Civil NCDII Legislation for B.C.
- ❖ Discussion

Non Consensual Distribution of Intimate Images (NCDII)

NCDII is a form of gender-based violence.

- ❖ It is commonly known as 'revenge porn'; also can be referred to as image abuse.
- ❖ It can be a form of domestic violence/ intimate partner violence.

Partners use the threat of distributing intimate images to prevent women from leaving the relationship, or distribute the images to cause them economic, psychological, and physical harm.

- ❖ Constituting a form of sexual violence, NCDII can also be used as a tool for cyberbullying, often targeting teenage girls.
- ❖ It can also take on the form of sextortion, when threats are made to show images to a victim's co-workers, family, acquaintances unless money or more images are provided.

Increased Risk of NCDII Linked to COVID-19

The rise in youth and adults' online activity during COVID-19 is increasing the risk of NCDII in Canada in the near and long term.

Reporting from Cybertip.ca, January 2021

NCDII: 58% increase (compared to the 9 month period prior to April 1, 2020)
94% increase in youth reporting, 44% increase in adults reporting

Sextortion – Youth: Average 15 reports/month (2020), 90% involve big tech social media/live streaming

Sextortion – Adults: Of adults reporting NCDII, 71% involve sextortion

Increased Risk of NCDII Due to COVID-19 cont'

"Coronavirus: 'Revenge porn surge' hits helpline" (BBC, April 24, 2020)

'Intimate image abuse - or the threat of it - is one way an abuser can still impose control even if they are not isolating with their partner or ex-partner...

'Sophie Mortimer, manager of the Revenge Porn Helpline, told the BBC that over half of the cases since lockdown clearly originated in "an abusive or controlling relationship.'

"Sextortion on the rise in Surrey, parents warned of extra risk during pandemic social distancing" (Vancouver Sun, August 2020)

'In the second quarter of 2020, Surrey Mounties received 77 reports of sextortion compared with 32 reports during the first three months of the year. The average ages of victims were between 18 and 29 years old, according to RCMP.'

Criminal and Civil Legislation

Status quo approach via Criminal Code has significant limitations

Gaps	Not survivor/victim driven or centred
Does not explicitly cover threats to distribute or share images	Relies on police and crown to pursue and approve charges
Does not explicitly cover deep-fakes, altered images	Process can be retraumatizing
	High burden of proof (beyond a reasonable doubt)

Criminal and Civil Legislation cont'

Civil legislation provides victims another avenue to protect themselves and seek recourse. It can be more survivor centric:

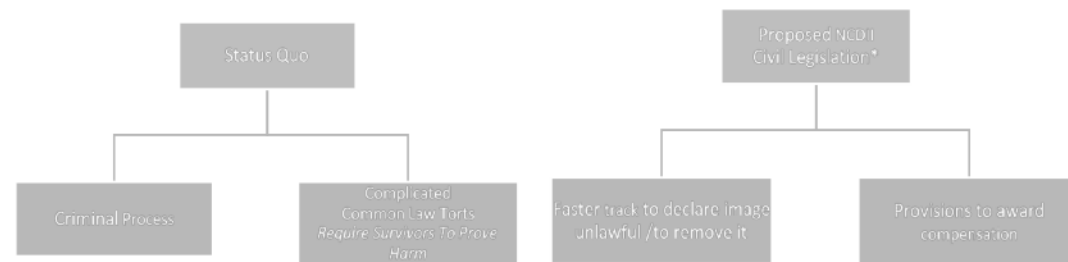
- ❖ Lower burden of proof;
- ❖ Provisions to protect against re-traumatization including not having to prove harm;
- ❖ Remedies including compensation;
- ❖ Victim controls the process.

Six provinces have implemented legislation that provide victims recourse through the civil court system.

Possible Civil NCDII Legislation for B.C.

B.C. is considering one of the strongest civil justice statutes responding to this form of gender based violence in the nation.

- ❖ Specifically, the Province is considering adopting the draft legislation prepared by the Uniform Law Conference of Canada (ULCC). B.C. was part of the working group that developed this statute.



**The remedies available under a potential provincial statute would not preclude criminal code investigations and charges.*

Key Features of Possible B.C. NCDII Act

Expands the definition of intimate image to include altered images e.g. deep fakes;
Definition will not require the individual to be identifiable to a third party

Provides two remedies: one, a faster track process to help survivors get removal and de-indexing of the content from the internet; the second, compensation from the wrongdoer. One does not preclude the other.

Applies both to circulating intimate images without consent **and** threatening to distribute intimate images without consent

Applicant does not need to prove harm and reverse burden of proof re: consent – important provisions to protect against re-traumatization

Publication ban on applicant's name is the default – minimizes harm, protects safety and privacy of survivor

DISCUSSION

- ❖ What are your views on B.C. introducing this type of legislation?
- ❖ What are your thoughts on the scope and substance of these possible measures to support people who have been victimized in this manner?
- ❖ Are there other features that could minimize harm, support a trauma-informed approach to addressing NCDII as a form of gender-based violence?
- ❖ Manitoba's legislation also provides non-court options to help victims, including a designated agency that can assist in resolving the situation by approaching the person who has circulated an image, or is threatening to post. What are your views on a B.C. statute providing a similar dispute resolution mechanism?
- ❖ Do you have additional suggestions regarding establishing and implementing such a statute in B.C.?
- ❖ What supports or information would help people access this civil process if it were to be adopted?
- ❖ What are your views of how best to inform people of these changes if they were to come into effect?

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: July 9, 2021
CLIFF: 248239

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: School Meals/Foods Programs

PURPOSE: To provide a school foods research plan update

BACKGROUND:

- The Ministry of Education has a mandate letter commitment to help make sure students are properly fed for learning. This is to be accomplished through working with school districts to create more local school meal programs based on district data and priorities, and through working with the Minister of Agriculture, Food and Fisheries to integrate Feed BC into this plan so that districts can include locally grown food.
- Currently, school meals programs offered by BC public school districts vary in terms of the number of students that benefit from these types of programs, as well as program delivery models. However, there is no consolidated information source that describes the current provision of these programs.
- Survey information (i.e. the Student Learning Survey) collected to date by the Ministry of Education Analytics Office (EAO) has established the following insights on how eating breakfasts regularly impacts a student's experience at school:
 - Students who start the day eating breakfast have better academic outcomes
 - Students in higher socioeconomic neighborhoods eat breakfast more often
 - Indigenous students eat breakfast less often relative to non-indigenous students
 - Students report eating breakfast less often as they get older
 - Students that start the day eating breakfast are more satisfied with their school and education
 - School food programs increase student attendance; student absences are strongly correlated with not starting the day with breakfast
- Although the survey indicates the potential benefit of school meals programs, it does not measure where or how meals programs could provide value to students or where they are not currently offered. To gather this information, EAO developed a research proposal that outlines the steps to further develop evidence, guiding the enhancement of school meal programs in BC schools.

DISCUSSION:

- To assess the current state of school meals programs in BC, it is proposed that a school meals supply, demand and gap assessment be conducted (see Attachment 1).

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

- **Demand Assessment Strategy:** Based on the recent data analysis conducted by EAO, it is possible to identify which schools would most likely benefit from school meals programs. The key drivers identified to date that are highly associated with the demand for school meals include information on a student's:
 - neighbourhood income/socioeconomic level
 - age and ethnicity
 - attendance and academic achievement
 - reported level of school satisfaction
 - reported number of times eating breakfast
- **Supply Assessment Strategy:** Identifying which schools are (and are not) currently offering a school meals program will be done through initiating the School Foods Program Data Collection alongside follow up conversations (where required) with the sixty school districts. This data collection will supplement and update the survey information gathered in 2019, to better identify the type and frequency of program offered for each public school in BC.
- The main outstanding information source that needs to be collected to date is school level data describing the current provision of school food programs in each public school in BC. Collecting these data will improve the understanding and analysis of program delivery throughout the province.
- The data collection will collect details for each public school in BC and will include at minimum:
 - whether a food program is currently offered
 - the type of program(s) offered:
 - breakfast, lunch, snacks, hot meals
 - frequency (e.g. days/week)
 - foods provided and associated nutritional value
 - from where are the foods sourced?
 - the providers (e.g. school, community, combinations thereof)
 - the preparers (e.g. volunteers, parents, employees of school or provider)
 - the estimated daily/weekly student uptake (e.g. meals offered and consumed; whether there are busier times of year than others)
 - budget and expenditure (with details on yearly spending and per meal/student spending)
 - opportunities to improve the existing program
- In addition, interviews will be conducted with school meals leadership in each of the 60 public school districts.
- A key part of this work will be to establish a Technical Advisory Group (TAG) to guide the research, evaluation and recommendations on opportunities to improve the delivery of school meals programs in BC public schools.

MINISTRY OF EDUCATION INFORMATION BRIEFING NOTE

- It is recommended that TAG membership initially consist of individuals from the Ministries of Education, Agriculture, Health and Social Development and Poverty Reduction. The TAG will seek advice from those managing school meals programs in the BC school system, representatives from regional health authorities and academics. Meals program advocates such as the Public Health Association of British Columbia and providers such as Breakfast Club Canada will be approached for advice as appropriate.
- The TAG will be a primary resource in guiding the discussion on current state issues, opportunities, and gaps. An immediate focus for the Panel will be to ensure that this data collection is robust.
- Proposed Deliverables and Timelines:
 - Establish Technical Advisory Group: July 2021
 - Initiate and complete the School Food Program Data Collection: September 2021
 - School District Interviews: September - October 2021
 - Analysis, Evaluation and Options: October - November 2021
 - Report to Minister: December 2021

CONCLUSION:

In order to conduct an evidence based review of school meals programs in BC schools, in line with the Ministry's mandate commitment, it is proposed that the Ministry collect detailed school based information, conduct a supply, demand and gap assessment of the current provision and best practices of these programs, and establish a Technical Advisory Group to guide and inform this work.

Attachment:

1. 248329 Attachment 1 - School Foods Program Proposal Draft June 30 v3
-

Program ADM/Branch: Keith Godin, Governance and Analytics

Program Contact (for content): Jeremy Higgs

Drafter: Brett Wilmer

Date: June 25, 2021

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

Attachment 1 – School Foods Program Proposal Draft June 30 v3

Ministry of Education - School Foods Program Research Proposal DRAFT – JUNE 11, 2021

Project Goal

Complete a research report that provides a robust evidence base to guide options and considerations for the following Minister's mandate commitment:

To help make sure students are properly fed for learning, work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture, Food and Fisheries to integrate Feed BC into this plan so that districts can include locally grown food.

Research Goal

The primary research goal is to understand the gap in services to students to ensure they are "properly fed" as stated in the mandate letter commitment.

Completing this research goal requires an understanding of the following:

- How is "properly fed" defined?
- What is the current supply of food programs to students?
- What is the current and future demand for food programs?
- Given a defined quality of service, what are the gaps between the demand and supply of food programs?
- What opportunities exist to optimize the use of provincial / local food supply.
- Best practices for meals programs (within BC, Canada and internationally).

Currently school foods programs offered by BC public schools through the school districts vary in terms of their level of students that benefit from these types of programs and how these programs are offered. There is no complete set of information that describes the current state of provision of these programs. This research will build evidence through objective measurement of the current state of BC's school foods programs to ensure that school foods programs are optimized across the province.

What We Know (up to June 2021)

Through research conducted by the **Ministry of Education, Learning Division**

- school district level information on CommunityLINK (Learning Includes Nutrition and Knowledge) funding and disbursements collected to end of 2019/20.
- conducted a K-12 Public School Food Survey in March 2020 to better understand food environments and local food procurement in public

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

schools. The survey was done in partnership with Ministry of Agriculture and Ministry of Health.

- reached out to school districts 27, 39, 49, 61, 74, 85, 91 through the superintendents (June 2019) to determine frequency and types of meal programs provided, types of service model used and related issues.
- conducted a literature review in 2018/19 to assess the scope/breadth of student hunger within B.C. schools, and most effective actions to address it.

Findings from analysis conducted (2021) by the **Ministry of Education, Education Analytics Office**

- Students who start the day eating breakfast have better academic outcomes
- Students in higher socioeconomic neighborhoods eat breakfast more often
- Indigenous students eat breakfast less often relative to non-indigenous students
- Students report eating breakfasts less often as they get older
- Students that start the day eating breakfast are more satisfied with their school and education
- School food programs increase student attendance; student absences are strongly correlated with not starting the day with breakfast

Research Strategy

To assess the current state of school food programs in BC, the Education Analytics Office will conduct primary data collection on the current state and a school foods supply/ demand and gap assessment.

The main outstanding information source that needs to be collected to date is school level data describing the current provision of school food programs in each public school in BC. Collecting these data will improve the understanding and analysis of program delivery throughout the province.

The data collection will collect details for each public school in BC and will include at minimum:

- whether a food program is currently offered
- the type of program(s) offered:
 - breakfast, lunch, snacks, hot meals
 - frequency (e.g. days/week)
 - foods provided and associated nutritional value
 - from where are the foods sourced?
- the providers (e.g. school, community, combinations thereof)

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

- the preparers (e.g. volunteers, parents, employees of school or provider)
- the estimated daily/weekly student uptake (e.g. meals offered and consumed; whether there are busier times of year than others)
- budget and expenditure (with details on yearly spending and per meal/student spending)
- opportunities to improve the existing program

These data will be collected in a manner that enables it to be linked back to Ministry school level data, and used to assess where demand and supply gaps exist, to identify opportunities to ensure that students are properly fed, improving their academic achievement, quality of life and future outcomes.

In addition, interviews will be conducted with school meals leadership in each of the 60 public school districts.

From the outset, A key part of this work will be to establish a Technical Advisory Group to guide the research, evaluation and recommendations on opportunities to improve the delivery of school meals programs in BC public schools.

It is recommended that TAG membership consist of individuals from the Ministries of Education, Agriculture, and Health, the Public Health Association of British Columbia, academics, private and non-profit sectors, BCASBO, as well as those managing school meals programs in the BC school system.

The TAG will be a primary resource in helping define current state issues, opportunities and gaps.

Demand Assessment Strategy

Based on the recent data analysis conducted by EAO, it is possible to identify which schools would most likely benefit from school meals programs. The key drivers identified to date that are highly associated with the demand for school meals include information on a student's:

- neighbourhood income/socioeconomic level
- age and ethnicity
- attendance and academic achievement
- reported level of school satisfaction
- reported number of times eating breakfast

Supply Assessment Strategy

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

The objective of the Supply Assessment is to identify which schools would likely benefit from a school meals program (or potential program expansion), and the schools that are (and are not) currently operating a school meals program. This will be done through issuing the School Foods Program Data Collection alongside follow up conversations (where required) with the sixty school districts. This data collection will supplement and update the survey information gathered in 2019, to better identify the type and frequency of program offered for each public school in BC. The data collection will be census based and will collect the following information:

- if food a program is currently offered
- the type of program(s) offered
- the estimated daily/weekly student take up (e.g. meals offered and consumed)
- annual expenditure
- opportunities to improve the program

Discussion is also planned with outside community groups and agencies currently providing service to examine opportunities to streamline and improve this service delivery to students.

Proposed Deliverables and Timelines:

- **Establish Technical Advisory Group: July 2021**
- **Initiate and complete the School Food Program Data Collection: September 2021**
- **School District Interviews: September - October 2021**
- **Analysis, Evaluation and Options: October - November 2021**
- **Report to Minister: December 2021**

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

DATE: February 10, 2021
CLIFF: 244365

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR DECISION**

SUBJECT: Coordinator Request: Mask Wearing During Cohort Transitions

PURPOSE: Decision on requested updates to Ministry health and safety guidelines to implement mask wearing during cohort transitions

BACKGROUND:

- Since the fall of 2020, the BCTF has taken the position that additional health and safety measures should be in place when students change cohorts and formally requested that masks be worn in the classroom for the first two weeks after a semester change.
- BCTF first raised this issue at the K-12 Education Steering Committee meeting on October 22, 2020. On November 15, 2020, a representative from the BC Centre for Disease Control (BCCDC) responded stating public health's position that there is no substantive increase in risk of transmission during a semester change and therefore no additional health and safety measures are required during these transition periods. BCCDC subsequently reiterated this position during a Steering Committee meeting on January 12, 2021.
- Following the BCCDC response on November 15, 2020, the BCTF submitted an application through the LRB trouble-shooter process on November 17. On December 8, 2020 the LRB referred the issue to the Steering Committee as a matter of education and health policy (see Attachment 1).
- On February 4, 2021 the PHO updated the BCCDC COVID-19 Public Health Guidance for K-12 Schools with new mask guidance that supported the use of masks in most indoor spaces and on school buses for staff and students in middle and high school.
- Subsequently, on March 29, 2021, due to rising cases of COVID-19, the PHO announced additional public health measures including encouraging all staff, adult volunteers and visitors, and all Grade 4 to 12 students to wear a mask in all indoor areas and on busses. These measures are currently in place until April 19, 2021.
- The PHO is ultimately responsible for setting health and safety guidance, including guidance on mask usage. The Ministry interprets this guidance for the K-12 sector.
- The Ministry has updated the Provincial COVID-19 Health & Safety Guidelines for K-12 Settings to align with the updated PHO guidance on masks. As has been the case since September, the Ministry has taken the recommendation from public health and strengthened it into an operational requirement for school districts. This means that masks are now required indoors for all staff and students in Grades 4-12 with some exceptions.

DISCUSSION:

s.12; s.13

s.12; s.13

- The latest updates to the health and safety guidelines effectively make mask wearing mandatory in the classroom for Grade 4 to 12 students. This means that during cohort changes, students will be wearing a mask at all times while indoors at school and on busses.
- While Kindergarten to Grade 3 students are encouraged to wear masks, it remains a personal/family choice. However, semester changes do not occur in elementary schools, and any changes to learning groups throughout the year are limited to things like new students arriving to the school or one student switching classes for personal reasons.

s.13

OPTIONS:

s.13

2. Update guidelines as per the April 9th discussion with BCTF and issue communications to schools and districts outlining the changes.

s.13

FINANCIAL IMPLICATIONS:

N/A

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

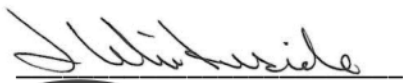
N/A

LINKS TO OTHER MINISTRIES:

Changes of this nature made by the Ministry would have minor impacts on the Ministry of Health, PHO and BCCDC.

RECOMMENDATION:

Option: 2


Approved/Not Approved
Honourable Jennifer Whiteside
Minister of Education

July 15, 2021

Date Signed

Attachments

s.13

Program ADM/Branch: Cloe Nicholls, COVID-19 Internal Team

Program Contact (for content): Cloe Nicholls

Drafter: Meghan Reusing

Date: February 10, 2021

Page 095 of 152 to/à Page 098 of 152

Withheld pursuant to/removed as

s.13

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: July 6, 2021
CLIFF: 248521

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR DECISION**

SUBJECT: Mental Health School Start-Up Supports

PURPOSE: To approve the publication *Guiding Principles for K-12 Mental Health Promotion in Schools*.

BACKGROUND

- In partnership with the BC Centre for Disease Control (BCCDC), the Ministry of Education initiated a Mental Health School Start-up Working Group with membership from education, mental and public health, and government partners. This working group collaborated to:
 - review data and research on the mental health impacts of COVID-19 and the pandemic response and literature on mental health promotion.
 - identify guiding principles and recommend strategies, actions and resources to support mental health during school start-up 2021/22 and the recovery from the pandemic.
- On June 17, the Ministry announced \$25.6 million in new one-time, pandemic-specific funding including \$5M for mental health services to address the impacts on students of isolation and stress in response to the pandemic and begin the recovery from COVID-19, to be allocated in conjunction with EDUC's Mental Health Working group support and complementary to the work being done through Foundry BC and the *erase* initiative.

DISCUSSION:

- The data and research review completed by the Mental Health School Start-up Working Group confirmed that while many research and data collection projects are in progress, the overall short- and long-term mental health impacts are yet to be fully uncovered.
 - *BCCDC's Impact of School Closures on Learning, Child and Family Well-Being During the COVID-19 Pandemic* identified that 60.3% of households with school aged children interviewed in the BC SPEAK survey in May 2020 reported an increase in child stress and 79.2% reported decreased connection with friends as a result of school closures.
 - Research on the impacts of COVID-19 have highlighted that persons with disabilities, LGBTQ2S+, Indigenous, Black and other racialized populations and those with pre-existing mental health challenges have been disproportionately impacted by the pandemic and may require additional supports as a part of the recovery process.
- The working group has developed the *Key Principles and Strategies for K-12 Mental Health Promotion in Schools*, expanding on the elements of the *Mental Health in Schools Strategy*.
 - The recommended actions and resources augment those already present throughout the education system to support mental health and well-being and the Restart Guidelines, however this resource has a more direct school-based focus.

- This document was developed collaboratively with ongoing contributions and feedback from working group members including inter-ministry partners, the British Columbia School Trustees Association and the British Columbia Teachers' Federation (BCTF).

OPTION 1 Approve publication of the *Key Principles and Strategies for K-12 Mental Health Promotion in Schools*.

s.13

FINANCIAL IMPLICATIONS:

NA- the Mental Health School Start-up Working Group has identified recommendation for the distribution of the \$5M one-time, pandemic-specific funding for mental health services in alignment with this document (CLIFF: 248449; eApp: 9835).

RECOMMENDATION:

Option: 1


☒ Approved / Not Approved
 Honourable Jennifer Whiteside

July 15, 2021

Date Signed

Attachment:

248521 DBN-MJW Attachment 1_ Key Principles and Strategies for K-12 Mental Health Promotion in Schools

Program ADM/Branch: Jennifer McCrea

Program Contact (for content): Patricia Kovacs

Drafter: Katy Winship

Date: June 30, 2021

Key Principles and Strategies for K-12 Mental Health Promotion in Schools

Copyright

Page 103 of 152 to/à Page 117 of 152

Withheld pursuant to/removed as

Copyright

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: July 15, 2021
CLIFF: 248727

PREPARED FOR: Scott MacDonald, Deputy Minister – **FOR DECISION**

SUBJECT: Early Care and Learning

PURPOSE: To endorse a provincial job description for Early Childhood Educators (ECEs) working in Seamless Day Kindergarten Pilots.

BACKGROUND:

- In 2019/20, the Ministry of Education (EDUC) introduced a Seamless Day Kindergarten pilot project in SD 53 (Okanagan-Similkameen) and expanded the pilot to three additional school districts in 2020/21. Budget 2021 commits the Province to adding 20 more Seamless Day Pilot sites in 2021/22 for a total of 24.
- In June 2014, the BCPSEA developed consistent language for job descriptions of StrongStart BC (SSBC) facilitators. The unified job description helped clearly define Early Childhood Educator (ECE) responsibilities for local bargaining units representing ECEs, which in turn made the administration of the program more straightforward and reduced conflict between school districts (SDs) and bargaining units.

DISCUSSION:

- Following the April 2021 [budget announcement](#), Ministry staff began working with the BC Public School Employers' Association (BCPSEA) and the Public Sector Employer's Council (PSEC) to develop a unified provincial job description for ECEs employed by a district who may be selected to participate in this pilot project.
- The purpose of creating a provincial job description is to ensure a degree of standardization in staffing ECE positions and provide clarity for local BC unions to define ECE responsibilities and other work-related parameters (e.g. hours of work) under the scope of this pilot.
- Districts selected to participate in the pilot will be directed by BCPSEA to adopt the provincial ECE job description and establish pay rates through existing local job evaluation processes. The job description will be used in coordination with a Letter of Understanding between the BCPSEA and districts participating in the pilot program.
- Not having a unified job description could lead to inconsistency in program delivery and incompatibility with Ministry objectives and expectations for these pilots and could also introduce the potential for conflict between SDs (the employers) and local bargaining units.
- The draft job description (Appendix 1) has been reviewed and endorsed by BCPSEA (including their legal counsel), PSEC, and a representative from the Early Childhood Educators of BC. It has also been discussed with SDs currently involved in the pilot.

OPTIONS:

Option 1: Endorse a provincial ECE job description to support the expansion of this pilot


s.13

FINANCIAL IMPLICATIONS: None.

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS: None

LINKS TO OTHER MINISTRIES: EDUC will consider potential implications respecting MCFD's ECE Recruitment and Retention Strategy during the pilot implementation.

RECOMMENDATION:

Option 1		Jennifer McCrea, A/DM	July 23, 2021
<hr/>		<hr/>	
Approved/Not Approved		Date Signed	
Scott MacDonald			

Attachment(s)

1. Seamless Day ECE job description

Program ADM/Branch: Jennifer McCrea, ADM, Learning Division

Program Contact (for content): Angie Calleberg, Director

Drafter: Kira Reynolds, Manager

Date: July 15, 2021

EARLY CHILDHOOD EDUCATOR (ECE) **Seamless Day Program**

Summary:

Under the direction and supervision of the District Principal or designate, the Early Childhood Educator (ECE) leads before or after school care and works in partnership with the Kindergarten teacher in the classroom. Knowledge of early childhood education is essential to this position.

Seamless Day Model:

The Seamless Day Model allows primary school children to attend child care in the Kindergarten classroom with a team of Early Childhood Educators (ECE) and the classroom teacher. The morning ECE greets the children and implements the early care and learning program with the children. S/he remains with the children in the Kindergarten classroom while collaborating with the classroom teacher in the design of programs and environments, engaging with the Early Learning Framework. The afternoon ECE begin their shift mid-day, allowing for staff overlap and leads the after school care early learning program. This model is designed to enhance children's cognitive, physical, social and emotional development and benefits from the professional expertise of primary teachers and early childhood educators working together.

Duties:

- Establishes positive working relationships with school staff, community partners, families, and children.
- Supports the transition of information between children, families, and classroom colleagues (second ECE and Kindergarten teacher)
- Plans, coordinates and leads a quality licensed school-age group child care program for early primary students.
- Collaborates with the Kindergarten teacher, second ECE and other school staff to create a seamless transition for children moving between the child care program and the school day.
- With the classroom colleagues, plans and maintains a learning environment that promotes the health, security and well-being of children.
- Supports budget preparation and purchase and maintenance of supplies and materials.
- Attends meetings as requested.
- Maintains statistics for child care reports.
- Maintains the confidentiality of sensitive information seen or heard.
- Understands and acts in accordance with relevant policies and procedures from the school, district, Ministry of Education, Child Care Licensing Regulation, and WorkSafeBC.

- Maintains familiarity with Workplace Hazardous Materials Information System (WHMIS) / Globally Harmonized System (GHS)
- Completes ongoing professional development and maintains ECE Certificate to Practice

Required Qualifications and Experience:

- Completed Post Secondary Certificate or Diploma as an Early Childhood Educator. Preference given to those with a degree.
- Valid Childsafe first aid certificate
- Clear criminal record check and up to date Immunizations as required by the Child Care Licensing Regulation
- Current Early Childhood Educator's Certificate to Practice from the BC government's ECE Registry.
- A minimum of 3 years of recent experience within a licensed child care setting.
- Demonstrated knowledge of the British Columbia Early Learning Framework and the Indigenous Early Learning and Child Care Framework
- Experience creating, organizing, planning and implementing an early learning program
- Demonstrated evidence of strong communication skills (verbal, written and electronic formats) and ability to work as part of a team with colleagues, parents and children.
- Strong problem-solving and organizational skills, ability to work with minimal supervision

Desirable Qualifications and Experience:

- Degree in ECE
- Membership with the Early Childhood Educators of BC
- Able to work with Pedagogical Narration as described in the Early Learning Framework
- Understanding of the ethics of Early Childhood Education as described in the ECEBC Code of Ethics
- Knowledge of Truth and Reconciliation and its application in Early Years settings and a commitment to the Truth and Reconciliation Calls to Action.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: July 23, 2021

CLIFF: 248808

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: First Nations Education Steering Committee (FNESC) Historical Funding

PURPOSE: Provide a list of all funding given to FNESC over the past 10 years.

BACKGROUND:

- A summary of funding provided to FNESC over the past 10 years has been requested to support an upcoming Minister briefing on Indigenous Education.

DISCUSSION:

- Over the past 10 years, the Ministry of Education (EDUC) has paid FNESC an annual operating grant of \$115,000.
- In 2018/19, EDUC provided an additional grant of \$1.912M to support core education operations, capacity building, Indigenous languages and attendance at a partner forum.
- Miscellaneous transfers of \$121,100 have been provided to support Indigenous language research projects, curriculum redesigns and shoulder tappers.
- In 2020/21 as part of COVID-19 federal funding, EDUC provided FNESC \$8.2M to allocate to First Nations to support the educational needs of First Nation students living on-reserve who would normally attend BC Public and independent schools.
- For the 2021/22 fiscal year EDUC is providing \$4,960,000 to FNESC to support COVID-19 recovery efforts. \$4.8M of this funding will be provided to First Nations to address the learning impacts of the pandemic on First Nations students living on-reserve who would normally attend BC Public and independent schools, and \$160,000 is provided to FNESC to develop capacity to monitor these supports and services and liaise between First Nations and school districts.
- In addition to these grants and transfers, EDUC has reimbursed committee expenses and secondees fees totaling over \$55,000.

Fiscal Year	Non-Teacher Committee Expense	Teacher Committee Expense	Secondee Fees	Grants	Transfers to FNESC	Transfers to FNs	Grand Total
2021/22*					160,000	4,800,000	4,960,000
2020/21				115,000		8,221,297	8,336,297
2019/20				115,000	30,900		154,897
	8,997						
2018/19				2,000,000	27,000		2,027,000
2017/18				115,000	4,667		121,732
	1,189	876					
2016/17				115,000	17,033		132,033
2015/16				20,000	32,500		52,500

2014/15				115,000			115,000
2013/14		741		230,000	9,000		239,741
2012/13			35,695	115,000			150,695
2011/12			8,370	115,000			123,370
Grand Total	10,186	1,617	44,064	3,055,000	281,100	13,021,297	16,413,265

*Known funding to date, not yet disbursed

CONCLUSION:

Over the past 10 years, EDUC has provided \$16.4M in funding to FNEC. However, \$13.0M of this has been provided in 2020/21 and 2021/22 school years to be disbursed directly to First Nations.

Attachment

1. Attachment 1: Detailed Summary of payments to FNEC

Program ADM/Branch: Reg Bawa, EFO, ADM

Program Contact (for content): Tamara McLeod, CFO, Executive Director

Drafter: Kristin Rutledge

Date: July 23, 2021

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

Attachment 1: Detailed Summary of payments to FNEC

Fiscal Year	Category	STOB	COMMENT	AMOUNT
2020/21	Grants	7703	Ref: 218985 - FNEC 20/21 Operating Grant	115,000.00
2020/21	Transfers	8001	FY21 funding contribution to FNEC of \$8.2M in Federal Safe Return to Class Funds to be flowed to BC First Nations to assist with supporting on reserve First Nation students who would normally attend BC Public and Independent schools.	4,221,297.00
2020/21	Transfers	8001	FY21 funding contribution to FNEC of \$8.2M in Federal Safe Return to Class Funds to be flowed to BC First Nations to assist with supporting on reserve First Nation students who would normally attend BC Public and Independent schools.	4,000,000.00
2019/20	Non-Teacher Committee Expense	6110	INV#0869 - TRAVEL EXPENSE (Helijet) FOR THANE BONAR MARCH 7 FUNDING REVIEW	403.00
2019/20	Non-Teacher Committee Expense	6110	INV# 0871 - TRAVEL EXPENSES FOR CONNOR MORRIS - FUNDING REVIEW MAR 5	439.00
2019/20	Non-Teacher Committee Expense	6110	INV# 0873 - TRAVEL EXPENSES FOR HOLLIE SMITH - FUNDING REVIEW MAR 8	733.70
2019/20	Non-Teacher Committee Expense	6110	INV# 0872 - TRAVEL EXPENSES FOR CONNOR MORRIS - FUNDING REVIEW MAR 8	439.00
2019/20	Non-Teacher Committee Expense	6110	EXPS FMR ADULT CONTINUING EDUCATION WORKING GROUP MTG APR 15	254.60
2019/20	Non-Teacher Committee Expense	6110	EXPS B.KAVANAGH INCLUSIVE EDUCATION FUNDING MODEL IMPLEMENTATION WORKING GROUP MTG MAY 9	422.60
2019/20	Non-Teacher Committee Expense	6110	INV# 0874 - TRAVEL EXPENSES FOR JAN HAUGEN - FUNDING REVIEW APR 2	781.30
2019/20	Non-Teacher Committee Expense	6110	INV# 0883 - TRAVEL EXPENSES BARBARA KAVANAGH JUN6&7 FUNDING REVIEW	709.25
2019/20	Non-Teacher Committee Expense	6110	INV# 0875 - TRAVEL EXPENSES FOR DEBBIE JEFFREY - FUNDING REVIEW APR 10	528.18
2019/20	Non-Teacher Committee Expense	6110	EXPS J.HAUGEN FINANCIAL MANAGEMENT WORKING GROUP MTG JUN 25	443.00
2019/20	Non-Teacher Committee Expense	6110	EXPS ADULT EDUCATION WORKING GROUP MTG JUN 20 D.JEFFREY	357.53
2019/20	Non-Teacher Committee Expense	6110	EXPS ADULT EDUCATION WORKING GROUP MTG JUN 20 D.JEFFREY	40.50
2019/20	Non-Teacher Committee Expense	6110	EXPS FMI WORKING GROUP MTG AUG 7 B.KAVANAUGH	422.60
2019/20	Non-Teacher Committee Expense	6110	EXPS INCLUSIVE EDUCATION FUNDING MODEL IMPLEMENTATION WORKING GROUP MTG JUL 4 H.SMITH	2,124.29

Fiscal Year	Category	STOB	COMMENT	AMOUNT
2019/20	Non-Teacher Committee Expense	6110	EXPS ADULT EDUCATION WORKING GROUP MTG JUN 20 T.BONAR	548.47
2019/20	Non-Teacher Committee Expense	6110	INV# 0923 Implementation Coordination Committee Meeting August 22/19	350.03
2019/20	Grants	7703	FNESC 2019/20 OPERATING GRANT	115,000.00
2019/20	Transfers	8001	FY20 FEES INDIGENOUS LANGUAGES RESEARCH PROJECT	29,900.00
2019/20	Transfers	8009	SUPPORT ATTENDANCE AT PARTNER FORM 2019-10-01	1,000.00
2018/19	Grants	7703	GRANT TO SUPPORT FIRST NATIONS EDUCATION STEERING COMMITTEE 2018/19 FISCAL YEAR OPERATIONS	115,000.00
2018/19	Grants	7703	REF 208991 - GRANT TO SUPPORT CORE EDUCATION OPERATIONS	385,000.00
2018/19	Grants	7703	CAPACITY BUILDING GRANT TO FNESC	1,500,000.00
2018/19	Transfers	8001	FEES FY19 INDIGENOUS LANGUAGES	25,000.00
2018/19	Transfers	8009	SUPPORT ATTENDANCE AT PARTNER FORUM FEB 15	2,000.00
2017/18	Teacher Committee Expense	6017	TRAVEL J.COLTMAN GRAD NUMERACY MTG DEC 4-6/17	128.65
2017/18	Teacher Committee Expense	6017	TRAVEL EXPENSES JUANITA COLTMAN FEB4-6 GRADUATION NUMERACY ASSESSMENT TEAM	747.48
2017/18	Non-Teacher Committee Expense	6110	TRAVEL/HOTEL J.COLTMAN WONDERLAB MAR 5-6	1,188.70
2017/18	Grants	7703	FNESC FY17/18 OPERATIONAL SUPPORT	115,000.00
2017/18	Transfers	8001	FEES FY18 2201175 ENGLISH FIRST PEOPLES CURRICULUM	4,667.00
2016/17	Grants	7703	GRANT TO SUPPORT FNESC 2016/17 FISCAL YEAR OPERATIONS	115,000.00
2016/17	Transfers	8001	FEES FY17 UPDATE ENGLISH FIRST PEOPLES 10, 11, AND 12 CURRICULUM 2200560	4,700.00
2016/17	Transfers	8001	FY17 FEES TUA C16/1122 GTR 15/16LD-23 SHOULDER TAPPERS	9,000.00
2016/17	Transfers	8001	FY17 FEES TUA C16/1122 GTR 15/16LD-23 SHOULDER TAPPERS	1,000.00
2016/17	Transfers	8001	FEES FY17 2201175 UPDATE TO ENGLISH FIRST PEOPLES 10, 11 AND 12 CURRICULUM	2,333.00
2015/16	Grants	7703	16 INDIGENOUS LANGUAGE IRPs research report	20,000.00
2015/16	Transfers	8001	FEES FY16 2200560 UPDATE ENGLISH FIRST PEOPLES 10, 11, AND 12 CURRICULUM	2,500.00
2015/16	Transfers	8001	FY16 FEES TUA C16/1122 GTR 15/16LD-23 SHOULDER TAPPERS	30,000.00
2014/15	Grants	7703	SUPPORT FOR FNESC'S 2015/16 OPERATIONS	115,000.00
2013/14	Teacher Committee Expense	6017	EXPS; HOTEL RM; JUN 23 -24;MIN OF ED	345.68
2013/14	Teacher Committee Expense	6017	EXP SEPT 16/13 CURRICULUM COMPETENCY	395.02
2013/14	Grants	7703	FNESC CORE OPERATIONS; MAY CONTRIBUTE TO ANNUAL EDUC CONFERENCE	115,000.00
2013/14	Grants	7703	FUNDING SUPPORT FOR 2014/15 FISCAL YEAR OPERATIONS	115,000.00

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

Fiscal Year	Category	STOB	COMMENT	AMOUNT
2013/14	Transfers	8001	FY14 FEES Curriculum Redesign: Focused Review FNE SC	6,000.00
2013/14	Transfers	8001	FY14 FEES Curriculum Redesign: Focused Review FNE SC	3,000.00
2012/13	Secondee Fees	6011	FY13 FEES 2201174 FNE SC SECONDMENT of JO-ANNE CHRONA - PERSONALIZED LEARNING ABORIGINAL EDUCATION	3,604.82
2012/13	Secondee Fees	6011	FY13 FEES 2201174 FNE SC SECONDMENT of JO-ANNE CHRONA - PERSONALIZED LEARNING ABORIGINAL EDUCATION	3,604.82
2012/13	Secondee Fees	6011	FY13 FEES 2201174 FNE SC SECONDMENT of JO-ANNE CHRONA - PERSONALIZED LEARNING ABORIGINAL EDUCATION	3,604.82
2012/13	Secondee Fees	6011	C12/3912-FEES S&B JUL2012 J. CHRONA	3,604.82
2012/13	Secondee Fees	6011	FY13 FEES 22325	3,604.82
2012/13	Secondee Fees	6011	FY13 FEES - Amendment	2,749.24
2012/13	Secondee Fees	6011	FY13 FEES - Amendment	2,749.24
2012/13	Secondee Fees	6011	FY13 FEES 22325	2,749.24
2012/13	Secondee Fees	6011	FY13 FEES 22325	857.02
2012/13	Secondee Fees	6011	FY13 FEES - Amendment	1,892.22
2012/13	Secondee Fees	6011	FY13 FEES - Amendment	5,000.00
2012/13	Secondee Fees	6011	FY13 FEES - Amendment	1,673.45
2012/13	Grants	7703	FNE SC CORE OPERATIONS 2012/13	115,000.00
2011/12	Secondee Fees	6011	FY12 FEES 2201174 FNE SC SECONDMENT of JO-ANNE CHRONA - PERSONALIZED LEARNING ABORIGINAL EDUCATION	1,160.00
2011/12	Secondee Fees	6011	FY12 FEES 2201174 FNE SC SECONDMENT of JO-ANNE CHRONA - PERSONALIZED LEARNING ABORIGINAL EDUCATION	3,604.82
2011/12	Secondee Fees	6011	FY12 FEES 2201174 FNE SC SECONDMENT of JO-ANNE CHRONA - PERSONALIZED LEARNING ABORIGINAL EDUCATION	3,604.82
2011/12	Grants	7703	Funding for FNE SC Core Operations & Annual Conference	115,000.00

MINISTRY OF EDUCATION
MEETING NOTE

CLIFF: 248725
PREPARED FOR: Honourable Jennifer Whiteside, Minister

MEETING DATE: August 16, 2021

MEETING WITH: Ministry of Mental Health and Addictions (MMHA), BC Teachers' Federation (BCTF)

ATTENDEES: Minister Sheila Malcolmson, Teri Mooring, Clint Johnston, Carole Gordon

MEETING PURPOSE: Discussion on integrated child and youth teams.

BACKGROUND:

- The Ministry of Mental Health and Addictions (MMHA) released government's mental health and substance use strategy, *A Pathway to Hope* in June 2019.
- Through *A Pathway to Hope*, the Province is implementing evidence-based and culturally safe programs and supports that focus on prevention and promotion activities for children and youth, including establishing Integrated Child and Youth (ICY) Teams.
- ICY teams are community-based multidisciplinary teams that operate within school district boundaries to deliver wraparound mental health and substance use services and supports for children and youth. Service providers work collaboratively, so families and caregivers do not have to navigate the system on their own, making it easier for children and youth to connect to the right care where and when they need it – at school and in the community.
- In the 2021/22 school year, five ICY teams will be implemented in Comox Valley, Maple Ridge-Pitt Meadows, Richmond, Coast Mountains, and Okanagan-Similkameen.
- Budget 2021 announced a three-year expansion to implement ICY teams in five new school districts per year over the next three years, bringing the total number of school districts with teams to 20 by 2023/24.
- Core ICY team members include: Integrated Care Coordinator; Child and Youth Mental Health (CYMH) clinicians; Youth substance use workers; ICY Clinical Counsellor; Indigenous support worker; Youth and family peer support; Administrative support.

DISCUSSION:

- The BCTF requested a meeting with MMHA regarding the implementation of ICY teams and the ICY Clinical Counsellor role in school districts.
- The BCTF was provided an initial presentation on ICY teams by MMHA in June 2020.
- An update on this work was provided to the BCTF in May 2021 and a more in-depth discussion took place on June 30, 2021 during the regularly scheduled meetings between EDUC and BCTF.

- The teams in Comox Valley (two teams), and Maple Ridge-Pitt Meadows (three teams), will begin operations in September 2021 with the other three school districts, Richmond (four teams), Okanagan – Similkameen (one team) and Coast Mountains (two teams) to follow.
- s.13; s.17

s.13

- The communities for expansion will be selected in the coming months based on a range of criteria, including identified needs, community readiness. It is expected they will be a mix of rural, remote, suburban and urban communities. MMHA is planning an announcement in September 2021 outlining a detailed selection process.

Attachments:

1. Attachment 1_ICY Funding Allocations
2. Attachment 2_Functional differences between ICY Clinical Counsellor and School Counsellor

Program ADM/Branch: Jennifer McCrea Learning Division

Program Contact (for content): Patricia Kovacs ED Equity, Wellness and Inclusion

Drafter: Menny Giatsios

Date: July 28, 2021

Page 129 of 152

Withheld pursuant to/removed as

s.13 ; s.17

Page 130 of 152

Withheld pursuant to/removed as

s.13

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: August 9, 2021
CLIFF: 248472

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR DECISION**

SUBJECT: Annual Service Plan Report

PURPOSE: Seeking Minister sign-off for 2020/2021 Annual Service Plan Report

BACKGROUND:

- The Service Plan is a core strategic document signed by the Minister and made available on the Ministry's website.
- It is a requirement from the *Budget Transparency and Accountability Act*.
- The Service Plan's main purposes are to set a three-year forward view of strategic priorities based on the Minister's mandate letter, and to summarize ministry financial information.
- The Service Plan follows very strict corporate guidelines in terms of content and structure (i.e. the number of performance measures that can be identified in the plan is limited).
- The Annual Service Plan Report (ASPR) is the companion document to the Service Plan.
- The ASPR reports on the success of meeting Ministry goals, performance measures and targets in the Service Plan.

DISCUSSION:

- Both the Service Plan and the ASPR are aligned with government's fiscal year.
- The fact that these documents don't align with the K-12 school year creates a challenge for the ASPR because most of the Ministry's performance measures are based on the school year.
- As such, every year, the Ministry must include placeholders for actuals for the current school year, as the data is not available at the time of publication of the ASPR.
- This is a known issue both for the Ministry and the Crown Agencies and Board Resourcing Office (CABRO).
- However, this could present a risk particularly this year as the Ministry has been working closely with school districts on the importance of strategic planning and reporting on performance measures through the Framework for Enhancing Student Learning.
- To mitigate this risk, staff have adopted the following strategies for the 2020/21 ASPR:
 - Placeholders for 2020/21 actuals specify when the data will be available;
 - A footnote under each performance measure table provides a link to the Student Success website so that the reader can visit the site once the data is available;
 - A footnote has been added to provide a rationale as to why some of the 2020/21 actuals are not available at this time; and

- The actuals for 2019/20 are included to ensure the most recent available data is shared in the report.
- The performance measures included in the 2020/21 ASPR for which actuals can't be reported on at this time include:
 - Completion rates;
 - FSA results;
 - Transition rates to BC public post-secondary institutions; and
 - Responses to the Student Learning Survey.
- 2020/21 actuals for these specific performance measures will be included in next year's ASPR.
- This issue does not affect financial information in the ASPR. Given its nature, financial information follows the fiscal year precisely and can be reported on at the time of publication.
- The Final version of the report has reviewed and incorporated feedback from Ministry staff, Finance, CABRO, FNEC and the Minister.

OPTIONS:

Option 1: Sign-off on the 2020/21 Annual Service Plan Report on August 9, 2021.

s.12; s.13

FINANCIAL IMPLICATIONS: No financial implications.

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS: No Information technology or privacy implications.

LINKS TO OTHER MINISTRIES:

Crown Agencies and Board resourcing Office (CABRO) and Finance.

RECOMMENDATION:

Option 1: Sign-off on final version of the 2020/2021 Annual Service Plan report



Approved/Not Approved
Honourable Jennifer Whiteside
Minister of Education

August 9, 2021

Date Signed

Attachment:

1. 248472 Attachment 1 2020/21 Annual Service Plan Report

Program ADM/Branch: Keith Godin/Education Policy

Program Contact (for content): Lina Branter

Drafter: Lina Branter

Date: August 9, 2021

Ministry of Education

2020/21 Annual Service Plan Report

August 2021



For more information on the Ministry of Education contact:

PO BOX 9179
STN PROV GOVT
VICTORIA, B.C.

1-800-663-7867

Or visit our website at

www.gov.bc.ca/bced

Published by the Ministry of Education

Minister's Accountability Statement



The *Ministry of Education 2020/21 Annual Service Plan Report* compares the Ministry's actual results to the expected results identified in the *2020/21 – 2022/23 Service Plan* created in February 2020. I am accountable for those results as reported.

Signature Placeholder

Replace with Signature Image

Honourable Jennifer Whiteside
Minister of Education
August 9, 2021

Table of Contents

Minister's Accountability Statement	3
Letter from the Minister.....	5
Purpose of the Annual Service Plan Report.....	6
Purpose of the Ministry.....	6
Strategic Direction	7
Operating Environment.....	7
Report on Performance: Goals, Objectives, Measures and Targets.....	9
Financial Report.....	14
Discussion of Results	14
Financial Summary	15
Income Statement for School Districts	16
Appendix A: Agencies, Boards, Commissions and Tribunals.....	19

Letter from the Minister

I am pleased to present the Ministry of Education 2020/21 Annual Service Plan Report, the first since the Premier appointed me as B.C.'s Minister of Education in November 2020.

This has been the most demanding year ever faced in our province and in education. The COVID-19 pandemic has altered our lives and our schools in ways we could not have predicted. Throughout, we have worked collaboratively with educators, school staff, administrators, trustees, parents and Indigenous Rightsholders to ensure students continued to learn and receive support. Due to the extraordinary efforts of school communities, we were able to keep schools open and safe. We invested \$228 million in provincial and federal dollars so schools and districts could hire additional education and support staff, purchase cleaning supplies and hand sanitizing stations, improve air quality in schools and invest in technology resources.

Despite the pandemic, our government is making phenomenal progress at building new schools, making schools safer with seismic upgrades, expanding mental health support for students and staff, increasing affordable childcare, and introducing new anti-racism initiatives as we all work together to dismantle systemic racism.

As we continue to focus on our key goal of supporting students to become educated citizens, we are dedicated to reconciliation and addressing the equity gap for Indigenous learners. Indigenous student 6-year high school completion rates are at an all-time high, with 71% of Indigenous students graduating from high school in 2019/20 – a 7% increase since 2015/16. Although progress is being made, it is not even across the board and we know we have much more to do. We must also decolonize the education system by working in partnership with Indigenous Rightsholders to fully implement the BC Tripartite Education Agreement and the *Declaration on the Rights of Indigenous Peoples Act*.

Education is people powered, with 90% of our budgeted resources directed at human resources and supports. Our service plan reflects the importance of B.C.'s education workforce through its emphasis on the role that quality teaching and leadership plays in fostering student-centred learning and creating safe and healthy learning environments for all students.

While there will be challenges ahead as we move out of the pandemic, we are justifiably proud of our achievements in 2020/21 and look forward to supporting B.C.'s K-12 students, families and staff with continued record investments in people and schools.

Signature Placeholder
Replace with Signature Image

Honourable Jennifer Whiteside
Minister of Education
August 9, 2021

Purpose of the Annual Service Plan Report

The Annual Service Plan Report is designed to meet the requirements of the *Budget Transparency and Accountability Act* (BTAA), which sets out the legislative framework for planning, reporting and accountability for Government organizations. Under the BTAA, the Minister is required to report on the actual results of the Ministry's performance related to the forecasted targets documented in the previous year's Service Plan.

Purpose of the Ministry

The province's K-12 education system is responsible for ensuring that the learning outcomes of over 655,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and participate in our democratic institutions.

By continually focusing on improving results and striving for equity of access and outcomes for all learners, the Ministry of Education (ministry) places student success and well-being at the centre of its mandate. B.C.'s education system aims at providing inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests. As specified in the *Statement of Education Policy Order*, the ministry's mandate is to develop the "Educated Citizen," which is defined as the Intellectual, Human, Social, and Career Development of students. The ultimate purpose being that children achieve their individual potential and become independent adults who have a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression through compassionate and empathetic worldviews, which contributes to building strong communities.

Education is the cornerstone of a thriving and equitable society. It nourishes students' minds and helps them become critical thinkers. It supports students to develop compassionate worldviews and consider diversity, equity, and inclusion as foundational values of healthy communities. Education also plays a key role in Government's commitment to putting people first and building a sustainable economy by preparing students to successfully transition to post-secondary education, apply their skills and knowledge to support emerging sectors, and help our province build a clean, innovative economy for the future.

Public education is critical to reconciliation. The ministry, in collaboration with First Nations, Métis and Inuit experts, organizations, and government representatives, is committed to building an education system that supports First Nations, Métis and Inuit students to achieve successful education outcomes. As part of these efforts, the ministry is actively working on implementing the *BC Tripartite Education Agreement* (BCTEA), the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission of Canada's Calls to Action pertaining to education, the *BC Declaration on the Rights of Indigenous Peoples Act*, and the 10 Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples.

The ministry's role is to provide leadership and funding to the education system, through governance, legislation, policy, and standards. The ministry defines broad best practices and expectations. Specific roles and responsibilities are set out under the *School Act*, *Independent School Act*, *Teachers Act*, *First Nations Education Act*, and accompanying regulations.

Strategic Direction

The strategic direction set by Government in 2017, and expanded upon in the 2017 *Mandate Letter* shaped the goals, objectives, performance measures and financial plan outlined in the 2020/21 Ministry of Education *Service Plan* and the actual results reported on in this annual report.

The global COVID-19 pandemic resulted in many shifts in priorities, structures, and operations across the public sector. Any changes to Ministry of Education goals, objectives, performance measures or financial plan to align with the strategic direction established by Government in late 2020 are presented in the 2021/22 Service Plan.

Operating Environment

Guided by evidence-informed and innovative practices, advancements in technology, evolutions within the labour market – both locally and globally – British Columbia (B.C.) is dedicated to maintaining its position as a global leader in education by pioneering systemic changes that prepare students for the future. This preparation is critical to building a strong, sustainable, and prosperous economy for all British Columbians.

This year, the ongoing COVID-19 pandemic changed the education landscape for the province's youth, their parents and caregivers, K-12 educators, support staff, and school/district staff. Despite the many challenges that accompanied the pandemic, the ministry continued to work closely with all 60 school boards, independent school authorities, the First Nations Education Steering Committee (FNESC), Métis Nation British Columbia (MNBC) and partners to advance key priorities as noted in the Minister's mandate letter while also maintaining robust health and safety standards. Key focus areas included:

- Establishing a five-stage framework to guide the delivery of K-12 education in a pandemic, including relevant health and safety measures for each stage
- Returning to partial in-class instruction (Stage 3) in June 2020, which saw over 200,000 students return
- Opening safely in Stage 2 in September 2020 with a focus on maximizing in-class instruction for all 655,000 students

As a result of this continued collaboration between Indigenous Rightsholders, partners and stakeholders, and the tremendous efforts of education staff and leaders across the province, B.C.'s education system was able to adapt quickly to the challenges of the pandemic to support the health, well-being and learning of students. B.C. is one of a few jurisdictions in Canada that was able to keep schools continuously open during the 2020/21 school year while supporting those unable to attend in-school. Maintaining a focus on in-class instruction allowed for the

continuation of assessments and reporting, which will maintain the baselines established for high and measurable standards. The Student Learning Survey was still administered, allowing for the collection of COVID-specific information as well as data to support safe and healthy learning environments. Longer-term impacts of the COVID-19 pandemic on learning and well-being will be monitored closely throughout the 2021/22 school year and will inform future strategies and objectives.

The Ministry, working in partnership with FNEESC, provided \$8.2 million in federal funding to B.C. First Nations in support of their COVID-19 response. This approach represents an exciting model of partnership that recognizes the critical and complementary roles that school districts and First Nations play in providing educational services to First Nations learners.

Long-term stability of the system was strengthened during this challenging and unprecedented period by ratifying an agreement under the B.C. government's Sustainable Services Negotiating Mandate between the members of the BC Teachers' Federation (BCTF) and the BC Public School Employers' Association (BCPSEA).

The ministry continued to focus, with the First Nations Education Steering Committee (FNEESC) and Canada, on the implementation of the *BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA)* (2018-2023) to work toward systemic shifts (e.g., legislative, policy and practice reforms) to support improved outcomes for all First Nations students, regardless of where they live or choose to attend school. Some of the notable changes pertaining to BCTEA included a commitment to ensure transportation plans are in place for equity of access to education, support for local education agreements between boards of education and First Nations, joint efforts to monitor student achievement data to inform policy and practice, the establishment of First Nations Education Outcome Improvement Teams, jointly-convened annual meetings featuring district leadership and First Nations representatives, and new professional development and information sharing opportunities.

Also, the ministry continued to collaborate with FNEESC and Canada on supporting First Nations jurisdiction over education. In addition, the ministry focused on engagement in the Equity in Action Project that involved 46 school districts. This project uses data to identify and address obstacles to educational success for Indigenous learners and to respond to identified inequities through a strategic action plan. It involves working in partnership with Boards of Education to ensure progress is made on improving the outcomes of Indigenous students.

As well, Indigenous educators have played an integral part in the development the Indigenous courses and education elements in B.C.'s new curriculum. The ministry consulted them at every stage of the development process and the feedback during the final roll out of the curriculum was very positive. The onset of the pandemic and need to implement specific health and safety protocols on construction sites caused minimal impact to school construction schedules and budgets. The rapid cost escalation that was experienced in 2018 leveled off over the past year and, with the implementation of several strategies to manage costs, government continued to

approve school capital projects to accelerate seismic mitigation and to reduce the reliance on portables. During this time, unprecedented investments in building and upgrading schools were made to ensure students have safe places to learn.

British Columbia's economy declined in 2020, as the negative impacts from the COVID-19 pandemic pushed economies all over the world into deep recessions. B.C.'s real GDP contraction of 3.8 per cent was the fourth smallest among provinces (behind Prince Edward Island, Nova Scotia, and New Brunswick). The decline in B.C.'s real GDP was almost entirely driven by service-producing industries, while goods-producing industries had modest declines. Output in the arts, entertainment and recreation, accommodation and food services and transportation were some of the main drivers of the decrease in the service sector. In B.C.'s goods producing sector declines in manufacturing and natural resources were partially offset by increases in the construction sector. Employment in B.C. decreased by 6.6 per cent in 2020. However, wages and salaries remained relatively stable compared to 2019 as low-wage workers accounted for the majority of job losses. Retail trade increased by 1.3 per cent in 2020, while consumer prices increased by 0.8 percent. Residential construction activity slowed but remained relatively strong, with housing starts declining in 2020 after experiencing all-time highs in 2019. In contrast, after declining for three consecutive years home sales reached record levels in late 2020. On the external front, global international trade experienced significant disruptions as the pandemic unfolded. B.C.'s international merchandise exports contracted in 2020 reflecting a combination of weaker global demand and lower commodity prices.

Report on Performance: Goals, Objectives, Measures and Targets

Goal 1: Ensure Students Become Educated Citizens

The ministry endeavors to maintain high and measurable standards, with a focus on intellectual, human and social development, and career development, in order to offer each student the best opportunity to succeed in life and contribute to a prosperous economy. By increasing student-centred learning opportunities that prepare learners to achieve their career and life goals, the ministry aims to improve outcomes and enhance education experiences for all students, no matter their background or where they live.

Objective 1.1 Promote an Education System that Places Students at the Centre

Key Highlights

- Provided teachers and students with access to updated learning resources and teaching materials designed to support ongoing instruction and assessment across the redesigned K-12 curriculum.
- Worked in partnership with the Ministry of Children and Family Development to create quality early care and learning experiences for children on school grounds, as part of the Child Care B.C. plan that creates new spaces that are inclusive, affordable and accessible for families.

- Continued to work on closing the equity gap for Indigenous learners by working in partnership with FNESC to implement the BCTEA with specific attention to building system capacity and the need to support government to government relationships between First Nations and Boards of Education.
- Identified actions, with FNESC, to be included in the Declaration Act's Action Plan.

Performance Measure(s)	2018/19 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	2021/22 Target	2022/23 Target
1.1 Equity in high school completion rates for Indigenous students, students with diverse learning needs, and children and youth in and from care relative to all other students. ¹	70.5%	73.1%	≥73%	Available December 2021	≥74%	≥75%

¹ Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>

Discussion of Results

This Performance Measure tracks the completion rates of Indigenous students, students with disabilities/diverse abilities and children and youth in and from government care in comparison to students not belonging to these groups and sets future targets to reduce the achievement gap. The 2020/21 Actuals for this Performance Measure were not available at the time the Annual Service Plan Report was produced. This data will be available in December 2021.

Objective 1.2: Establish and Maintain High and Measurable Standards

Key Highlights

- Continued to deliver reliable provincial assessments aligned with BC's curriculum and implemented strategies to support the timely instructional use of resulting student data.
- Continued to develop provincial assessments in partnership with FNESC recommended Indigenous educators and containing texts written by Indigenous authors, with a focus on Indigenous knowledge (including the new Grade 12 Literacy Assessment which will be implemented in November 2021).
- Used information from the Literacy and Numeracy assessments in Grade 4, 7 and 10 to monitor student outcomes across the province to help identify impacts of COVID-19.

Performance Measure(s)	2017/18 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	2021/22 Target	2022/23 Target
1.2 Percentage of students in Grade 4 and 7 on-track or extending literacy expectations as specified in Foundation Skills Assessment. ²	Literacy: 83% Numeracy: 69%	Literacy: 83% Numeracy: 70%	Literacy: ≥85% Numeracy: ≥70%	Available August 2021	Literacy: ≥85% Numeracy: ≥70%	Literacy: ≥85% Numeracy: ≥70%

² Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>

Discussion of Results

Performance Measure 1.2 is an appropriate indicator of progress toward improving student success, as students who are on-track or extending expectations as specified in the Foundation Skills Assessment (FSA) are more likely to graduate on time. The 2020/21 Actuals for this Performance Measure were not available at the time the Annual Service Plan Report was produced. This data will be available later in August 2021.

Objective 1.3: Position the Education System to Be Future-Oriented

Key Highlights

- Provided support to schools and students in the Graduation Program over the course of the global pandemic and continued to monitor graduation rates to support student success.
- Provided schools with information and resources that emphasized and expanded on the career development opportunities within the updated Graduation Program, including the required career education courses, 30 hours of required experiential learning, and optional elective work experience opportunities.

Performance Measure(s)	2011/12 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	2021/22 Target	2022/23 Target
1.3a Percentage of students who complete school within five years of first starting Grade 8. ^{3, 4}	All students: 81% Indigenous students: 49%	All students: 83% Indigenous students: 68%	All students: ≥85% Indigenous students: ≥67%	Available December 2021	All students: ≥85% Indigenous students: ≥67%	All students: ≥85% Indigenous students: ≥67%
1.3b Percentage of students transitioning to a BC post-secondary institution within 3 years. ^{5, 6}	66%	>63%	≥67%	Available March 2022	≥67%	≥67%

³ **Data Source:** Ministry of Education, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

⁴ **Note:** *Completion Rates involve only residents attending BC Public or Independent schools.*

⁵ **Data Source:** Ministry of Education, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

⁶ **Note:** *Data on transition rate to post-secondary institutions is currently only available for post-secondary institutions in BC.*

Discussion of Results

The central measure of student achievement and success for most students in the K-12 system is graduation. Performance Measure 1.3a provides the percentage of all students who graduated within five years of first starting in Grade 8. The 2020/21 Actuals for Performance Measure 1.3a were not available yet at the time the Annual Service Plan Report was produced. This data will be available in December 2021.

The ministry is committed to preparing students for lifelong learning. Entry to a post-secondary institution within three years of graduation is an indicator of the success of the system in preparing students to transitioning to higher education. The 2020/21 Actuals for Performance Measure 1.3b were not available yet at the time the Annual Service Plan Report was produced. This data will be available in March 2022.

Goal 2: Support Healthy and Effective Learning Environments

With student success at the core of the ministry's mandate, the importance of the learning environment cannot be overstated. For students to be able to learn and grow, they must feel safe, physically and emotionally, and know that adults care about their well-being. The ministry recognizes the crucial role of teachers and education leaders in this and relies on a workforce of highly trained professionals who enable students to grow and thrive.

Objective 2.1: Encourage and Support Quality Teaching and Leadership

Key Highlights

- Worked with the University of British Columbia and the BC Teachers' Council to support the development of a blended teacher education program to reduce geographic barriers and support teacher training in rural and remote communities.
- Refreshed the approach to continuous improvement/accountability across the education system by implementing the Framework for Enhancing Student Learning to ensure all students are successful and resources are being used effectively.
- Co-hosted the Jointly Convened Annual Meeting (JCAM) with FNEC focussing on reconciliation, TRC and UNDRIP, and improving outcomes for First Nations, Métis and Inuit learners.

Performance Measure(s)	2017/18 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	2021/22 Target	2022/23 Target
2.1 Number of Teacher Education Program reviews successfully completed. ⁷	7	17	9	9	9	9

⁷ **Data Source:** Ministry of Education, [Teacher Education Program Approval and Review Framework](#)

Discussion of Results

This Performance Measure tracks the number of Teacher Education Program (TEP) reviews conducted by the BC Teachers' Council during the year. The 2019/20 Actuals are significantly higher than those in 2020/21 due to several changes to programs, along with it being the first fiscal year of full implementation of the TEP Approval and Review Framework. As a result, a higher number of campus visits were conducted. Although 2019/20 was an anomaly, the baseline of approximately nine reviews per year is still accurate.

Objective 2.2: Foster Safe and Welcoming Learning Environments

Key Highlights

- Used the Student Learning Survey results to monitor student reporting on their experiences, with a specific focus on identifying the impact of the pandemic on learning, and to develop meaningful programs and initiatives to ensure students are safe, healthy, and feel connected to their school community (such as the implementation of the mental health action grant).

Performance Measure(s)	2018/19 Baseline	2019/20 Actuals	2020/21 Target	2020/21 Actuals	2021/22 Target	2022/23 Target
2.2a Percentage of students in Grade 4, 7 and 10 who feel welcome, safe, and having a sense of belonging in their school. ⁸	66%	65%	≥68%	Available August 2021	≥69%	≥70%
2.2b Percentage of students in Grade 4, 7 and 10 who feel there are two adults or more at their school who care about them. ⁸	69%	67%	≥72%	Available August 2021	≥74%	≥76%

⁸ Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>

Discussion of Results

Students who feel safe, have a strong sense of belonging, and feel that adults in their school care for them, are more engaged and more likely to move through their education program on pace. The 2020/21 Actuals for Performance Measures 2.2a and 2.2b were not available yet at the time the Annual Service Plan Report was produced. This data will be available later in August 2021.

Financial Report

Discussion of Results

Government provided increased operating funding for Boards of Education by funding the growth in public school enrolment in combination with the Classroom Enhancement Fund.

Children and youth in care, children living in low income families and a greater number of students with mental health challenges were recognized for funding by the new Equity of Opportunity Supplement that was allocated to school districts. The ministry also improved equity in the system by continuing to increase funding to support students with special needs and Indigenous students. Students at rural schools benefited from the largest one-year funding increase ever for their schools.

Additional provincial and federal funding was provided to Boards of Education in response to the COVID-19 pandemic to help maintain a healthy and safe school environment. The ministry began Phase 1 of the two-phase Funding Model Review action plan announced in February 2020. The focus in this phase was on implementing recommendations related to the financial management and accountability themes of the Panel's Report. In addition to the introduction of the Framework for Enhancing Student Learning, two new financial policies were developed in consultation with partners and Indigenous Rightsholders. The Financial Planning and Reporting Policy and the Accumulated Operating Surplus Policy came into effect July 1, 2021.

Government also provided increased capital funding to Boards of Education to build new schools and expand existing schools in growing communities, address seismic risk at existing facilities and also maintain and improve existing schools. These investments are critical to delivering modern, safe learning environments for students across the province and to ensuring the health and safety of students and staff across facilities. School capital projects also offer an opportunity to advance government priorities in the areas of child care space creation, climate leadership and economic development (e.g. mass timer).

Financial Summary

	Estimated	Other Authorizations ¹	Total Estimated	Actual	Variance
Operating Expenses (\$000)					
Public Schools	6,124,152	51,247	6,175,339	6,164,204	(11,195)
Independent Schools	448,839	10,225	459,064	461,774	2,710
Transfer to Other Partners	42,636	(1,961)	40,675	45,170	4,495
Executive and Support Services	42,300	(517)	41,783	45,781	3,998
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	715	30,716	30,716	-
Statutory Appropriation <i>Teachers Act</i> Special Account	8,975		8,975	7,801	(1,174)
Statutory Appropriation Funding for British Columbia Training and Education Savings Program Special Account		44,711	44,711	44,711	-
Transfer from General Account to British Columbia Training and Education Savings Program Special Account		(44,711)	(44,711)	(44,711)	-
Sub-total	6,696,903	59,709	6,756,612	6,755,446	(1,166)
Adjustment of Prior Year Accrual ²				(14,802)	(14,802)
Total	6,696,903	59,709	6,756,612	6,740,644	(15,968)
Ministry Capital Expenditures (\$000)					
Executive and Support Services	601		601		(601)
Total	601		601		(601)
Capital Plan (\$000)					
Public Schools	880,192		880,192	764,738	(115,454)
Total	880,192		880,192	764,738	(115,454)

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the *Balanced Budget and Ministerial Accountability Act* for ministerial accountability for operating expenses under the Act.

² The Adjustment of Prior Year Accrual of \$14.802 million is a reversal of accruals in the previous year.

Income Statement for School Districts¹

Name of Sector	2020/21 Budget	2020/21 Actual	Variance
Combined Income Statement (\$000)			
Total Revenue	7,201,997	7,226,343	24,346
Total Expense	7,079,517	7,082,948	3,431
Operating Results	122,480	143,395	20,915
Gain (Loss) on Sale of Capital Assets	25,100	18,286	(6,814)
Net Results	147,580	161,681	14,101

¹ This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Occupancy	Targeted Year of Completion	Project Cost to Mar 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Centennial Secondary	2017	2021	58	3	61
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. Work continues on the demolition of the old school, construction of a Neighborhood Learning Centre, and installation of playfields and landscaping. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, will be considered fully complete in 2021.					
Argyle Secondary	2021	2022	62	0	62
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,200-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$62 million, has been occupied since January 2021, and is scheduled to be completed in 2022.					
Grandview Heights Secondary	2021	2022	65	18	83
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over					

Ministry of Education

Major Capital Projects (over \$50 million)	Targeted Year of Occupancy	Targeted Year of Completion	Project Cost to Mar 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
their current capacities. The total potential budget for the new school is \$83 million, is scheduled to be occupied in 2021, and completed in 2022.					
Handsworth Secondary	2022	2023	42	27	69
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$69 million, is scheduled to be occupied in 2022, and completed in 2023.					
New Westminster Secondary	2021	2023	89	18	107
Under the ministry's Replacement Program, School District No. 40 (New Westminister) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminister. Work continues on the demolition of the old school and creation of a passive park. It is estimated that the replacement school will cost \$107 million, has been occupied since January 2021, and is to be completed in 2023.					
Burnaby North Secondary	2022	2023	24	84	108
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student-capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million, is scheduled to be occupied in 2022 and completed in 2023.					
Eric Hamber Secondary	2023	2023	14	92	106
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student-capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$106 million, is scheduled to be occupied and completed in 2023.					
Stitó:s Lá:lém totí:lt Elementary Middle School	2022	2023	25	29	54
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is building a new 930-student-capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will alleviate pressures at					

Major Capital Projects (over \$50 million)	Targeted Year of Occupancy	Targeted Year of Completion	Project Cost to Mar 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
other district schools. The total potential budget for the new school is \$54 million, is scheduled to be occupied in 2022 and completed in 2023.					
Sheffield Elementary	2022	2023	6	46	52
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430-student-capacity elementary school with a Neighborhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$52 million, is scheduled to be occupied in 2022, and completed in 2023.					
Pexsisen Elementary and Centre Mountain Lellum Middle	2022	2022	25	64	89
Under the ministry's Expansion Program, School District No. 62 (Sooke) is building a new 500-student-capacity elementary school and a 700-student-capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million, is scheduled to be occupied and completed in 2022.					
Victoria High School	2023	2023	16	64	80
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a replacement 1000-student-capacity high school on its current site located in Greater Victoria. The total potential budget for the replacement school is \$80 million, is scheduled to be occupied and completed in 2023.					
Quesnel Junior School	2022	2022	8	44	52
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is building a replacement 550-student-capacity senior middle school on its current site located in Quesnel. It is estimated that the replacement school will cost \$52 million, is scheduled to be occupied and completed in 2022.					
Cowichan Secondary	2024	2024	3	79	82
Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student-capacity secondary school on its current site, located in Cowichan Valley. The total potential budget for the replacement school is \$82 million, is scheduled to be occupied and completed in 2024.					

Appendix A: Agencies, Boards, Commissions and Tribunals

As of August 9, 2021, the Minister of Education is responsible and accountable for the following:

BC Teachers' Council

Under the Teachers Act, the BC Teachers' Council (BCTC) is responsible for:

- Setting standards for teachers and educators in B.C., including education, competence and professional conduct requirements
- Setting standards for post-secondary teacher education programs
- Reviewing and approving post-secondary teacher education programs

Disciplinary and Professional Conduct Board

The Disciplinary and Professional Conduct Board consists of nine members of the BC Teachers' Council appointed by the Minister. The Board deals with complaints and reports about alleged teacher misconduct and certification appeals that are referred to it by the Commissioner for Teacher Regulation.

Independent School Teaching Certificate Standards Committee

Under the *Independent School Act*, the Independent School Teaching Certificate Standards Committee (ISTCSC) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate (ISTC) and determining which standards apply for each type of Independent School Teaching Certificate.